

|  |
| --- |
| 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 6 |
| |  |  |  | | --- | --- | --- | | Our Lady and St. Hubert’s Primary School |  | October 18 | |

Contents

Introduction Page 2

### Long Term Planning

Long Term Overview Page 4

Grammar scheme of work for year group Page 6

Spellings Page 9

Handwriting Page 12

Assessment Page 18

### Medium Term Planning

Medium Term planning example Page 21

Blank Medium Term Plan Page 23

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.

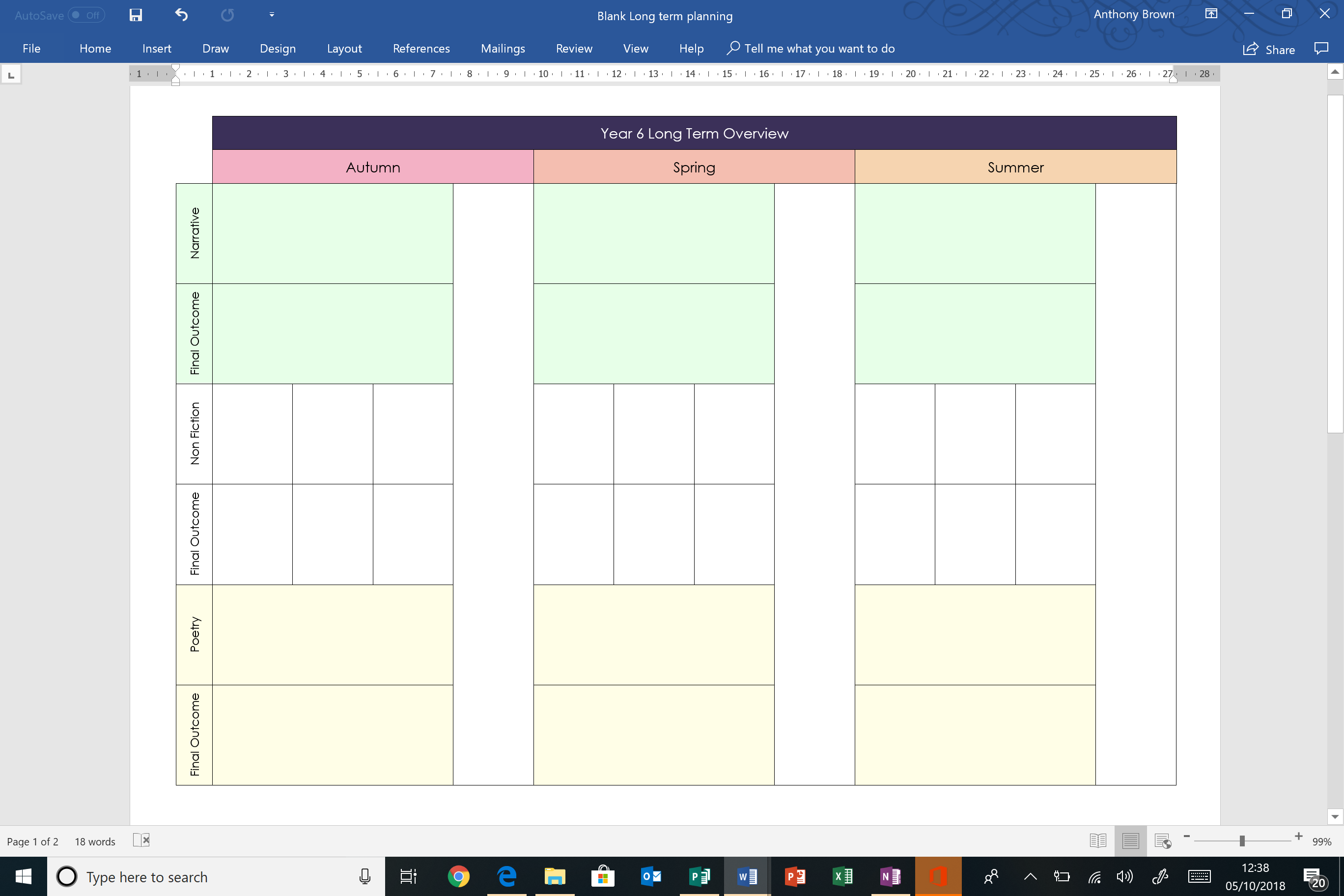
# Long term Planning

Year 6

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 6** | | | | | | | | | | | | |
| **Narrative** | At least 3 genres to be taught across the year | | | | | | | | | | | |
| Detective / crime | | Science fiction | | | Suspense/  supernatural | | Flashbacks / Time shift / Adventure | | | 1st Person Narrative | |
| **Non‐fiction** | Recounts: Biography and autobiography | Non-chronological reports/ Information text hybrid | | | News report | | Explanation text | | Discussion | | | Persuasion |
| **Poetry** | Poems Free verse  (Linked to PBL) | | | Narrative poetry/Imagery | | | | | | Structured Verse | | |



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 6 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 | |
| ***Much of the mapped Year 6 grammar curriculum looks at revision of previous units and building on skills such as manipulating language (formal/informal). This however, is not a true match to the need of children in St. Hubert’s. Year 6 teacher’s will need to look back at the curriculum from Years 4, and 5 (at times maybe even lower) in order to meet children’s needs and provide them with the core key skills to write fluently and accurately. This will mean revision of the use of exclamation marks, full stops, capital letters, ellipsis, comma and more. Teachers will have to use accurate and regular assessment to identify the needs of children and tailor their grammar and punctuation sessions to suit.*** | | |
| ***Extracts from National Curriculum level descriptors:***  ***Children in this year group should be able to:***  ***Level 4:***  **Vocabulary:** vocabulary choices are often adventurous and words are used for effect.  **Sentence grammar:** pupils are beginning to use grammatically complex sentences, extending meaning.  **Spelling**: spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate.  **Punctuation:** full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences.  **Level 5:**  **Vocabulary:** vocabulary choices are imaginative and words are used precisely.  **Sentence grammar:** sentences (including complex sentences) and paragraphs are coherent, clear and well developed.  **Spelling:** words with complex regular patterns are usually spelt correctly.  **Punctuation:** a range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. | | |
| To proofread – check the draft for spelling and punctuation errors, omissions and repetitions. | | Continuous throughout Year 6 |
| By Year 6, children should be confident and secure when using and understanding simple sentences, embellished sentences, complex sentences and compound sentences.  If not, then previous units and objectives need to be revisited. | | Low Year 6 |
| To understand and use the terms “active” and “passive” when referring to verbs, and to be able to apply their knowledge in their own writing   * Transforming a sentence from active to passive and vice-versa * To note and discuss how changes from active to passive affect the word order and sense of a sentence * To investigate further the use of active and passive verbs * To know how sentences can be re-ordered by changing from one to the other   To consider how the passive voice can conceal the agent of a sentence, e.g. *The chicks were kept in an incubator* | | Year 6 |
| * To understand the term “impersonal voice” and to be able to write in this style | | Year 6 |
| To understand features of formal official language through, e.g. :   * Collecting and analysing examples, discussing when and why they are used * Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary * Collecting typical words and expressions, e.g*. “Those wishing to …”, “hereby …”, “forms may be obtained ….”* | |  |
| To revise formal and informal styles of writing:   * Formal and Informal vocabulary * The impersonal voice * The use of active and passive voice * Management of complex sentences * Use of formal sentences / formal language in sentences * Informal Sentences and language * Informal speech including elision in certain words. * Use of Irony * Formal sentences including a subjunctive   (The subjunctive in [Modern English](http://en.wikipedia.org/wiki/Modern_English) occurs in a variety of contexts in which the form of the verb used is different from what it normally would be, given the implied time of the action. Regardless of the subject, the form of the present subjunctive verb used to express present or past desires and the like in *that* clauses is the bare form of the infinitive (not preceded by "to"). Hence, the present subjunctive of "to go" is "I go", "you go", "he/she/it goes", "we go", "they go". For instance: "It was required that he go to the back of the line" (compared with the past [indicative](http://en.wikipedia.org/wiki/Indicative) "Everyone knows that he went to the back of the line"); and "It is required that he go to the back of the line" (compared with the present indicative "Everyone knows that he goes to the back of the line"). | | Year 6  Low Year 6  Low Year 6  Mid Year 6  Mid Year 6  Mid Year 6  High Year 6  High Year 6 |
| To revise the language conventions and grammatical features of the different types of text such as:   * Narrative (e.g. stories and novels) and ways to start narrative to grab reader’s attention) * Recounts (e.g. anecdotes, accounts of observations, experiences) * Instructional texts (e.g. instructions and directions) * Reports (e.g. factual writing, description) * Explanatory texts (how and why) * Persuasive texts (e.g. opinions and promotional literature) * Discursive texts (e.g. balanced arguments) | | Year 6  Imagine 3 examples: WES pg 59 |
| To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headlines | | Year 6 |
| To investigate connecting words and phrases:   * Collect examples from reading and thesauruses * Study how points are typically connected in different kinds of text * Classify useful examples for different kinds of text – for example, by position (*besides, nearby, by*); sequence (*firstly, secondly*); logic (*therefore, so, consequently*) * Identify connectives which have multiple purposes (e.g. *on, under, besides*) | | Year 6 |
| To identify, understand and form complex sentences through, e.g.:   * Using different connecting devices * Reading back complex sentences for clarity of meaning, and adjusting as necessary * Evaluating which links work best * Identifying main clauses * Using appropriate punctuation   Separate clauses in sentences using a variety of different punctuation. E.g.: NOUN, which/who/where sentences | | Year 6  GYHAP Commas pg 69  Low Year 6 GYHAP ; pg 46  GYHAP pgs 45, 47, 57, 69  WES pg 31  Low Year 5 |
| To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.  To use further punctuation marks: colon, semi-colon, dashes, brackets  To use punctuation marks accurately in complex sentences  Use of the hyphen/dash to mark clauses or add information, detail.  Introduction to the semi colon:  Semi colon used to separate two main clauses that relate to each other   * The wizard threw his wand to the floor; his days as Chief Wizadore were over. The new Space Raider toy had hit the shelves; it sold out in three hours.   Semi colon used to separate many main clauses in a list to repeat detail:   * London has wonderful sights to see; London has the beautiful Buckingham Palace; London has towering office blocks and London is waiting for you to visit.   Using the colon:  Colon to separate two independent clauses in a compound sentences  Colon to introduce a list.  Colon used before speech in play scripts | | Low Year 6 3 bad – (dash) question? WES pg 37  Low Y6 Brackets GYHAP pg 35  Low Y6 GYHAP Commas pg 69 WES Page 31  Low Y6 GYHAP pg57  High Year 5/ Mid Y6  GYHAP pg 47  ‘Some;others’ WES pg 45  High Year 6  GYHAP pg 47  ‘Some;others’ WES pg 45  WES De:De pg 21  Low Y6  GYHAP pg 45 |
| To revise work on contracting sentences:   * Summary * Note-making * editing | | Year 6 |
| To become aware of conditionals through:   * Using reading to investigate conditionals, e.g. using *if…then, might, could, would,* and their uses, e.g. in deduction, speculation, supposition * Using these forms to construct sentences which express, e.g. possibilities, hypotheses * Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future) | | Year 6 |

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 ending in -able  **Focus:**  Adjectives | Words ending in  -able  **Focus:**  Adjectives | Words ending in -ably  **Focus:**  Adverbs | Words ending in -ible  **Focus:**  Adjectives | Words ending in -ibly  **Focus:**  Adverbs | Synonyms and Antonyms  **Focus:**  Synonyms and antonyms for “big” |
| applicable  tolerable  operable  considerable  dependable  comfortable  reasonable  perishable  breakable  fashionable | adorable  valuable  advisable  believable  desirable  excitable  knowledgeable  likeable  changeable  noticeable | adorably  valuably  believably  considerably  tolerably  changeably  noticeably  dependably  comfortably  reasonably | possible  horrible  terrible  visible  incredible  sensible  forcible  legible  responsible  reversible | possibly  horribly  terribly  visibly  incredibly  sensibly  forcibly  legibly  responsibly  reversibly | immense  vast  gigantic  gargantuan  mammoth  miniature  miniscule  insignificant  microscopic  petite |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Words with a long  /e/ sound spelt ‘ie’  or ‘ei’ after c (and  exceptions) | Words with the long  /e/ sound spelt ‘ie’  or ‘ei’ after c (and  exceptions) | Words with endings which sound like /shuhl/ after a vowel letter | Words with endings which sound like /shuhl/ after a consonant letter | Words with a ‘soft c’ spelt /ce/ | Synonyms and Antonyms  **Focus:**  Synonyms and antonyms for “happy” |
| siege  niece  grief  chief  fiend  shriek  believe  achieve  convenience  mischievous | deceive  conceive  receive  perceive  ceiling  receipt  protein  caffeine  seize  neither | official  special  artificial  social  racial  crucial  facial  beneficial  superficial  antisocial | partial  confidential  essential  substantial  torrential  sequential  potential  spatial  martial  influential | cemetery  certificate  celebrate  necessary  deceased  December  sacrifice  hindrance  nuisance  prejudice | ecstatic  jovial  exultant  elated  delighted  despondent  forlorn  dejected  woeful  dismal |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Words with a long /o/sound spelt ‘ou’ or ‘ow’ | Adjectives ending in –ant into nouns ending in  –ance/-ancy | Adjectives ending in –ent into nouns ending in  –ence/-ency | Words that can be nouns and verbs | Words that can be nouns and verbs | Homophones & near homophones  **Focus:**  Nouns that end in –ce/-cy and verbs that end in –se/-sy |
| shoulder  smoulder  mould  poultry  soul  shallow  window  blown  known  thrown | observant  observance  expectant  expectancy  hesitant  hesitancy  tolerant  tolerance  relevant  relevance | innocent  innocence  decent  decency  excellent  excellence  confident  confidence  existent  existence | challenge  protest  broadcast  benefit  charge  function  influence  interest  object  damage | produce  present  reason  silence  support  transport  surprise  scratch  freeze  balance | advice  advise  device  devise  licence  license  practice  practise  prophecy  prophesy |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Creating diminutives using prefixes micro- or mini-  **Focus:**  Prefixes | Adding suffixes beginning with vowel letters  **Focus:**  words ending -fer | **Focus:**  To join a prefix ending in a vowel to a root word beginning with a vowel | **Focus:**  To join compound activities to avoid ambiguity | **Focus:**  Statutory Spelling  Challenge Words | **Focus:**  Statutory Spelling Challenge Words |
| minibus  miniskirt  miniscule  minibeast  minicab  minimum  microscope  microchip  microphone  microwave | referring  referred  referral  reference  referee  preferring  preferred  preference  transferring  transference | co-operate  co-ordinate  co-own  co-author  re-enter  re-educate  re-examine  re-evaluate  re-energise  re-elect | man-eating  little-used  rock-bottom  wide-eyed  pig-headed  tight-fisted  cold-hearted  stone-faced  green-eyed  short-tempered | attached  available  average  competition  conscience  controversy  correspond  embarrass  especially  exaggerate | foreign  apparent  appreciate  persuade  individual  language  sufficient  determined  explanation  pronunciation |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| 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 | 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 |
| temperature  temper  temperament  tempered  variety  vary  variation  varied  variable  variance | suggest  digest  congestion  gesture  gestation  lightning  daylight  enlighten  twilight  limelight | commit  committee  transmit  submit  commitment  emit  permit  intermittent  omit  unremitting | interrupt  interfere  intercept  interject  intertwine  interim  internal  intersperse  interloper  interest | accommodate  accompany  access  accuse  accost  accrue  accuracy  accomplish  accumulate  accentuate | signature  assign  design  designate  significant  resignation  resign  insignificant  assignment  signal |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Word families based on common words, showing how words are related in form and meaning | Synonyms and Antonyms  Focus:  Synonyms for “said” | Synonyms and Antonyms  Focus:  Synonyms and antonyms for “happy” | Synonyms and Antonyms  Focus:  Synonyms and antonyms for “loud” | Synonyms and Antonyms  Focus:  Synonyms and antonyms for “hot” | Synonyms and Antonyms  Focus:  Synonyms for “walked” |
| programme  telegram  hologram  diagram  grammar  grammatical  parallelogram  monogram  programmer  program | bellowed  screeched  squealed  shrieked  squawked  whispered  murmured  breathed  sighed  muttered | ecstatic  jovial  exultant  elated  delighted  despondent  forlorn  dejected  woeful  dismal | deafening  piercing  blaring  ear-piercing  raucous  silent  tranquil  inaudible  unobtrusive  peaceful | scorching  searing  sizzling  blistering  sweltering  chilly  frozen  arctic  bitter  wintry | ambled  tottered  strolled  staggered  sauntered  sprinted  raced  darted  dashed  galloped |

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
* 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 for a range of purposes | |  |  |  |  |  |  |  |
| use paragraphs to organise ideas | |  |  |  |  |  |  |  |
| in narratives, describe settings and characters | |  |  |  |  |  |  |  |
| in non-narrative writing, use simple devices to structure the writing and support the reading (e.g. headings, sub-headings, bullet points) | |  |  |  |  |  |  |  |
| using mostly correctly | capital letters |  |  |  |  |  |  |  |
| full stops |  |  |  |  |  |  |  |
| question marks |  |  |  |  |  |  |  |
| commas for lists |  |  |  |  |  |  |  |
| apostrophes for contraction |  |  |  |  |  |  |  |
| spelling most words correctly\* (year 3 and 4) | |  |  |  |  |  |  |  |
| spelling some words correctly\* (year 5 and 6) | |  |  |  |  |  |  |  |
| write legibly. | |  |  |  |  |  |  |  |
| **Mastery - MAS** | | | | | | | | |
|  | | A | B | C | D | E | F | G |
| The pupil can: | |  |  |  |  |  |  |  |
| write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use of first person in a diary; direct address in instructions and persuasive writing) | |  |  |  |  |  |  |  |
| in narratives, describe settings, characters and atmosphere | |  |  |  |  |  |  |  |
| integrate dialogue in narratives to convey character and advance the action | |  |  |  |  |  |  |  |
| select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) | |  |  |  |  |  |  |  |
| use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs | |  |  |  |  |  |  |  |
| use verb tenses consistently and correctly throughout their writing | |  |  |  |  |  |  |  |
| use a range of punctuation mostly correctly  (e.g. inverted commas, colon to introduce lists, brackets, use of commas for clarity) | |  |  |  |  |  |  |  |
| spelling most words correctly\* (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary | |  |  |  |  |  |  |  |
| maintaining legibility in joined handwriting when writing at speed. | |  |  |  |  |  |  |  |
| **Greater Depth - GD** | | | | | | | | |
|  | | A | B | C | D | E | F | G |
| The pupil can: | |  |  |  |  |  |  |  |
| write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) | |  |  |  |  |  |  |  |
| distinguish between the language of speech and writing and choose the appropriate register | |  |  |  |  |  |  |  |
| exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this | |  |  |  |  |  |  |  |
| using the range of punctuation taught at key stage 2 correctly including:  *And, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity* | semi-colons  Dashes  Colons  Hyphens |  |  |  |  |  |  |  |

# Medium term Planning

Year 6

