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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 5 |
| |  |  |  | | --- | --- | --- | | 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 13

Handwriting Page 16

Assessment Page 22

### Medium Term Planning

Medium Term planning example Page 25

Blank Medium Term Plan Page 27

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.

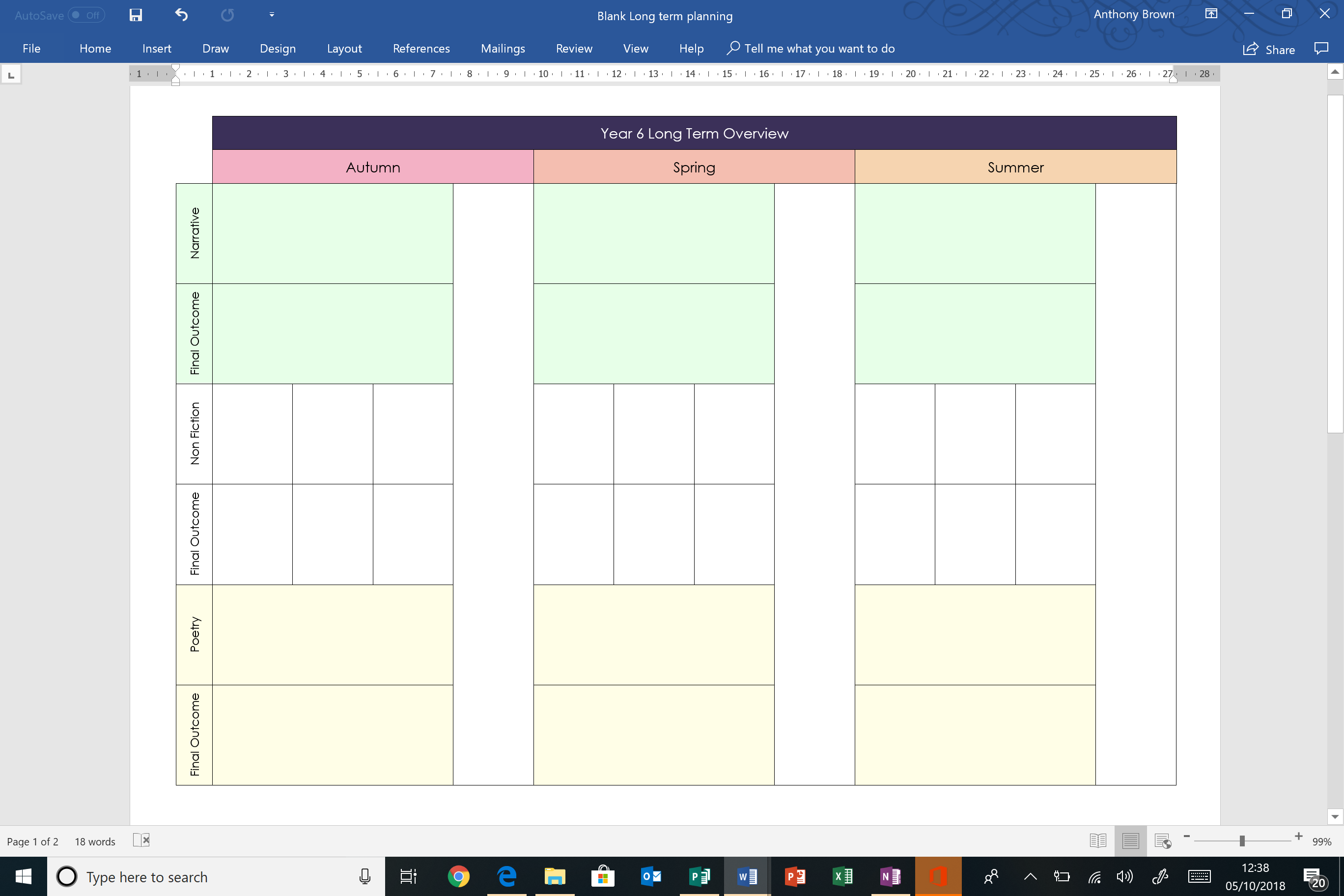
# Long term Planning

Year 5

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 5** | | | | | | | | | | | | |
| **Narrative** | At least 3 genres to be taught across the year | | | | | | | | | | | |
| Suspense/  Mystery | | Reimagining of a fairy tale | | | Playscript | | Science Fiction | | | Legends/ Historical setting | |
| **Non‐fiction** | Discussion | Non-chronological report | | | News report | | Explanation | | Instruction | | | Persuasion |
| **Poetry** | Poems Free verse  (PBL Link) | | | Narrative poetry/ Poems with imagery and figurative language | | | | | | Structured poetry | | |



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 5 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:**  **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. | | |
| To proof read – check the draft for spelling and punctuation errors, omissions and repetitions. | | Continuous throughout Year 5 |
| To investigate word order by examining how far the order of words in sentences can be changed:   * Which words are essential to meaning * Which can deleted without damaging the basic meaning * Which words or groups of words can be moved into a different order | | Year 5 |
| To re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes. | | Year 5  WES page 23 |
| To construct sentences in different ways, while retaining meaning through:   * Combining 2 or more sentences * Re-ordering them * Deleting or substituting words * Writing them in more telegraphic ways   Varying sentence structure for effect.   * Use short sharp sentences for tension, suspense or to contrast longer sentences. * Vary sentence openers – adverbial/verb openers   Have secure understanding and use of simple, embellished and compound sentences. | | Year 5  GYHAP pgs 45,47, 53 and 69  ‘SHORT’ WES pg 53  Emotion word, comma. WES pg 29  WES page 23  Low Year 5 |
| 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. * Use of connectives in subordination   *E.g. The man, who was wearing a hat, walked through the woods.*  *The dinosaur, who was very hungry, ate a small child.*  *The air soldier,* ***whilst*** *aiming his rifle, shook nervously.* | | Low Year 5  WES pg 31  Low Year 5  WES pg 31 |
| To understand the basic conventions of standard English and consider when and why standard English is used:   * agreement between nouns and verbs * consistency of tense and subject * avoidance of double negatives * avoidance of non-standard dialect words | | Year 5 |
| To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions. | | Year 5 |
| To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit, e.g. simplifying for younger readers | | Year 5 |
| To understand the difference between direct and reported speech (e.g. “*She said, “ I am going*” and *“She said she was going*”) e.g. through   * Finding and comparing examples from reading * Discussing contexts and reasons for using particular forms and their effects * Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added | | Year 5 |
| To use the term “preposition” appropriately and to understand the function of prepositions in sentences through:   * Searching for, identifying and classifying a range of prepositions * Experimenting with substituting different prepositions and their effect on meaning | | Year 5 |
| To understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal a start (e.g. a list)  To understand sentence must have GRAMMATICAL and SEMANTIC cohesion (they must be written accurately and sound accurate when spoken. Children must be listening and watching out for punctuation and orally rehearsing the changes/impact varying punctuation has on sentences). | | Year 5  **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.)  Mid Year 5... This is essential in all writing throughout all year groups. The concept of ***grammatical and semantic cohesion*** is mid-year 5. |
| From reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks. | | Year 5 |
| To extend knowledge, understanding and use of verbs, focussing on:   * Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will * Forms: active, interrogative, imperative * Person: 1st, 2nd, 3rd, * Identify and classify examples from reading * Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning   Experiment with use of personification (which can involve manipulating verbs) | | Year 5  Mid Year 5  WES pg 47 |
| To identify the imperative form in instructional writing and the past tense in recounts.  To use this awareness when writing for these purposes | | Year 5 |
| To use further punctuation marks: colon, semi-colon, dashes, brackets  To use punctuation marks accurately in complex sentences  Use bullet points in certain text types (e.g. instruction texts).  Use of the hyphen 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.   Semi colon used to vary sentences structure and add detail:  Using the colon:  Colon to introduce a list.  Colon used before speech in play scripts | | Year 5 3 bad – (dash) question? WES pg 37  Brackets GYHAP pg 35  **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.)  **Brackets:** WES page 25)  GYHAP pg57  High Year 5  GYHAP pg 47  ‘Some;others’ WES pg 45  **Colon**: WES page 21 and GYHAP page 45 |
| To use punctuation effectively to sign post meaning in longer and more complex sentences | | Year 5 |
| Understand and use rhetorical questions | | Year 5  WES pg 33 |
| Give description of action / “stage directions” in narrative speech.  “No don’t do it!” James shouted, running towards the angry rifle-ready soldier. | | Year 5 |
| To be aware of the differences between spoken and written language, including:   * The need for writing to make sense away from immediate context * The use of punctuation to replace intonation, pauses, gestures * The use of complete sentences | | Year 5 |
| To explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: *“police shot man with knife”, “nothing acts faster than Anadin”, “baby changing room”* | | Year 5 |
| To ensure that, in using pronouns, it is clear to what or whom they refer. | | Year 5 |
| To investigate clauses through:   * Identifying the main clause in a long sentence * Investigating sentences which contain more than one clause * Understand how clauses are connected (e.g. by combining 3 short sentences into 1) * Subordinate clauses in sentences * Manipulating subordinate clauses. | | Year 5  WES 3 bad – (dash) question? pg 37  WES pg 27 |
| Expanded noun phrase sentences.  Separate clauses in sentences using a variety of different punctuation. E.g.: NOUN, which/who/where sentences | | WES pg 31  Low Year 5 |
| * Parenthetical commas: *The man, who was walking through the woods, saw a bear.* | | WES pg 31  Low Year 5 |
| * Parenthetical dashes: The cake – which was not supposed to be eaten until grandad’s birthday – had mysteriously disappeared. | | Mid Year 5  GYHAP pg 35 |
| * Parenthetical brackets. Brackets contain material that could be omitted without destroying or altering the meaning of a sentence Queen Victoria was born in Kensington Palace, England (1819). The man (whose hands would not stop twitching) looked very guilty. | | High Year 5  GYHAP pg 35  WES page 31 (but use brackets in place of commas). |
| To use connectives to link clauses within sentences and to link sentences in longer texts | | Year 5  WES ad, same ad pg 35 |
| Children to have a secure understanding of **“ly”,** **“ing” and “ed”** openers. Children to be using commas to demarcate the openers/clauses and experimenting with combinations of these openers and clauses to create effects.  E.g. *Screaming wildly and hovering over the cauldron, the witch held on to the out-of-control broomstick and cast a spell.*  E.g. *Frightened, exhausted and alone, the soldier ran towards the enemy.*  *Exhausted, the king collapsed on his throne.*  Children to experiment combining openers ( **“ing ly”** openers)  *E.g. Cautiously creeping, the thief made his way up to the old inn door.*  *Weeping, frightened and desperate to see her love, Bess cried out the highwayman’s name.*  ***“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 and elaborate on openers by using adverbial phrases:**  *Screaming excitedly, the children whizzed round on the roller coaster.*  *Running hastily towards the bus stop, Jonathan knew he would be late.* | | Low Year 5 |
| Use conditionals and relative clauses in sentences:   * Conditional clauses: **If** I do my homework, then Miss will give me a treat. **Because** I ate too much chocolate, I threw up in my shoes. **As** I have been a good girl this year, Santa will surely buy me a gold pony. * Sentences where the main clause relates to the conditions of the conditional clause. The conditional clause alters the meaning of the sentence. | | Mid Year 5.  WES page 27.  WES page 37 |
| Word class:  using affixes to convert word class  using affixes to change meaning | | Low Year 5 |
| Key new terminology to be introduced through teaching, modelling and grammar lessons:  **modal verbs (might, should, will must)**  **adverbs (perhaps surely)**  **adverbs (for cohesion)**  **adverbials (for cohesion of time, place, number)**  **relative pronoun**  **determiner**  **cohesion**  **synonym** | | Mid Year 5  Low Year 5  Low Year 5  Mid Year 5  Low Year 5  Low Year 5  Mid Year 5  Low Year 5 |
| -To broaden their vocabulary and  use it in inventive ways | | Low Year 5 – continuous. |

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 endings  that sound like  /shuhs/ spelt with  –cious  **Focus:**  Adjectives | Words with endings  that sound like  /shuhs/ spelt with  –tious or -ious  **Focus:**  Adjectives | Words with the short  vowel sound /i/ spelt  with y | Words with the long  vowel sound /i/ spelt  with y | Homophones & near  homophones | Homophones & near  homophones |
| vicious  gracious  spacious  malicious  precious  conscious  delicious  suspicious  atrocious  ferocious | ambitious  cautious  fictitious  infectious  nutritious  contentious  superstitious  pretentious  anxious  obnoxious | symbol  mystery  lyrics  oxygen  symptom  physical  system  typical  crystal  rhythm | apply  supply  identify  occupy  multiply  rhyme  cycle  python  hygiene  hyphen | past  passed  proceed  precede  aisle  isle  aloud  allowed  affect  effect | farther  father  guessed  guest  heard  herd  led  lead  mourning  morning |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Words with  'silent' letters | Words with  'silent' letters | Modal verbs | Words ending  in ‘ment’ | Adverbs of  possibility and  frequency  **Focus:**  Adverbs | Statutory Spelling  Challenge Words |
| doubt  lamb  debt  thumb  solemn  autumn  column  knight  knuckle  knot | wrestle  wrapper  island  aisle  debris  mortgage  Christmas  yacht  guarantee  guilty | can  could  may  might  must  shall  should  will  would  ought | equipment  environment  government  parliament  enjoyment  document  management  movement  replacement  statement | certainly  definitely  possibly  perhaps  probably  frequently  often  occasionally  rarely  always | vegetable  vehicle  bruise  soldier  stomach  recommend  leisure  privilege  occur  neighbour |
|  |  |  |  |  |  |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Words containing the letter string ‘ough’ | Words containing the letter string ‘ough’ | Adverbials of time | Adverbials of place | Words with an /ear/ sound spelt ‘ere’ | Statutory Spelling Challenge Words |
| though  although  dough  doughnut  through  cough  trough  rough  tough  enough | plough  bough  drought  brought  bought  wrought  thought  ought  borough  thorough | yesterday  tomorrow  later  immediately  earlier  eventually  recently  previously  finally  lately | nearby  everywhere  nowhere  inside  downstairs  outside  upstairs  underneath  behind  somewhere | sincere  interfere  sphere  adhere  severe  persevere  atmosphere  mere  hemisphere  austere | amateur  ancient  bargain  muscle  queue  recognise  twelfth  identity  develop  harass |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Unstressed vowels in polysyllabic words | Adding verb prefixes de- and re- | Adding verb prefix over- | Convert nouns or verbs into adjectives using suffix -ful | Convert nouns or verbs into adjectives using suffix -ive | Convert nouns or verbs into adjectives using suffix -al |
| definite  desperate  literate  secretary  stationary  dictionary  Wednesday  familiar  original  animal | deflate  deform  decode  decompose  defuse  recycle  rebuild  rewrite  replace  revisit | overthrow  overturn  overslept  overcook  overreact  overestimate  overuse  overpaid  overlook  overbalance | boastful  faithful  doubtful  fearful  thankful  beautiful  pitiful  plentiful  fanciful  merciful | attractive  creative  addictive  assertive  abusive  co-operative  exhaustive  appreciative  offensive  expressive | musical  political  accidental  mathematical  functional  tropical  professional  central  global  industrial |
|  |  |  |  |  |  |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Creating nouns using –ity suffix | Creating nouns using –ness suffix | Creating nouns using –ship suffix | Homophones and near homophones | Homophones and near homophones | Homophones and near homophones |
| community  curiosity  ability  visibility  captivity  activity  eternity  flexibility  possibility  sensitivity | happiness  hardness  madness  nastiness  silliness  tidiness  childishness  willingness  carelessness  foolishness | membership  ownership  partnership  dictatorship  championship  craftsmanship  fellowship  apprenticeship  citizenship  sponsorship | stationary  stationery  steal  steel  wary  weary  who’s  whose  fate  fete | alter  altar  ascent  assent  bridal  bridle  cereal  serial  compliment  complement | principal  principle  profit  prophet  descent  dissent  desert  dessert  draft  draught |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| Words with an /or/ sound spelt ‘or’ | Words with an /or/ sound spelt ‘au’ | Convert nouns or adjectives into verbs using the suffix -ate | Convert nouns or adjectives into verbs using the suffix -ise | Convert nouns or adjectives into verbs using the suffix -ify | Convert nouns or adjectives into verbs using the suffix -en |
| forty  scorch  absorb  decorate  afford  enormous  category  tornado  according  opportunity | pause  cause  sauce  fraud  launch  author  August  applaud  astronaut  restaurant | pollinate  captivate  activate  motivate  communicate  medicate  elasticate  hyphenate  alienate  validate | criticise  advertise  capitalise  finalise  equalise  fertilise  terrorise  socialise  visualise  vandalise | amplify  solidify  signify  falsify  glorify  notify  testify  purify  intensify  classify | blacken  brighten  flatten  lengthen  mistaken  straighten  shorten  thicken  tighten  toughen |

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** | | | | | | | | |
| The pupil can: | | A | B | C | D | E | F | G |
| 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. apostrophes, commas) | |  |  |  |  |  |  |  |
| begin to use conjunctions and adverbials of time and place within and across paragraphs | |  |  |  |  |  |  |  |
| spelling some words correctly\* (year 3 and 4) | |  |  |  |  |  |  |  |
| increasing legibility, fluency and speed in handwriting when joining | |  |  |  |  |  |  |  |
| **Mastery - MAS** | | | | | | | | |
| The pupil can: | | A | B | C | D | E | F | G |
| write for a range of purposes with a growing awareness of audience | |  |  |  |  |  |  |  |
| use paragraphs to organise ideas | |  |  |  |  |  |  |  |
| describe settings and characters with precision | |  |  |  |  |  |  |  |
| 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 | commas to demarcate clauses |  |  |  |  |  |  |  |
| commas for lists |  |  |  |  |  |  |  |
| apostrophes for contraction |  |  |  |  |  |  |  |
| begin to integrate dialogue in narratives to convey character and advance the action | |  |  |  |  |  |  |  |
| use some devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs | |  |  |  |  |  |  |  |
| use verb tenses mostly correctly | |  |  |  |  |  |  |  |
| begin to use other expected KS2 punctuation correctly (e.g. colon to introduce lists, brackets and use of commas for clarity) | |  |  |  |  |  |  |  |
| spelling most words correctly\* (year 3 and 4) | |  |  |  |  |  |  |  |
| spelling some words correctly\* (year 5 and 6) | |  |  |  |  |  |  |  |
| maintaining legibility in joined handwriting at length | |  |  |  |  |  |  |  |
| **Greater Depth - GD** | | | | | | | | |
| The pupil can: | | A | B | C | D | E | F | G |
| use basic punctuation consistently and many correct uses of: | brackets |  |  |  |  |  |  |  |
| dashes |  |  |  |  |  |  |  |
| Semi-colons |
| Begin to select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues, using modal verbs to suggest degrees of possibility) | |  |  |  |  |  |  |  |
| spelling words correctly in KS2 and using a dictionary to check the spelling of uncommon or more ambitious vocabulary. | |  |  |  |  |  |  |  |

# Medium term Planning

Year 5

