

We recognise that writing is one of the most fundamental skills that we can teach our pupils which supports their entire learning journey. Successful writers explore and present their learning from the rest of the curriculum more effectively and cohesively. We dedicate significant teaching time to writing and the approach we use, ensures children have access to storytelling, literature and opportunities to talk and widen their vocabulary.

Structured progression in knowledge from the teaching of phonetic spelling and handwriting to sentence construction and knowledge of genre characteristics are all carefully planned. We have researched, tried, tested and adapted our approaches to best suit the children of Penponds.

We teach children the purpose of writing and the importance of these lifelong skills using well-conceived and engaging English outcomes in the classroom. We connect our English teaching with the wider curriculum to strengthen pupil memory. To improve reduced speech and language skills in the community, we spend time modelling, directly teaching and rehearsing vocabulary and word meaning.

We use a 'Talk for Writing' approach to support our pupils to learn to write in a creative and imaginative way without losing the emphasis on accurate writing. This approach supports children to become confident writers who can express their thoughts and ideas accurately through a range of genres for a variety of different purposes. We also teach them how to present their writing clearly, neatly and precisely for different audiences. We dedicate, specific time to teaching proof-reading, editing and redrafting through the learning sequence.

The Writing Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for Writing.

Our children are supported through our four school values – Curiosity, Creativity, Confidence and Caring- all embodied through our vision, 'Aiming High and Achieving Our Best' and our vision statement:

Penponds School will work with all stakeholders to create a happy, safe and stimulating environment where children become 'Leaders of their own Learning'. By maintaining high expectations of the whole school community, our children will be equipped to become lifelong learners. We encourage curiosity about the world, strive to be creative in everything we do and build confidence in our children to enable them to grasp opportunities and tackle challenges with resilience and self-assurance.

Developing Young Writers





Agreed Teaching principles for Writing

- Expanded vocabulary leads to better academic outcomes
- Fiction is best taught when based on a quality model text
- Non-fiction text models should be real, things children can / have experienced
- Shared writing underpins the teaching of the writing process
- Learning and retelling a story helps their own composition and memory of vocab

Teaching Approaches for Writing

- Talk for Writing (shared writing underpins the teaching process)
- Read, Write Inc Phonics (systematic teaching of reading, spelling and handwriting)
- Letter-join supports joined handwriting
- Dictation for developing writers (developing the basics in sentence construction)
- Helicopter Stories (creating imaginative, young storytellers)

How do we measure the impact?

- Toolkits support day to day formative assessment
- Peer and self-assessment supports improvements
- Edit/redraft days between writing days
- Celebrating handwriting using Pen Licences and Posh Pencils
- MAT wide Writing Moderation
- Celebrating published writing tasks into purposeful outcomes





Writing – Progression of Grammar in Writing from previous year's learning

YR	Finger spaces Full stops Capital letters Adjectives				
Y1	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns			
Y2	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/coordinating conjunctions		

genoonds School

Writing



M. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.						<u>, </u>	
Y3	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/coordinating conjunctions	Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause Word families			and Achieved and A
Y4	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/coordinating conjunctions	Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause Word families	Standard English Expanded noun phrases Adverbials and fronted adverbials Pronouns Possessive pronouns Relative pronouns Speech punctuation Plural possessive apostrophes Relative clause		

getponds Schoo

Writing



Out s							ond Achieving
Y5	Finger spaces	Capital letters for	Present and past	Determiners	Standard English	Modal verbs	and Action.
	Full stops	names and 'I'	tense	A/An	Expanded noun	Cohesive devices	
	Capital letters	Question marks	Progressive verb	Prepositions	phrases	Adverbials of time	
	Adjectives	Exclamation	forms	Present perfect	Adverbials and	and place	
		marks	Commas in a list	verb forms	fronted adverbials	Parenthesis	
		Sentences	and for openers	Direct speech	Pronouns	Brackets	
		Singular and	Apostrophes for	Main clause	Possessive	Dashes	
		plural	possession and	Subordinate	pronouns	Commas to mark	
		Bullet points	contraction	clause	Relative	clauses	
		Verbs	Noun phrases	Word families	pronouns		
		Nouns	Adverbs		Speech		
			The 4 sentence		punctuation		
			types		Plural possessive		
			Speech marks		apostrophes		
			Suffixes		Relative clause		
			Subordinating/				
			coordinating				
			conjunctions				
Y6	Finger spaces	Capital letters for	Present and past	Determiners	Standard English	Modal verbs	Formal and
10	Full stops	names and 'I'	tense	A/An	Expanded noun	Cohesive devices	informal language
	Capital letters	Question marks	Progressive verb	Prepositions	phrases	Adverbials of time	Synonyms
	Adjectives	Exclamation	forms	Present perfect	Adverbials and	and place	Antonyms
		marks	Commas in a list	verb forms	fronted adverbials	Parenthesis	Passive and
		Sentences	and for openers	Direct speech	Pronouns	Brackets	active voice
		Singular and	Apostrophes for	Main clause	Possessive	Dashes	Question tags
		plural	possession and	Subordinate	pronouns	Commas to mark	Subjunctive mood
		Bullet points	contraction	clause	Relative	clauses	Ellipses
		Verbs	Noun phrases	Word families	pronouns		Semi colons
		Nouns	Adverbs		Speech		Colons
			The 4 sentence		punctuation		Hyphens
			types		Plural possessive		Subject
			Speech marks		apostrophes		Object
			Suffixes		Relative clause		Punctuated bullet
			Subordinating/				points
			coordinating				
			conjunctions				
			3011,4113010113				





Writing – Progression of Narrative Writing

	1 10810	.331011 Of Marrati	ve vviiding		
YR					
	Understand beginning, middle and end				
	Retell a simple 5 part story				
	Say, write and read back simple sentences				
	Use compound sentences with simple coordinating conjunctions (and, but, so)				
	Compare using similes (like)				
	Describe using adjectives and adverbs				
	Use repetition (he walked and walked)				
	Use simple determiners and prepositions in sentences				

penponds So	Ehoo/				Writing		genponds School
and Achiev	Y1	Planning Tool (Story map/story mountain)	Plan an opening around a character/setting/time of				and Achiev ^{an}
		Whole Class retelling of a story	day/weather.				

a i						Van Was
Y1	Planning Tool (Story	Plan an opening around a			34	and Achieving
1 T	map/story mountain)	character/setting/time of				
İ	Whole Class retelling of a	day/weather.				
	story					
	•	Understand the five parts of a				
	Understand beginning,	story (opening, build up,				
	middle and end	climax, resolution, ending)				
	Retell a simple 5 part story					
	neten a simple 3 part story	Embellish simple sentences				
	Say, write and read back	with openers (such as ly words)				
	simple sentences					
	Use compound sentences	Use compound sentences with				
	with simple coordinating	a greater range of coordinating				
	conjunctions (and, but, so)	and subordinating conjunctions (or/because/when/while)				
		(or/because/when/while)				
	Compare using similes (like)	Compare using similes (like and				
	Describe using adjectives and	as)				
	adverbs	407				
		Use alliteration				
	Use repetition (he walked					
	and walked)	Use a greater range of				
	Use simple determiners	prepositions and determiners				
	and prepositions in					
	sentences	Use exclamations, questions				
		and statements.				
Y2	Planning Tool (Story	Plan an opening around a	Secure use of planning tools (story			
12	map/story mountain)	character/setting/time of	map/story mountain/boxing up			
	Whole Class retelling of a	day/weather.	grid)			
	story	Understand the five parts of a	Understand the five parts of a			
		story (opening, build up, climax,	story with more complex			
	Understand beginning, middle and end	resolution, ending)	vocabulary			
	illidule alid elid	, 5,	,			
	Retell a simple 5 part story	Embellish simple sentences with	Write multiple sentences to			
		openers (such as ly words)	formulate an ending			
	Say, write and read back simple sentences					
	simple sentences	Use compound sentences with a	Use a variety of sentence openers			
	Use compound	greater range of coordinating and subordinating conjunctions	Embellish simple sentences using			
	sentences with simple	(or/because/when/while)	descriptive tools (eg: 2 adjectives			
	coordinating conjunctions	(or, secause, when, while,	with			
	(and, but, so)	Compare using similes (like and	a noun/lists of three)			
	Compare using similes (like)	as)				
			Use exclamations, questions,			
	Describe using adjectives and adverbs	Use alliteration	statements and commands.			
	23.0.00	Use a greater range of	Write complex sentences using			
	Use repetition (he walked	Use a greater range of prepositions and determiners	relative clauses and subordinate			
	and walked)	propositions and determiners	clauses			
	Use simple determiners	Use exclamations, questions and				
						I 📕
		statements.	Write short and long sentences			
	and prepositions in sentences		Write short and long sentences Accurately proofread writing			

gangonds School				Writing		genponds Schoo/
	Planning Tool (Story map/story mountain)	Plan an opening around a character/setting/time of	Secure use of planning tools (story map/story mountain/boxing up	Use paragraphs to organise parts of a story		are and Achieve
	Whole Class retelling of a story	day/weather. Understand the five parts of a	grid) Understand the five parts of a	Understand that: - Openings should include detailed		
	Understand beginning, middle and end	story (opening, build up, climax, resolution, ending)	story with more complex vocabulary	description of character and setting - A build up must build suspense		

- The climax needs action and dialogue

beginning and show character growth.

Embellish sentences using adverbial and

Use complex sentences with multiple

Use specific vocabulary choices for

noun phrases alongside other

"Drop in" relative clauses.

- Resolutions must link with the

- Endings must link back to the

problem

impact and effect

descriptive tools

clauses.

Planning Tool (Story map/story mountain)

Retell a simple 5 part story

Say, write and read back

Use compound sentences

with simple coordinating

conjunctions (and, but, so)

Compare using similes (like)

Describe using adjectives and

Use repetition (he walked

Use simple determiners

and prepositions in

simple sentences

adverbs

and walked)

sentences

Whole Class retelling of a story

Understand beginning, middle and end

Retell a simple 5 part story

Say, write and read back simple sentences

Use compound sentences with simple coordinating conjunctions (and, but, so)

Compare using similes (like)

Describe using adjectives and adverbs

Use repetition (he walked and walked)

Use simple determiners and prepositions in sentences

Embellish simple sentences with openers (such as ly words)

Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while)

Compare using similes (like and as)

Use alliteration

Use a greater range of prepositions and determiners

Plan an opening around a

character/setting/time of

Understand the five parts of a

story (opening, build up, climax,

Embellish simple sentences with

Use compound sentences with a

and subordinating conjunctions

Compare using similes (like and

prepositions and determiners

Use exclamations, questions and

greater range of coordinating

(or/because/when/while)

Use alliteration

statements.

Use a greater range of

openers (such as ly words)

day/weather.

resolution, ending)

Use exclamations, questions and statements.

Write multiple sentences to formulate an ending

Use a variety of sentence openers

Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three)

Use exclamations, questions, statements and commands.

Write complex sentences using relative clauses and subordinate clauses

Write short and long sentences

Accurately proofread writing
Secure use of planning tools (story map/story mountain/boxing up grid)

Understand the five parts of a story with more complex vocabulary

Write multiple sentences to formulate an ending

Use a variety of sentence openers

Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three)

Use exclamations, questions, statements and commands.

Write complex sentences using relative clauses and subordinate clauses

Write short and long sentences

Accurately proofread writing

Use paragraphs to organise parts of a story

Use sentences of 3 for description

Understand that:

- Openings should include detailed description of character and setting

- A build up must build suspense

The climax needs action and dialogue

- Resolutions must link with the problem

- Endings must link back to the beginning and show character growth.

Use specific vocabulary choices for impact and effect

Embellish sentences using adverbial and noun phrases alongside other descriptive tools

Use complex sentences with multiple clauses.

"Drop in" relative clauses.

Use sentences of 3 for description

Use paragraphs to show changes in time and place

Write to show dilemma and to build suspense

Write with clear distinction between a resolution and an ending

Start sentences in increasingly varied ways (eg: with a simile/ed starters/ing starters)

Use a sentence of 3 for action

Use appropriate pronouns to avoid ambiguity/repetition

Use dialogue with well-chosen verbs and adverbs.

Use comparative and superlative language Evaluate writing and redraft sections

Quiconds School				Writing			Quiconds School
and Achiev	Planning Tool (Story map/story	Plan an opening around a	Secure use of planning tools (story	Use paragraphs to organise parts of a story	Use paragraphs to show changes in	Independent selection and use of planning	and Achievan
Y5	mountain)	character/setting/time of day/weather.	map/story mountain/boxing up grid)	Understand that:	time and place	tools	
	Whole Class retelling of a story	Understand the five parts of a story	Understand the five parts of a story with	- Openings should include detailed description	Write to show dilemma and to build	Use a range of cohesive devices within	
		(opening, build up, climax, resolution,	more complex vocabulary	of	suspense	paragraphs.	
	Understand beginning, middle	ending)	were an interest and a second	character and setting	Market and the state of the formation	Harabara da la colina de	
	and end	Embellish simple sentences with openers	Write multiple sentences to formulate an ending	- A build up must build suspense - The climax needs action and dialogue	Write with clear distinction between a resolution and an	Use changes of place/time/action to link ideas across paragraphs	
	Retell a simple 5 part story	(such as ly words)	Chang	- Resolutions must link with the problem	ending	lucus across paragraphs	
			Use a variety of sentence openers	- Endings must link back to the beginning and		"Play with" the order the story structure is	
	Say, write and read back simple	Use compound sentences with a greater	Fush alliah aimuda aantamaa maina	show character growth.	Start sentences in increasingly varied	revealed (eg: ending first)	
	sentences	range of coordinating and subordinating conjunctions (or/because/when/while)	Embellish simple sentences using descriptive tools (eg: 2 adjectives with	Use specific vocabulary choices for impact and	ways (eg: with a simile/ed starters/ing starters)	Write stories with multiple problems to be	
	Use compound sentences with		a noun/lists of three)	effect	Starters, mg starters,	resolved or connecting problems.	
	simple coordinating	Compare using similes (like and as)			Use a sentence of 3 for action		
	conjunctions (and, but, so)	Use alliteration	Use exclamations, questions, statements and commands.	Embellish sentences using adverbial and noun	Use appropriate pronouns to avoid	Use rhetorical questions	
	Compare using similes (like)	Ose ainteration	and commands.	phrases alongside other descriptive tools	ambiguity/repetition	Use metaphors and personification	
		Use a greater range of prepositions and	Write complex sentences using relative	Use complex sentences with multiple clauses.	annagana,, repeatation		
	Describe using adjectives and	determiners	clauses and subordinate clauses		Use dialogue with well-chosen verbs	Use onomatopoeia and 'empty words'	
	adverbs	Use exclamations, questions and	Write short and long sentences	"Drop in" relative clauses.	and adverbs.	Use a wide range of expanded clauses and	
	Use repetition (he walked and	statements.	write short and long sentences	Use sentences of 3 for description	Use comparative and superlative	phrases to embellish writing.	
	walked)		Accurately proofread writing		language		
						Reshape sentences for effect or meaning.	
	Use simple determiners and prepositions in sentences				Evaluate writing and redraft sections	Move sentence chunks around	
	and prepositions in sentences					(how/where/why) for different effects	
						Use dialogue with well-chosen verbs, adverbs and action.	
						auverus anu action.	
						Indicate levels of possibility using modal	
	21 - 1/2					verbs	
Y6	Planning Tool (Story map/story mountain)	Plan an opening around a character/setting/time of day/weather.	Secure use of planning tools (story map/story mountain/boxing up grid)	Use paragraphs to organise parts of a story	Use paragraphs to show changes in time and place	Independent selection and use of planning tools	Draw on reading and research when planning
	,	onaracio, secunig, anne er acq, recarren		Understand that:	anno and place	100.0	Figure
	Whole Class retelling of a story	Understand the five parts of a story	Understand the five parts of a story with	- Openings should include detailed description	Write to show dilemma and to build	Use a range of cohesive devices within	Write 'at length' with focus
	Understand beginning, middle	(opening, build up, climax, resolution, ending)	more complex vocabulary	of character and setting	suspense	paragraphs.	Frequently edit, redraft and improve
	and end	enumgy	Write multiple sentences to formulate an	- A build up must build suspense	Write with clear distinction between	Use changes of place/time/action to link	writing as part of the writing process
		Embellish simple sentences with openers	ending	- The climax needs action and dialogue	a resolution and an	ideas across paragraphs	
	Retell a simple 5 part story	(such as ly words)		- Resolutions must link with the problem	ending	(Discoult Park and a share a second s	Write a range of story types with varied
	Say, write and read back simple	Use compound sentences with a greater	Use a variety of sentence openers	- Endings must link back to the beginning and show character growth.	Start sentences in increasingly varied	"Play with" the order the story structure is revealed (eg: ending first)	structures and consistent plots.
	sentences	range of coordinating and subordinating	Embellish simple sentences using	G	ways (eg: with a simile/ed	Terestal (-g. enamg men,	Securely link across and within paragraphs
		conjunctions (or/because/when/while)	descriptive tools (eg: 2 adjectives with	Use specific vocabulary choices for impact and	starters/ing starters)	Write stories with multiple problems to be	
	Use compound sentences with simple coordinating	Compare using similes (like and as)	a noun/lists of three)	effect	Use a sentence of 3	resolved or connecting problems.	Develop well rounded and detailed characters
	conjunctions (and, but, so)	Compare using similes (like and as)	Use exclamations, questions, statements	Embellish sentences using adverbial and noun	for action	Use rhetorical questions	Characters
		Use alliteration	and commands.	phrases alongside other descriptive tools		·	Use active and passive verbs
	Compare using similes (like)				Use appropriate pronouns to avoid	Use metaphors and personification	
	Describe using adjectives and	Use a greater range of prepositions and determiners	Write complex sentences using relative clauses and subordinate clauses	Use complex sentences with multiple clauses.	ambiguity/repetition	Use onomatopoeia and 'empty words'	Use a wide range of literary features to create effects
	adverbs		The state of the s	"Drop in" relative clauses.	Use dialogue with well-chosen verbs		
		Use exclamations, questions and	Write short and long sentences		and adverbs.	Use a wide range of expanded clauses and	Use formal and informal language
	Use repetition (he walked and walked)	statements.	Accurately proofread writing	Use sentences of 3 for description	Use comparative and superlative	phrases to embellish writing.	Use expanded noun phrases to convey
	waineuj		Accurately produced writing		language	Reshape sentences for effect or meaning.	complicated ideas concisely
	Use simple determiners						
	and prepositions in				Evaluate writing and redraft sections	Move sentence chunks around	Use shifts in formality and tone (question tags/subjunctive mood/
	sentences					(how/where/why) for different effects	colloquial language)
I							



Use dialogue with well-chosen verbs,

Indicate levels of possibility using modal

adverbs and action.

Deeply explore character thoughts, actions and reactions





Writing - Progression of Non-fiction Writing

	Information Writing	Persuasive Writing
EYFS and KS1	Use lists and labels	Create simple sentences persuading others to do something
	Record ideas and information	Use exaggerated words to persuade others
	Use numbering	
	Use technical language	
Lower KS2	Use lists and labels	Create simple sentences persuading others to do something
	Record ideas and information	Use exaggerated words to persuade others
	Use numbering	Use rhetorical questions
	Use technical language	Use of facts and statistics
	Use navigational devices (Subheadings, connecting adverbs)	Use puns, jingles, alliteration and invented words
	Summarise information	Consider the audience and adjust tone accordingly
		Use a range of adverbs, adverbials and connectives
Upper KS2	Use lists and labels	Create simple sentences persuading others to do something
	Record ideas and information	Use exaggerated words to persuade others
	Use numbering	Use rhetorical questions
	Use technical language	Use of facts and statistics
	Use navigational devices (Subheadings, connecting adverbs)	Use puns, jingles, alliteration and invented words
	Summarise information	Consider the audience and adjust tone accordingly
	Consider the given audience	Use a range of adverbs, adverbials and connectives
	Balance viewpoints	Disguise opinion as fact
	Use formal language and tone (where appropriate)	Use ambiguity and half truths
		Use pandering and be condescending
		Use lists and bullet points
		Provide persuasive examples
		Pre-empt and answer potential objections





Writing – Progression of Non-fiction Writing

	Recount Writing	Explanation Texts
EYFS and KS1	Use sequencing words and phrases Eg: Then, Next	Use images to explain an event
	Write events in chronological order	Use technical vocabulary
	Use first person	Place events in order
	Maintain past tense	Use sequencing language Eg: Then, Next
Lower KS2	Use sequencing words and phrases	Use images to explain an event
	Write events in chronological order	Use technical vocabulary
	Use first person	Place events in order
	Maintain past tense	Use sequencing language Eg: Then, Next
	Consistent use of pronouns	Summarise a process
	Use a range of connecting adverbs and adverbial phrases Eg:	Use sequential paragraphs including an introduction
	Meanwhile, After that	Use passive voice
	Include detail to engage the reader	Use sequential and connective adverbs and adverbials
		Use subheadings
		Use numbering
Upper KS2	Use sequencing words and phrases	Use images to explain an event
	Write events in chronological order	Use technical vocabulary
	Use first person	Place events in order
	Maintain past tense	Use sequencing language Eg: Then, Next
	Consistent use of pronouns	Summarise a process
	Use a range of connecting adverbs and adverbial phrases Eg:	Use sequential paragraphs including an introduction
	Meanwhile, After that	Use passive voice
	Include detail to engage the reader	Use sequential and connective adverbs and adverbials
	Formal Tone (where appropriate)	Use subheadings
	Write showing an understanding of the audience	Use numbering
	Distinguish between fact and opinion	Complex sentences
		Hypothetical Language (If, When they, it could)





Writing – Progression of Non-fiction Writing

	Instructional Writing	Discussion Writing
EYFS and KS1	List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail	N/A
Lower KS2	List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail Use organisational devices such as lists, bullet points and sub headings Write instructions for complex processes	N/A
Upper KS2	List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail Use organisational devices such as lists, bullet points and sub headings Write instructions for complex processes Consider the audience for the text and adjust language choices accordingly	Summarise arguments Draw conclusions Introduce an argument Use statistics and facts to support opinions Use formal language





Writing – Progression of Poetry

		Poetry Genre for innovation	Example ideas
EYFS and KS1	Listen to and discuss a wide range of poems Appreciate rhymes and poems and recite some by heart Listen to, discuss and express views about a wide range of contemporary and classic poetry Recognise simple recurring literary language in poetry Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material	EYFS - Innovate a well-known rhyme verbally - Alphabet list poem - Rhyming couplets KS1 List poems Innovate a well-known rhyme (written) Quatrian (AABB or ABAB) Simple Riddles	Twinkle Twinkle Little Star An Alphabet of Horrible Habits – Colin West 10 Dancing Dinosaurs – John Foster Alphabet Poem – Michael Rosen Incey-Wincey Spider Excuses – Alan Alberg Food Stop – Benjamin Zephaniah
Lower KS2	Listen to and discuss a wide range of poetry Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry Participate in discussion about poems	Narrative with rhyme Kennings Limericks Monolgue – one voice	Scared – Michale Rosen The Listeners – Walter de la Mer The Crocodile – Roald Dahl The Sound Collector – Roger McGough Loopy Limericks – John Foster Team Talk – Alan Alberg There's an Alien in the Classroom – Gervais Phinn
Upper KS2	Continue to read and discuss an increasingly wide range of poetry Read texts and poems that are structured in different ways and for a range of purposes Increase familiarity with a wide range of texts from our literary heritage Learn a wider range of poems by heart Prepare poems to read aloud/perform, showing understanding through intonation/ tone/ volume so that the meaning is clear to an audience	Haiku Simile and Metaphor Cinquain Personification	Seaview Haiku – John Foster Haiky Riddle – Celia Warren The Sun – Wes Magee Bluebottle – Judith Nichols Don't be scared – Carol Ann Duffy Windrush Child – John Agard November Night – Adelaide Crapsey Blackbird – John Foster Winter – Olivia Kooker Snow and Snow – Ted Hughes Jack Frost – CE Pike



Strategies for supporting pupils with Special Educational Needs and Disabilities in Writing lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	 Use actions when retelling stories – Talk for Writing Incorporate drama into writing lessons to explore character and plot Ask children to repeat the instructions to ensure theyknow what and how to perform a task Build in opportunities to type written work onto a Chromebook Ensure opportunities for Paired work / talk partner work
Anxiety	 Discuss the best position within the classroom for writinglessons Ensure consistency with regard to group work – (i.e. talk partners are always the same) Check-in at the beginning of the lesson to ask if the childwants to be involved in answering questions Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved

Autism Spectrum Disorder	 Differentiate writing tasks to ensure that the child canaccess and make progress Ask direct 'closed' questions through class discussion Where possible, use visual prompts to aid writing Avoid asking specific questions about their or others'writing in front of the rest of the class Adopt a consistent approach to writing lessons and avoiddrastic changes to the format of a lesson without prior warning Give a clear goal for the content of independent writing and how much is expected by the end of a lesson
Dyscalculia	 Although maths is unlikely to be focused on during a Writinglesson, some of these strategies may still be applicable and worth bearing in mind as things to try. Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow, to help themkeep up in class Tracking from the whiteboard to paper may be difficult. Share the lesson with the child, so they can follow it on alaptop (if used) Provide print outs of diagrams and visual support in lessons
	, , , , , , , , , , , , , , , , , , , ,
Dyslexia	 Provide different coloured paper for written work Using a background other than white when displaying writing (paper based or on interactive whiteboard) Using font size 12 or above on printed sheets (stories / information texts) Using fonts such as Sassoon, Century Gothic, Comic Sans, Arial or Verdana on printed sheets (stories / information texts)
	 Ensure written instructions are in bullet point form New and unfamiliar vocabulary in a text is discussed at the start of a new T4W unit
Dyspraxia	 Build in opportunities to type written work onto a Chromebook Ensure that the expectations for written work are clearlydisplayed, using different colours for each instruction Provide scaffold sheets (particularly for non-fictiontexts) to aid the structure of a piece of writing Provide extra time to complete a piece of writing

Hearing Impairment	 Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher Repeat instructions for independent learning to ensurethe child knows what to do Ensure that any videos that are shown in writing lessonsare subtitled Provide print outs from the main input in a writing lessonwhich the child can refer to New and unfamiliar vocabulary in a text is discussed at the start of a new T4W unit
Toileting Issues	 Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate) Sit the child close to the door so that they can leave the classroom, discreetly
Cognition and Learning	 Differentiate writing tasks to ensure that the child canaccess and make progress Provide word mats and vocabulary that are writing genre specific

Provide scaffold sheets (particularly for non-fictiontexts) **Challenges** to aid the structure of a piece of writing Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing Support the child to overcome problems with understanding instructions and task requirements by usingvisual timetables and prompt cards with pictures as reminders of the steps needed to complete the task; Provide a word bank, with key vocabulary for the topic/area being studied; Provide key words with pictures/symbols to help with thechild's memory; Provide a writing frame to help structure work; Keep Powerpoint slides simple and uncluttered. Highlight key information.

Speech, Language & Communication Needs	 Be prepared to adapt a story or non-fiction text so that the child can understand it Provide lots of supported 'talk' opportunities so that ideascan be generated, prior to beginning writing Use signs, symbols and visual timetables to support communication; Use visual displays (objects and pictures) that can beused to support understanding; Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding.
Tourette Syndrome	 Provide a list of elements to include in a piece of writingto aid attention Be aware that a piece of writing may not be fully completed
Experienced Trauma	 Provide space and time to 'walk away' if themes within stories stir memories & negative emotions The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotionsand behaviour. Lesson plans may need to be adapted/differentiated to include these elements
Visual Impairment	 Provide thicker pencil/pen that to make it easier to readown writing Ensure that 'displayed' texts (stories/vocabulary/textmaps) are large and easily visible from anywhere in theclassroom Allow the child to take a break from their work, as thisenables them to be visually focused for shorter periodsof time and prevents fatigue; Allow more time when visually exploring a material and when completing a visually challenging tasks;

