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| Close-up image showing the leaf-sides of two oversized books side-by-side on a bookshelf, with additional books in soft focus background |
| English - Writing  Long Term Overview  Year 3 |
| |  |  |  | | --- | --- | --- | | Our Lady and St. Hubert’s Primary School |  | October 18 | |

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Introduction

The following is a long-term overview combining all relevant areas needed to teach English writing within your year group. The document has been split into sections: all of which need careful consideration in order to successfully teach all areas of the English curriculum.

#### Long term planning

In order to develop a ‘unit of work’ teachers should consider the overall text type and how it fits in with their project based learning for that particular term. Once a text type has been selected, teachers should then consider the grammar, spelling and handwriting that is needed, to create an immersive ‘unit’ of work.

Teachers should keep track of units taught, by updating their long-term overview: copies of which will be required by the English Lead.

#### Medium Term Planning

Once decisions have been made on the elements being taught in each unit, teachers should create a medium term plan – showing careful consideration of the grammar and spelling needed. This will aid short term planning and ensure all elements of the English curriculum are taught.

#### Short Term Planning

Weekly plans are to be used alongside medium term planning, so that focused learning objectives can be created for lessons. Example weekly plans can also be found in this document.

#### Assessment

Assessment grids found in this document should be used to assess children’s current level. This should be completed across a range of work and therefore work completed in class should be regularly assessed using bookmarks in Big Writing books.

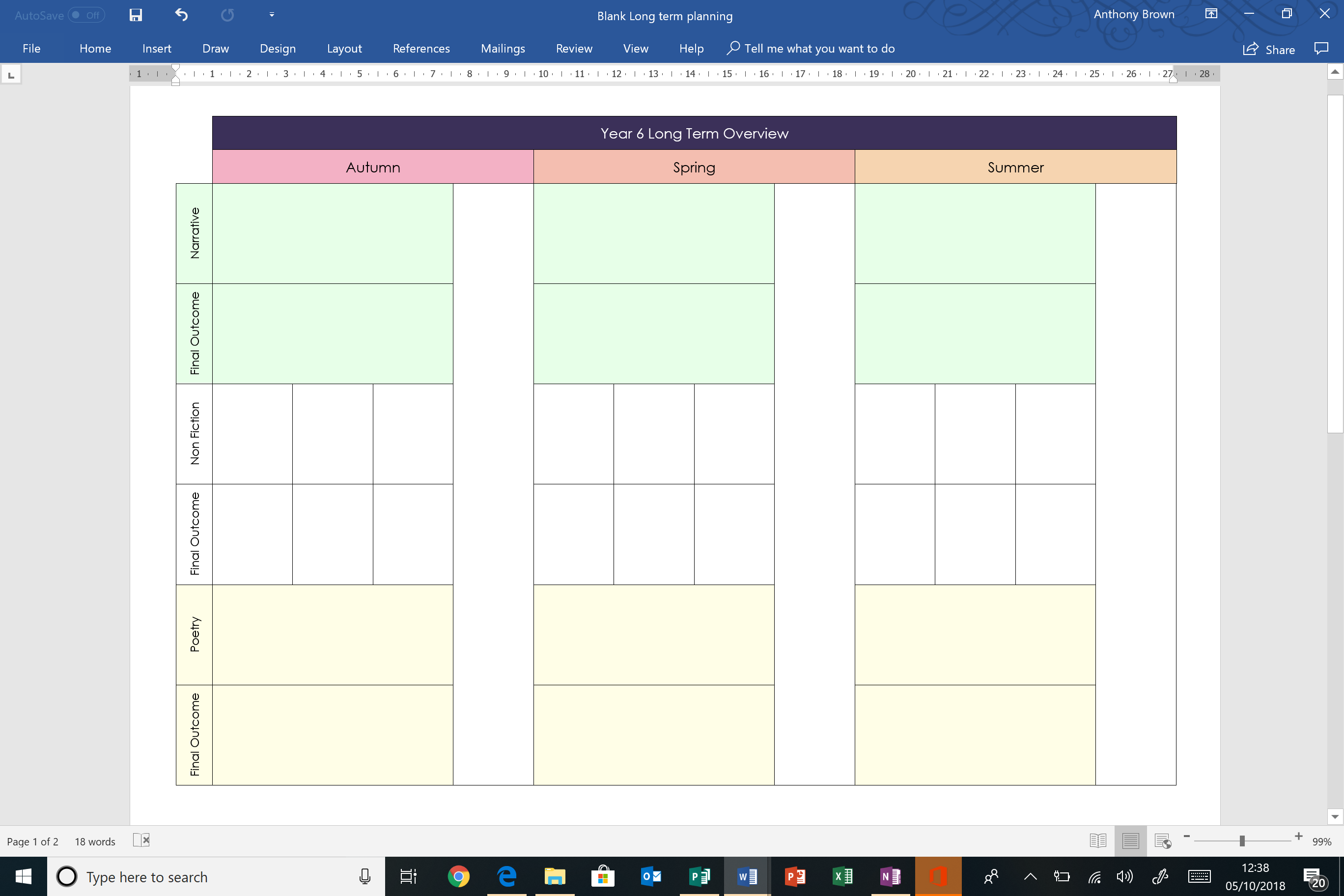
# Long term Planning

Year 3

Long Term Overview

These text types should be covered in detail across the year, but not necessarily in the order below. Choose which unit fits with your PBL and begin to map using the long-term overview on the next page. Long term overview maps, also allocate time for exploration of other text types that fit with the work you are completing in class or for ‘writing for real’ projects. Units do not have to be taught in three week blocks – think carefully about how long needs to be spent on each unit and fit into the long term overview accordingly.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Text type units for Year 3** | | | | | | | |
| **Narrative** | At least 3 genres to be taught across the year | | | | | | |
| Fables | Fairy tales/  folk tales | | Mystery | Playscripts | | Familiar Settings |
| **Non‐fiction** | Recounts/  Diary | Persuasion | | Non-chronological report | Explanation | | Instructions |
| **Poetry** | Poems Free verse  (PBL Link) | | Poems with a structure | | | Classic poetry (appropriate to age)  (Children study/perform) | |



Grammar Scheme of Work

This document provides a way of approaching and teaching grammar across primary education in a thematic and creative way. The objectives can be taught discreetly, however, they can be taught, practised and reinforced throughout the curriculum, and do not need to be taught in isolation.

*This grammar curriculum is linked to new English National Curriculum and key school resources: Pie Corbett’s Talk for Writing; Grammar for Writing, Rising Stars Grammar, Punctuation and Spelling; Alan Peat’s Get Your Head Around Punctuation (GYHAP) and Alan Peat’s Writing Exciting Sentences (WES).*

|  |  |  |
| --- | --- | --- |
| Year 3 Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation) | Stage of year group in which stage would typically be taught and resource to match teaching strategy | |
| **The main general developmental focus of children in this year group is to:**  **Vocabulary:** use sequences of sentences to extend ideas logically; vary sentence structure for affect and chose words for variety and interest.  **Sentence grammar:** the basic grammatical structure of sentences is usually correct and shows consistency.  **Spelling:** spelling is usually accurate, including that of common, polysyllabic words.  **Punctuation:** punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. | | |
| To proofread – check the draft for spelling and punctuation errors, omissions and repetitions. | | Continuous throughout Year 6 |
| To proof read – check the draft for spelling and punctuation errors, omissions and repetitions. | | Continuous throughout Year 3 |
| Low Year 3 skills to be recapped and taught: | | Low Year 3. |
| full stops and capital letters | | GYHAP pg 9 |
| exclamation marks | | GYHAP pg 29 |
| question marks  Many Questions...  Using many questions to expand punctuation usage and draw in readers. | | GYHAP pg 23  WES pg 33 |
| Commas  commas for lists  commas after “openers” (see below) | | GYHAP pg 69  WES pg 43 |
| Children to build on Year 1/2 and be showing regular, accurate use of adverbial openers (‘ly’ openers), e.g. *Suddenly,* *Quickly, Joyfully, Happily.*  Children should be using commas to demarcate clauses e.g. be using them after “ly” openers. This can also be applied to time connective openers  *After a while, A few minutes later, First,*  Children to also begin using “ing” openers for variation and detail (building on use of clauses as starters).  E.g. *Roaring, the dinosaur charged at its prey.*  *Sighing, the little lost girl sat down by a tree.* | | Year 3  (Also used with higher ability Year 3 WES page 55)  (Higher Year 3 WES page 55) |
| Children to begin to explore use of adverbial phrases e.g. “when”, “how”, “where” sentence starters  E.g. *When I had finished my homework, I went outside.*  *Teaching point: children to begin to explore use of comma to demarcate clauses.* | | Year 3  Mid / High Year 3  WES page 55 can be adapted to fit this criteria (When I was running to the bus, I stopped to pick up a five pound note.) |
| *List 3 for description*: Pie Corbett technique to add detail – adding adjectives/noun phrases.  E.g. *The dinosaur had a long tail, sharp teeth and a big wet nose.* | | Year 3 mid  WES pages 13, 43 and 17 |
| Children must be maintaining tense and consistent use of verb forms (past or present) in writing. | | Year 3. |
| To understand the term adverb. | | High Year 3.  WES page 39 |
| To use the term “adjective” appropriately and to understand the function of adjectives in sentences through:  Identifying adjectives in shared reading  Discussing and defining what they have in common i.e. words which qualify nouns  Experimenting with deleting and substituting adjectives and noting the effects on meaning  Collecting and classifying adjectives, e.g. for colours, sizes, moods  Experimenting with the impact of different adjectives through shared writing  Using two adjectives before a noun. 2A sentences.  E.g. The scary, vicious dog sat chewing the juicy, meaty bone. | | Low Year 3: WES page 17, WES page 43 and WES pg 13.  WES page 13. |
| To understand nouns.  Nouns for clarity and to avoid ambiguity  Expanded noun phrases, clauses and subordinate clauses  Noun which/who/where | | Year 3  WES pg 31 |
| To use the term “pronoun” appropriately and to understand the function of pronouns in sentences through:  noticing in speech and reading how they stand in place of nouns;  substituting pronouns for common and proper nouns in own writing;  distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *my, yours, hers;*  distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. *I, me, we; you; she, her, them* investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person;  investigating how pronouns are used to mark gender: *he, she, they, etc.,* | | Year 3  High Year 3  High Year 3 |
| To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. *I am, we are,* in standard English  verb inflictions (we was; I done) | | Year 3  Mid Year 3. |
| To extend knowledge and understanding of pluralisation through  recognising the use of singular and plural forms in speech and through shared writing  transforming sentences from singular to plural and vice versa, noting which words have to change and which do not  understanding the term “collective noun” and collecting examples – experimenting with inventing other collective nouns  noticing which nouns can be pluralized and which cannot, e.g. trousers, rain | | Year 3 |
| To secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing  many questions  Exclamation marks | | Year 3  Low Year 3 WES pg 33.  Low Year 3. GYHAP pg 29 |
| To use the term “comma” appropriately and to understand the function of commas in sentences through:  noting where commas occur in reading and discussing their functions in helping the reader  to become aware of the use of commas in marking grammatical boundaries within sentences (see adverbial phrase sentence openers)  Using commas in a list | | Year 3  Low year 3 WES pg 43 |
| To understand the basic conventions of speech punctuation through:  identifying speech marks in reading  beginning to use speech marks in own writing  using capital letters to mark the start of direct speech  to use the term “speech marks”  beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence  Punctuating direct speech with speech marks  Using inverted commas/speech marks for quotations | | Year 3  Mid Year 3  GYHAP pg 41 |
| To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do, through  Collecting and categorising examples and noting the differences between the singular and plural persons  Discussing the purposes for which each can be used  Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts  Experimenting with transforming sentences and noting which words need to be changed | | Year 3 |
| To use capitalisation for new lines in poetry. | | Year 3 |
| Connectives:  Understand a connective joins two main clauses together  Use a variety of connectives to join sentences (if, because, when, although).  BOYS sentences. Using but, or, yet, so (coordinating conjunctions). Essentially... using connectives to join two main clauses.  The boy had run out of milk, so he set off to the shops. | | Mid Year 3.  WES pg11 |
| Subordination  Use of connectives to link with work on subordination (when, if, although, because) Can use in speech regularly. Attempting to use in writing.  Commas to separate subordinate clauses in the middle of sentences (NOUN, which, who, where sentences)  Children to be developing use of subordinate clauses to create complex sentences.  *E.g. The man, who was wearing a hat, walked through the woods.*  *The dinosaur, who was very hungry, ate a small child.* | | Mid Year 3.  WES pg 31  High Year 3  WES pg 31 |
| To experiment with deleting words in sentences to see which are essential to retain meaning and which are not. | | Year 3 |
| Apostrophes:  for contracted forms  Apostrophes to show ownership | | Year 3/Year 4  Mid Year 3.  High Year 3/Low Year 4  Both are in GYHAP pg 59 |
| Sentence structures and sentence types:  Statements, questions, exclamations.  Commands. | | Low Year 3 WES pg 33 and WES page 29  Mid Year 3. |
| Conjunctions:  (when before after while because) | | Mid Year 3 |
| Prepositions:  - spatial  - prepositions (before after during because of)  - determiners | | High Year 3  High Year 3 |
| Structuring and organising texts.  Using paragraphs. | | Mid Year 3.  GYHAP pg 63 |
| -To broaden their vocabulary and  use it in inventive ways | | Low Year 3 – continuous. |
| Drop in a relative clause using who/whom/which/whose/that e.g.  *The girl, whom I remember, had black hair.*  *The boy, whose name was George, ran away from home.*  *The flight to Spain, which took two hours, was very exciting.* | | Year 3 High |
| Use *“lead sentences”* / *“topic sentences”* to link the first sentence of a paragraph to the main idea/subtitle (mainly in non-fiction)  Hobbies:  The Tyrannosaurus Rex’s favourite *hobbies are* hunting prey and eating children. *(First sentence of paragraph links to the subtitle and theme of that paragraph.)* | | Year 3  GYHAP page 63. |

Spellings

The following is a list of spellings for the year group. All rules must be taught across the year, so no gaps are created. Spellings should be selected carefully so that they relate with the English unit being taught – careful consideration should be given to possible links with any *Project Based Learning.* Resources for each week can also be found in the English area of Sharepoint.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Rule/Theme | Rule/Theme | Rule/Theme | Rule/Theme | Rule/Theme | Rule/Theme |
| Words with the long /ai/ sound spelt with ei | Words with the long /ai/ sound spelt with ey | Words with the long /ai/ sound spelt with ai | Words with /ur/ sound spelt with ear | Homophones & near homophones | Homophones & near homophones |
| eight  eighth  eighty  weight  neighbour  vein  veil  beige  sleigh  freight | hey  they  obey  grey  prey  whey  survey  convey  disobey  purvey | straight  campaign  contain  brain  faint  waist  claim  praise  complaint  afraid | earth  early  learn  heard  earn  pearl  search  unearth  earl  rehearse | here  hear  heel  heal  main  mane  mail  male  knot  not | berry  bury  brake  break  meet  meat  ball  bawl  fair  fare |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Creating adverbs using the suffix -ly  **Focus:**  no change to root word | Creating adverbs using the suffix -ly  Focus:  root word ends in ‘y’ with more than one syllable | Creating adverbs using the suffix -ly  Focus:  root word ends in ‘le’ | Creating adverbs using the suffix -ly  Focus:  root word ends in ‘ic’ or ‘al’ | Creating adverbs using the suffix -ly (exceptions to the rules) | Statutory Spelling Challenge Words |
| kindly  quickly  safely  rudely  sweetly  strongly  bravely  secretly  finally  usually | happily  angrily  lazily  easily  busily  greedily  messily  wearily  cheekily  clumsily | gently  simply  humbly  nobly  horribly  terribly  possibly  incredibly  comfortably  probably | gently  simply  humbly  nobly  horribly  terribly  possibly  incredibly  comfortably  probably | truly  duly  wholly  fully  daily  publicly  dryly  slyly  shyly  coyly | believe  appear  often  group  breath  continue  arrive  women  describe  height |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Words with short /i/ sound spelt with ‘y’ | Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – DO NOT double the final consonant) | Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final consonant) | Creating negative meanings using prefix mis- | Creating negative meanings using prefix dis- | Words with a /k/ sound spelt with ‘ch’ |
| myth  gym  Egypt  pyramid  mystery  hymn  system  symbol  lyric  typical | gardener gardening limited  limiting  offering  offered  benefited benefiting focused  focusing | forgetting  forgotten  beginning  beginner  preferred  preferring  occurred  occurring  forbidden  committed | misspell mislead mistreat misbehave mistrust misprint  misuse  misplace misheard  misread | dislike  disobey discolour discover disappear dishonest disallow disbelieve disapprove  discontinue | scheme  chorus  echo  character  ache  chaos  stomach chemistry orchestra  technology |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Homophones & Near Homophones | Homophones & Near Homophones | Adding the prefix bi- (meaning ‘two’ or ‘twice’) and adding the prefix re- (meaning ‘again’ or back’) | Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ | Words with a /sh/ sound spelt with ‘ch’ | Statutory Spellings Challenge Words |
| grate  great  grown  groan  plain  plane  peace  piece  rain  reign | scent  sent  vain  vein  rode  road  steel  steal  waist  waste | bicycle  biplane  bisect  bilingual  biannual  reappear  redecorate  reapply  repay  rebuild | league  plague  rogue  vague  fatigue  unique  antique  mosque  cheque  technique | chef  chalet  machine brochure crochet ricochet parachute moustache champagne  chute | address  busy  business  heart  fruit  breathe strange complete extreme  forwards |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Words ending in  -ary | Words with a short  /u/ sound spelt with ‘o’ | Words with a short  /u/ sound spelt with ‘ou’ | Word families based on common words, showing how words are related in form and meaning. | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning |
| library  February dictionary boundary  salary  summary primary secondary ordinary  necessary | woman  wonder  month  govern  brother  another  shovel  above  Monday  discover | enough  young  touch  double  trouble  country  courage  rough  tough  cousin | instruct  structure construction instruction instructor  unit  union  united  universe  university | scope  telescope microscope horoscope periscope inspect  spectator  respect perspective  spectacles | press  suppress express compress impress  prevent  invent  venture adventure  eventful |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Words ending in the suffix -al | Words ending with an /zhuh/ sound spelt with ‘sure’ | Words ending with a /chuh/ sound spelt with ‘ture’ | Words ending with a /cher/ sound spelt as ‘ture’ | Silent Letters Revision | Silent Letters Revision |
| natural occasional actual accidental medical  national  capital  vocal sensational  personal | treasure measure pleasure enclosure closure  leisure  exposure pressure composure  fissure | creature  picture  nature  furniture  capture  culture  moisture  future  gesture  structure | lecture literature mature miniature mixture puncture sculpture signature temperature  texture | island  answer  write  wrapper  knife  knock  thumb  doubt  half  calm | build  guide  guard  wheat  whale  honest  whirl  gnome  gnaw  surprise |

Handwriting

Handwriting is a complex skill involving a wide range of cognitive, linguistic, perceptual and motor abilities. It is a skill that children rarely acquire spontaneously. Even with expert tuition, it usually takes some time to perfect. As the child progresses through school, the requirement to write legibly and fluently increases considerably and the cost of being unable to do so also increases. Children need to be encouraged to adapt the correct pencil grip and writing posture from the start of their school life. They also need regular and constant opportunities to learn, practice and apply specific handwriting skills.

##### Whole school practice

* Daily practice of handwriting.
* Same language (in line with Letter Join) to be used in each year group – short, tall and tail
* Joining is to follow Letter Join scheme and Hand Writing policy.
* Letter Join interactive whiteboard resources, workbooks and worksheets to be used to support main teaching tool.
* Pencils to be of a good quality and sharp. High expectations regarding pencils. Children should not be completing work with blunt pencils.
* Where handwriting is displayed, it should be of a high quality. Letter join font is to be used for displays.
* Letter formation is to follow the progression policy outlined in this section.

##### Teaching time:

Handwriting practice should, in varying forms, take place DAILY where possible (games, English lesson starters, handwriting sessions etc.). More formal taught handwriting sessions need to be built in to the EYFS framework and timetable. They should also, be discretely built in to and taught through the KS1 and KS2 timetable.

#### FOUNDATION:

For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following:

* Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
* Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
* Letter learning to familiarise letter shapes, formation and vocabulary.

#### KS1:

Tuition will continue with two or three weekly sessions totalling 30 to 45 minutes covering:

* Gross and fine motor skills exercises.
* Cursive handwriting reinforcement, learning and practice.
* Numerals, capitals and printed letters: where and when to use, learning and practice.

KS2:

More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

* Cursive handwriting re-enforcement.
* Form-filling/labelling using printed and capital letters.
* Dictation exercises to teach the need for quick notes and handwriting at speed.

One morning session per week should be a taught handwriting session to encourage a positive and calm start to the day. Following sessions can be planned in after lunch time break spelling session for 15 minutes or planned in to another area of the school timetable. English/grammar/reading comp lessons can also start with handwriting games/practice to warm children’s thinking up.

# Teaching strategies and expectations:

#### EYFS

* Concentrate on letter formation including verbalisation of how to form letters (see appendix)
* Lots of initial mark making and opportunities to explore mark making.
* Use of Letter Join’s SMART board resources to develop muscular strength, coordination and recognition of letter formation.
* Use of thicker triangular pencils for all children initially until motor skills sufficiently developed to use a normal school pencil.
* By the end of Year R children should be to: Use a pencil, and hold it effectively to form recognisable letters [with ‘kicks’/’flicks’], ***most*** of which are correctly formed and apply their writing in exercise books.
* **Write Dance** used whole class to support early writing development. FunFit, Hand-Eye, Write Dance and interventions to be used to support children who have additional needs. Children with poor pencil control/grip must be supported and their needs addressed as early as possible in the school year.
* Embed approach of “This is how we read it… round the apple and down the stem!” for recognizing letters in RML and “This is how we write it… whoosh, round the apple and down the stem!” to show an extra flick to begin pre-cursive joining.

#### KEYSTAGE 1

* Write legibly using upper and lower case letters with correct joins.
* Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
* Leave the correct space between words.
* Form capital letters and use where appropriate.
* Form numerals that are consistent in size and sit on the base line.
* Begin to form printed letters and understand when they are used.
* Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

#### Y1

* Continuation of YR strategies. Ensure consistency is maintained with “This is how we read it… round the apple and down the stem!” for recognizing letters in RML and “This is how we write it… whoosh, round the apple and down the stem!” to show an extra flick to begin pre-cursive joining.
* Handwriting books introduced at the appropriate time.
* **Write Dance** used whole class to support early writing development. FunFit, Hand-Eye, Write Dance and interventions) used to support children who have additional needs. Children with poor pencil control/grip must be supported and their needs addressed as early as possible in the school year.
* All children to have their own handwriting practice book and to follow the whole school approach.

#### Y2

* As for Y1
* Change to narrower line guides
* Introduce joining and can practice sounds/letters for split diagraphs and two letters one sound joins.
* Pens can be used when all letters are correctly formed, work is consistently neat and letters joined in all curriculum areas
* Children sent to SMT or English coordinator for celebration of their achievement before being allowed to use a pen.
* Less able/SEN may still need to use specialist lined paper.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs. Children with poor pencil control/grip must be supported and their needs addressed as early as possible in the school year.
* All children to have their own handwriting practice book and to follow the whole school approach.

#### KEY STAGE 2

Improve quality, speed and stamina of handwriting.

***Quality*:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.

***Speed*:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take ‘quick notes’ at a faster pace.

***Stamina*:** Have the strength and mobility to be able to write for longer periods of time without fatigue.

#### Y3

* Continue all the above.
* Change to narrower line guides.
* High expectations regarding letter formation and presentation in books – handwriting is not an independent activity and should be applied.
* High expectations in class mean progress should be evident and poor handwriting practice never just ‘accepted’.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs.
* Children should be accessing taught sessions where teachers model and exemplify letter and word formation interactively as well as in handwriting practice books.
* All children to have their own handwriting practice book and exercise book to support their learning.

#### Y4/5

* Continue as above
* High expectations regarding presentation and letter formation.
* Children to be developing the speed and fluency of handwriting skills.
* More able to be practicing handwriting through applied grammar, spelling or creative writing.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs.
* Children should be accessing taught sessions where teachers model and exemplify letter and word formation interactively as well as in handwriting practice books.
* All children to have their own handwriting practice book and exercise book to support their learning.

#### Y6

* Continue as above
* High expectations regarding presentation and letter formation.
* Children to be developing the speed and fluency of handwriting skills.
* More able to be practicing handwriting through applied grammar, spelling or creative writing.
* Handwriting should be applied throughout the curriculum and be a chance to explore different grammar, spelling, punctuation or creative writing techniques.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs.
* Children should be accessing taught sessions where teachers model and exemplify letter and word formation interactively as well as in handwriting practice books.
* All children to have their own handwriting practice book and exercise book to support their learning.

*Handwriting is predominantly assessed during writing and is an important facet of overall writing effectiveness. Teachers however, should be assessing children’s needs/standards of presentation in all lessons – not just writing.*

*Targets/reporting of progress in handwriting should be included in parental reports if necessary.*

Pupils should be encouraged to self-assess and peer assess handwriting during literacy and handwriting lessons.

**www.letterjoin.co.uk**

**Username: huberts**

**Password: b688ed**

Handwriting Progression

|  |
| --- |
| **Progression through school regarding correct letter formation:** |
| Children will initially start with mark making and will need to practice certain pattern formations, which will naturally support good pen grip development, fine motor skills and pen control. IT will also feed in to the next stage which is letter formation. The key patterns are:    RML’s letter formation does not align with the initial un-joined letter formation in Letter Join. Therefore, it is important in EYFS and nursery that we introduce a two pronged “How we read it” and How we write it!” way of looking at and using letters/words.  The first letters children will see will be in line with RML  http://ecx.images-amazon.com/images/I/41ZaZIwHbBL.jpg  When we are modelling in class, focusing on/teaching handwriting, exploring letter formation, then we need to use the Letter Join font and Letter Join formation to exemplify pre-cursive and cursive letter formation.  *All letters are available at Letter Join.com and on the school’s computers.*  *Pre-cursive:*  *Cursive:*  abcdefghijklmnopqrstuvwxyz  Capital Letters:  A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  Numerals:  1 2 3 4 5 6 7 8 9 0  In terms of joined writing, all teachers and pupils should be working towards exemplifying the following cursive style:  The quick brown fox jumps over the lazy dog. |

Assessment

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The three standards in this framework contain a number of ‘pupil can’ statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. Children should be assessed across a range of text types to form teacher assessment. These grids are designed to help inform judgements across a range of work, with each letter being a different type of text.  A pupil’s writing should meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil’s attainment overall. A teacher’s professional judgement about whether the pupil has met the standard overall takes precedence. A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.  A pupil’s writing which teachers use to make judgements must be produced independently.  If a pupil is not meeting **all**of the requirements for ‘Not Yet Met’, then they are classed as ‘Working Towards’. Further guidance on children working below this level can be found below. Children working below these standards should be assessed using P levels. | | | | | | | |
| **Foundations for the expected standard - PKF** | | | | | | | |
| ***The pupil can, with the support of the teacher:***  • write words, phrases and short sentences that convey meaning (the teacher may help the pupil to build sentences through questioning)  • write the correct letter in response to hearing each sound of the alphabet  • segment simple1 spoken words into phonemes and write the graphemes corresponding to those phonemes  • form most lower-case letters in the correct direction, starting and finishing in the right place  • use spacing between words (the teacher may remind the pupil to do this)  • spell correctly some familiar words, such as their own name. | | | | | | | |
| **Early development of the expected standard - PKE** | | | | | | | |
| ***The pupil can, after discussion with the teacher:***  • write a sentence to convey ideas without the support of the teacher  • use capital letters and full stops correctly in some sentences  • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others  • spell some common exception words\*  • form lower-case letters of the correct size relative to one another in most of their writing. | | | | | | | |
| **Growing development of the expected standard - PKD** | | | | | | | |
| ***The pupil can, after discussion with the teacher or through scaffolding:***  • write sentences that are linked thematically, with meaning and purpose  • use capital letters and full stops mostly correctly and use some question marks correctly  • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others  • spell many common exception words\*  • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. | | | | | | | |
| **Not Yet Met - NYM** | | | | | | | | | |
|  | | **A** | **B** | **C** | **D** | **E** | **F** | | **G** |
| **The pupil can:** | |  |  |  |  |  |  | |  |
| Write simple, coherent narratives about personal experiences and those of others (real or fictional) | |  |  |  |  |  |  | |  |
| Write about real events, recording these simply and clearly | |  |  |  |  |  |  | |  |
| Demarcating most sentences with capital letters, full stops and question marks. | |  |  |  |  |  |  | |  |
| using co-ordination and subordination ( or / and / but / when / if / that / because ) | |  |  |  |  |  |  | |  |
| using present and past tense mostly correctly and consistently | |  |  |  |  |  |  | |  |
| spelling most common exception words\* (year 2) | |  |  |  |  |  |  | |  |
| spelling some words correctly\* (year 3 and 4) | |  |  |  |  |  |  | |  |
| writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | |  |  |  |  |  |  | |  |
| using spacing between words that reflects the size of the letters. | |  |  |  |  |  |  | |  |
| **Mastery - MAS** | | | | | | | | | |
|  | | **A** | **B** | **C** | **D** | **E** | **F** | | **G** |
| **The pupil can:** | |  |  |  |  |  |  | |  |
| write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing | |  |  |  |  |  |  | |  |
| make simple additions, revisions and proof-reading corrections to their own writing | |  |  |  |  |  |  | |  |
| using consistently correctly | capital letters |  |  |  |  |  |  | |  |
| full stops |  |  |  |  |  |  | |  |
| question marks |  |  |  |  |  |  | |  |
| many correct uses of | Commas for lists |  |  |  |  |  |  | |  |
| apostrophes for contraction and possession |
| spelling many words correctly\* (year 3 and 4) | |  |  |  |  |  |  | |  |
| spelling many homophones correctly | |  |  |  |  |  |  | |  |
| using co-ordination and subordination ( or / and / but / when / if / that / because ) | |  |  |  |  |  |  | |  |
| adding suffixes to spell words correctly in their writing. e.g. *–ment, -ness, -ful, -less, -ly \** | |  |  |  |  |  |  | |  |
| Using expanded noun phrases to describe and specify | |  |  |  |  |  |  | |  |
| Beginning to choose nouns appropriately for clarity and cohesion to avoid repetition | |  |  |  |  |  |  | |  |
| using the diagonal and horizontal stokes needed to join some letters | |  |  |  |  |  |  | |  |
| **Greater Depth - GD** | | | | | | | | | |
|  | | **A** | **B** | **C** | **D** | **E** | **F** | | **G** |
| **The pupil can:** | |  |  |  |  |  |  | |  |
| write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing | |  |  |  |  |  |  | |  |
| describe characters and settings in narratives | |  |  |  |  |  |  | |  |
| make simple additions, revisions and proof-reading corrections to their own writing | |  |  |  |  |  |  | |  |
| using the full range of punctuation taught at key stage 1 correctly and beginning to use consistently: | apostrophes for possession |  |  |  |  |  |  | |  |
| inverted commas |  |  |  |  |  |  | |  |
| beginning to use conjunctions and adverbials of time and place within and across paragraphs | |  |  |  |  |  |  | |  |
| increasing legibility, fluency and speed in joined handwriting | |  |  |  |  |  |  | |  |

# Medium term Planning

Year 3

