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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 4 |
| |  |  |  | | --- | --- | --- | | 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 10

Handwriting Page 13

Assessment Page 19

### Medium Term Planning

Medium Term planning example Page 22

Blank Medium Term Plan Page 24

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.

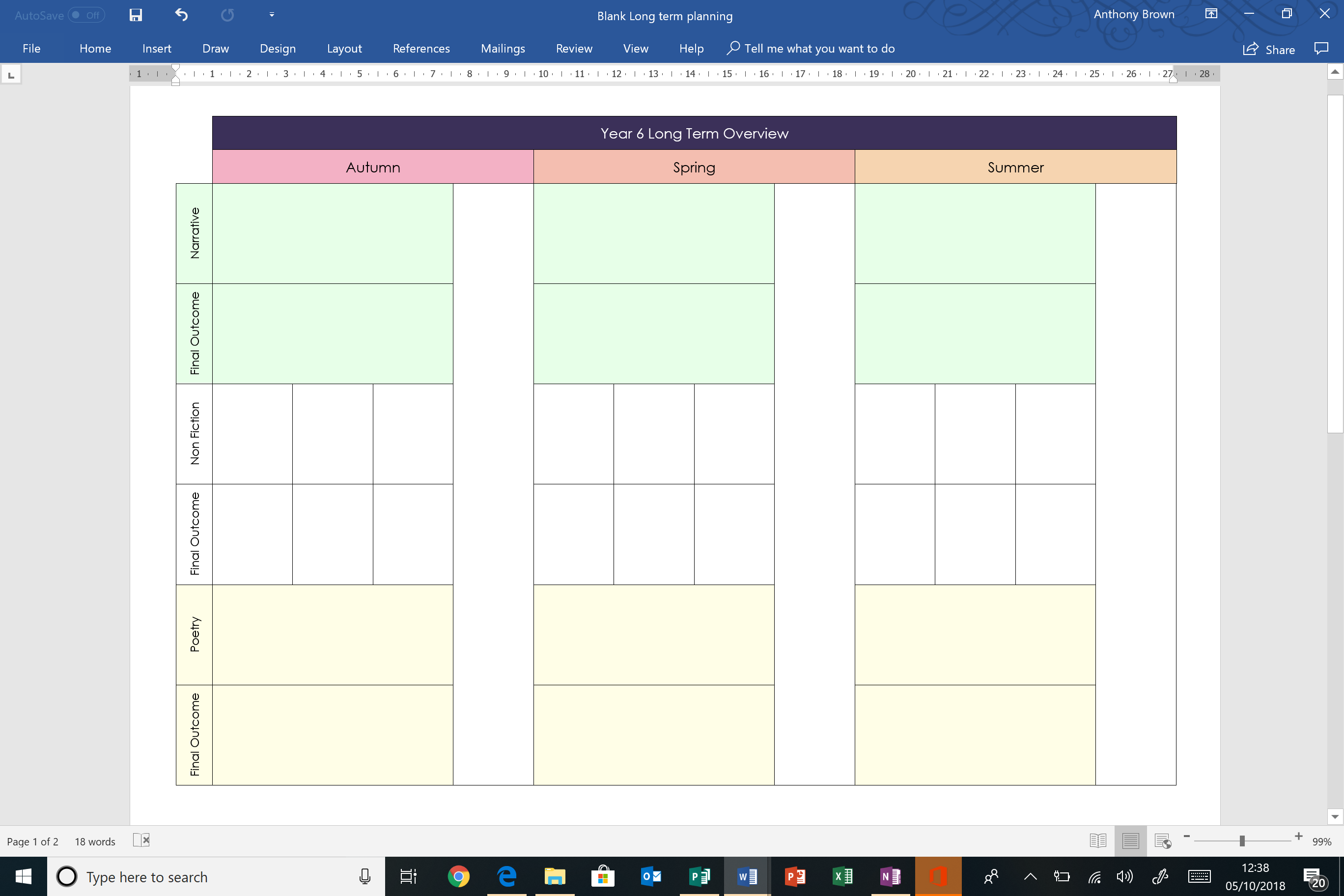
# Long term Planning

Year 4

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.

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| **Text type units for Year 4** | | | | | | | | | | | | |
| **Narrative** | At least 3 genres to be taught across the year | | | | | | | | | | | |
| Fantasy | | Fairy tales/  folk tales | | | Myths | | Dilemmas | | | Action/  Adventure | |
| **Non‐fiction** | Recounts | Information text | | | Non chronological report | | Explanation | | Debate | | | Persuasion |
| **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 4 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 | |
| **Extracts from National Curriculum level descriptors:**  **Children in this year group should be able to:**  **Vocabulary:** sequences of sentences extend ideas logically and words are chosen for variety and interest.  **Sentence grammar:** the basic grammatical structure of sentences is usually correct.  **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.  **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. | | |
| To proofread – check the draft for spelling and punctuation errors, omissions and repetitions. | | Continuous throughout Year 4 |
| To understand and use the term “tense” in relation to verbs  To know that tense refers to time  To know that one test of whether a word is a verb is whether or not its tense can be changed  To compare sentences from different text types e.g. narrative in past tense, explanations in present tense, forecasts/directions in future tense  To develop an awareness of how tense relates to purpose and structure of text | | Year 4 |
| Verbs:  Verbs at the start of sentences to separate clause.  Using commas to separate commas at start of a sentence:  Verb, person sentences from Alan Peat. | | Low Year 4.  WES pg 23. |
| To extend knowledge and understanding of adverbs through:  Identifying common adverbs with *ly* suffix and discussing their impact on the meaning of sentences  Noticing where they occur in sentences and how they are used to qualify the meaning of verbs  Collecting and classifying examples of adverbs, e.g. for speed: *swiftly, rapidly, sluggishly; light: brilliantly, dimly*  Investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the house ….ly*  Using adverbs with greater discrimination in own writing  Using commas after fronted adverbials. (Slowly, the boy picked up the diamond.)  Using 2 adverbs to describe a verb/action. Double ly ending. | | Year 4  Mid Year 4  Low Year 4. WES pg 39 |
| Children to have a secure understanding of “ly” and “ing” openers. Children to be using commas to demarcate the openers/clauses.  E.g. *Screaming, the witch held on to the out-of-control broomstick.*  Children to move onto “ed” endings.  E.g. *Frightened, the boy ran away from the dark shadow.*  *Exhausted, the lost Indian boy collapsed on the rubbish dump.*  Children to experiment combining openers ( “ing ly” openers)  *E.g. Cautiously creeping, Jack made his way up to the giant’s castle.*  *“ed and ing”:*  *Frightened and screaming, the boy ran through the dark house.*  Children to expand on knowledge of openers by using expanded “ing/ly” clause openers:  *Screaming excitedly, the children whizzed round on the roller coaster.*  *Running hastily towards the bus stop, Jonathan knew he would be late.* | | Year 4. |
| 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.*  Also – drop in –‘ing’ clauses e.g.  The tornado, rampaging across the city, caused huge destruction.  The goddess, singing sweetly, stroked his soft brown hair. | | Year 4 |
| To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:  Constructing adjectival phrases  Examining comparative and superlative adjectives  Comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold*)  Relating them to the suffixes which indicate degrees of intensity (e.g. *–ish, -er, -est)*  Relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot | | Year 4  WES page 13, 43, 17 and 35.  WES page 39 |
| To use commas to mark grammatical boundaries within sentences  Link this to work on editing and revising own writing  Commas to mark clauses in sentences.  Commas to separate subordinate clauses e.g. While my mom cleaned my room, I watched TV downstairs.  Commas to separate fronted adverbials. E.g. Carefully, Ryan picked up the injured bird.  Commas to separate 2 pairs sentences and 3 \_ed sentences.  Using commas to separate two linked sentences. The MORE, the MORE and The LESS, the LESS sentences. | | Mid Year 4  WES pg 17  GYHAP pg 69.  WES pg 17, GYHAP pg19  WES pg 51. |
| To use apostrophes to mark possession through:  Identifying possessive apostrophes in reading and to whom or what they refer  Understanding the basic rules for apostrophising singular nouns, e.g. the man’s hat; for plural nouns ending in “s”, e.g. The doctors’ surgery and for irregular plural nouns e.g. children’s playground  Distinguishing between uses of the apostrophe for contraction and possession  To begin to use the apostrophe appropriately in their own writing | | Year 4  GYHAP pg 59  Mid Year 4.  Possessive = High Year 4 |
| To understand the significance of word order, e.g. : some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed be preceding ones | | Year 4 |
| To recognise how commas, connectives and full stops are used to join and separate clauses.  To identify in their writing where each is more effective | | Year 4  GYHAP pg 69 |
| To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading | | Year 4  Colon: WES page 21 and GYHAP page 45  Semi colon: WES page 45 and GYHAP page 47  Commas: GYHAP page 69. (Commas applied in sentences is a very wide field open to opportunity. Adapt to suit your class. Example uses of comma in sentences can be found in WES: Pages 11, 23, 27, 29, 31, 51 and 55.)  The dash: GYHAP page 53  The Hyphen: GYHAP page 57 |
| To understand the conventions of speech punctuation through:  using speech marks accurately in own writing to signify direct speech.  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 and commas  using inverted commas/speech marks for quotations | | Year 4  High Year 4  GYHAP pg 41 |
| To be aware of the use of connectives, e.g. Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. *“If …., then”, “on the other hand…”, “finally”, “so”* | | Year 4 |
| Structuring and organising texts.  Using paragraphs. | | Low Year 4.  GYHAP pg 63 |
| Use of prepositions in sentences:  Before, After, During, Because of.... | | Mid Year 4 |
| -To broaden their vocabulary and  use it in inventive ways | | Low Year 4 – continuous. |
| Children to be varying sentence structure for effect and detail e.g.  Long sentences followed by short sentence for impact:  *The boy was wandering through the dark mysterious valley. He was lost.*  *They entered the darkened oak chamber looking for Wizard Waldarf. He was missing.*  Long sentence to enhance description:  *The wizards were confused. They all looked at each other. Then the old spell book began to glow like a bright star under the windowsill.*  Short sentences for suspense/tension or to move the story on:  *It was dark. The curtains rustled. A shadow appeared. – suspense*  *It was Tuesday. Everyone was in the park. – move the story on* | | Year 4. Low - Mid |
| Start sentences with a simile (clause):  *Like a wailing cat, the ambulance screamed down the road.* (Teaching point – often children repeat the same verb in the sentence. Make sure the verbs are different in the sentence.)  *Like a star in the sky, the diamond shone brightly.* | | High Year 4.  WES page 15 |
| Secure use of BOYS sentences (coordinating conjunctions But Or Yet So).  Children should be using coordinating conjunctions accurately and understand terminology (and, for, nor, but, or, yet, so etc). | | Low Year 4. WES page 11 |
| 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.* | | Low Year 4  WES pg 31  Low Year 4  WES pg 31 |

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 /aw/ spelt with augh and au | Adding the prefix in- (meaning ‘not’ or ‘into’) | Adding the prefix im- (before a root word staring with ‘m’ or ‘p’) | Adding the prefix il- (before a root word staring with ‘l’) and the prefix ir- (before a root word staring with ‘r’) | Homophones & near homophones | Words with /shun/ endings spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’) |
| caught  naughty  taught  daughter  autumn  clause  cause  astronaut  applaud  author | inactive  incorrect  inaccurate  insecure  indefinite  incomplete  infinite  inedible  inability  indecisive | immature  immeasurable  impossible  immortal  imperfect  impatient  immovable  impolite  important  improper | illegal  illegible  illogical  illiterate  illicit  irregular  irrelevant  irresponsible  irrational  irresistible | medal  meddle  missed  mist  scene  seen  board  bored  which  witch | division  invasion  confusion  decision  collision  television  revision  erosion  inclusion  explosion |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Words with a /shuhn/ sound, spelt with ‘sion’  **Focus:**  if root word ends in ‘se’, ‘de’ or ‘d’ | Words with a /shuhn/ sound, spelt with ‘ssion’ **Focus:**  if root word ends in ‘ss’ or ‘mit’ | Words with a / shuhn/ sound, spelt with ‘tion’ **Focus:**  if root word ends in ‘te’ or ‘t' / or has no definite root | Words with a /shuhn/ sound, spelt with ‘cian’  **Focus:**  if root word ends in ‘c’ or ‘cs’ | Words with ‘ough’ to make a long /o/, /oo/ or /or/ sound | Statutory Spellings Challenge Words |
| expansion  extension  comprehension  tension  corrosion  supervision  fusion  conclusion  persuasion  suspension | expression  discussion  confession  permission  admission  transmission  possession  profession  depression  impression | invention  injection  action  question  mention  attraction  translation  devotion  position  solution | musician  politician  electrician  magician  mathematician  dietician  statistician  technician  clinician  beautician | though  although  dough  through  breakthrough  thought  bought  brought  fought  ought | interest  experiment  potatoes  favourite  imagine  material  promise  opposite  minute  increase |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Homophones & Near Homophones | Homophones & Near Homophones | Nouns ending in the suffix -ation | Nouns ending in the suffix -ation | Adding the prefix sub- (meaning ‘under’) and adding the prefix super- (meaning ‘above’) | Plural Possessive Apostrophes with plural words |
| accept  except  affect  effect  aloud  allowed  weather  whether  whose  who’s | cereal  serial  check  cheque  through  threw  draft  draught  stares  stairs | information adoration sensation preparation education location exaggeration concentration imagination  organisation | creation radiation indication ventilation relegation dedication demonstration abbreviation translation  vibration | submerge subheading submarine subordinate subway superman supervise supersede superpower  superhuman | girls’  boys’  babies’  parents’ teachers’ women’s  men’s children’s people’s  mice’s |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Words with the /s/ sound spelt with ‘sc’ | Words with a ‘soft c’ spelt with ‘ce’ | Words with a ‘soft c’ spelt with ‘ci’ | 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 | Statutory Spellings  Challenge Words |
| science  crescent discipline fascinate  scent  scissors  ascent  descent  scientist  scenery | centre  century  certain  recent  experience sentence  notice  celebrate ceremony  certificate | circle  decide  medicine exercise  special  cinema  decimal  accident  city  citizen | phone  phonics microphone telephone homophone  real  reality  realistic  unreal  realisation | solve  solution  insoluble  dissolve  solvent  sign  signature  assign  design  signal | length  strength  purpose  history  different  difficult  separate  suppose  therefore  knowledge |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Adding the prefix inter- (meaning ‘between’ or ‘among’) | Adding the prefix anti-  (meaning ‘against’) | Adding the prefix auto- (meaning ‘self’ or ‘own’) | Adding the prefix ex- (meaning ‘out’) | Adding the prefix non- (meaning ‘not’ ) | Words ending in  -ar/ -er |
| interact  interfere  intercity international intermediate internet intergalactic interrupt intervene  interlude | antiseptic anticlockwise antisocial antidote antibiotic antivenom  anti-ageing antifreeze antiperspirant  antigravity | autograph autobiography automatic autofocus autocorrect autopilot  autopsy automobile autonomy  autocue | exit  extend  explode  excursion exchange  export  exclaim  expel  external  exterior | non-stick  non-stop  non-starter  non-smoker nonsense  non-fiction  non-drip  non-violent  non-profit  non-believer | calendar grammar  regular particular peculiar  popular  consider remember quarter  integer |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Adding the suffix  -ous  **Focus:**  No change to root word | Adding the suffix  -ous  **Focus:**  No definitive root word | Adding the suffix  -ous  **Focus:**  Words ending in ‘y’ become ‘i’ and words ending in ‘our’ become ‘or’ | Adding the suffix  -ous  **Focus:**  Words ending in ‘e’ drop the ‘e’ but not ‘ge’ | Adverbials of frequency and possibility | Adverbials of manner |
| dangerous poisonous mountainous joyous synonymous hazardous riotous  perilous momentous  scandalous | tremendous enormous jealous  serious  hideous fabulous  curious  anxious  obvious  gorgeous | various  furious  glorious victorious mysterious humorous glamorous vigorous  odorous  rigorous | famous  nervous ridiculous carnivorous herbivorous porous adventurous courageous outrageous  advantageous | regularly occasionally frequently usually  rarely  perhaps  maybe  certainly possibly  probably | awkwardly frantically curiously obediently carefully  rapidly unexpectedly deliberately hurriedly  reluctantly |

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

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| 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. |

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| **Not Yet Met - NYM** | | | | | | | | |
|  | | **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 |  |  |  |  |  |  |  |
| using co-ordination and subordination ( or / and / but / when / if / that / because ) | |  |  |  |  |  |  |  |
| Using expanded noun phrases to describe and specify | |  |  |  |  |  |  |  |
| spelling many words correctly\* (year 3 and 4) and words with added suffixes | |  |  |  |  |  |  |  |
| using the diagonal and horizontal strokes needed to join letters in some of their writing | |  |  |  |  |  |  |  |
| using spacing between words that reflects the size of the letters. | |  |  |  |  |  |  |  |
| **Mastery - MAS** | | | | | | | | |
|  | | **A** | **B** | **C** | **D** | **E** | **F** | **G** |
| **The pupil can:** | |  |  |  |  |  |  |  |
| write for a range of purposes with some prompts | |  |  |  |  |  |  |  |
| describe characters and settings in narratives | |  |  |  |  |  |  |  |
| use some simple devices to structure non-narrative writing (e.g. headings, sub-headings, bullet points) | |  |  |  |  |  |  |  |
| using consistently correctly: | capital letters full stops question marks |  |  |  |  |  |  |  |
| some use of other KS2 expected punctuation (e.g. colon, semi-colon, brackets) | |  |  |  |  |  |  |  |
| use conjunctions and adverbials of time and place within and across paragraphs | |  |  |  |  |  |  |  |
| spelling most words correctly\* (year 3 and 4) | |  |  |  |  |  |  |  |
| spelling some words correctly\* (year 5 and 6) | |  |  |  |  |  |  |  |
| increasing legibility, fluency and speed in handwriting when joining | |  |  |  |  |  |  |  |
| **Greater Depth - GD** | | | | | | | | |
|  | | **A** | **B** | **C** | **D** | **E** | **F** | **G** |
| **The pupil can:** | |  |  |  |  |  |  |  |
| write for a range of purposes, using paragraphs to organise ideas. | |  |  |  |  |  |  |  |
| begin to use simple devices to structure their writing in non-narrative writing (e.g. headings, sub-headings) | |  |  |  |  |  |  |  |
| using basic punctuation correctly and mostly consistently with some awareness of brackets and colons to introduce lists. | |  |  |  |  |  |  |  |
| spelling most words correctly (year 3 and 4) | |  |  |  |  |  |  |  |
| maintaining legibility in joined handwriting at length | |  |  |  |  |  |  |  |

# Medium term Planning

Year 6

