

St. John's CE (Aided) Primary School
Writing & SPAG Whole School Long Term Plan



Aims

To ensure all pupils:

- The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

		EYFS	Key Stage 1		Lower Key Stage 2	Upper Key Stage 2
		Nursery & Reception	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
Transcription	Phonic & Whole Word Spelling	<u>Nursery</u> •Pupils to write own names legibly	Revise Reception: • all letters of the alphabet and the sounds which they most commonly represent • consonant digraphs which have been taught and the sounds which they represent • vowel digraphs which have been taught and the sounds which they represent • the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds • words with adjacent consonants • guidance and rules which have been taught Year 1: • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1	• Learn Y3/Y4 Common Exception Words • use further prefixes and suffixes and understand how to add them • spell further homophones & near homophones • spell words that are often misspelt (Appendix 1) • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• learn the Y5/Y6 Common Exception Words • use further prefixes and suffixes and understand the guidance for adding them • continue to distinguish between homophones and other words which are often confused • Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus

<p>Transcription</p>	<p>Spelling – Appendix 1</p>		<ul style="list-style-type: none"> • The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • The /ŋ/ sound spelt n before k • Division of words into syllables • -tch • The /v/ sound at the end of words • Adding s and es to words (plural of nouns and the third person singular of verbs) • Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word • Adding –er and –est to adjectives where no change is needed to the root word • ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur • oo (/u:/) oo (/ʊ/) oa, oe, ou, ow (/aʊ/) ow (/əʊ/) ue, ew, ie (/aɪ/) ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/) • Words ending –y (/i:/ or /ɪ/) • New consonant spellings ph and wh • Using k for the /k/ sound • Adding the prefix –un • Compound words • Common exception words 	<ul style="list-style-type: none"> • The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ or /əl/ sound spelt –le at the end of words • The /l/ or /əl/ sound spelt –el at the end of words • The /l/ or /əl/ sound spelt –al at the end of words • Words ending –il • The /aɪ/ sound spelt –y at the end of words • Adding –es to nouns and verbs ending in –y • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it • Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter • The /ɔ:/ sound spelt a before l and ll • The /ʌ/ sound spelt o • The /i:/ sound spelt –ey • The /ɒ/ sound spelt a after w and qu • The /ɜ:/ sound spelt or after w • The /ɔ:/ sound spelt ar after w • The /ɜ/ sound spelt s • The suffixes –ment, –ness, –ful, –less and –ly • Contractions 	<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable • The /ɪ/ sound spelt y elsewhere than at the end of words • The /ʌ/ sound spelt ou • More prefixes in, un, dis, mis • The suffix –ation • The suffix –ly • Words with endings sounding like /ʒə/ or /tʃə/ • Endings which sound like /ʒən/ • The suffix –ous • Words with the /k/ sound spelt ch • Words with the /ʃ/ sound spelt ch • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que • Words with the /s/ sound spelt sc • Words with the /eɪ/ sound spelt ei, eigh, or ey 	<ul style="list-style-type: none"> • Endings which sound like /ʃəs/ spelt –cious or –tious • Endings which sound like /ʃəl/ • Words ending in –ant, • –ance/–ancy, • –ent, • –ence/–ency • Words ending in –able and • –ible • Words ending in –ably and • –ibly • Adding suffixes beginning with vowel letters to words ending in –fer • Use of the hyphen • Words with the /i:/ sound spelt ei after c • Words containing the letter-string ough
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				<ul style="list-style-type: none"> • The possessive apostrophe (singular nouns) • Words ending in -tion 		
	Transcription		<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
	Handwriting	<u>Nursery</u> <ul style="list-style-type: none"> •To draw 0 - + •To use the correct letter formation for letters with own names •To use a dominant hand •To use a comfortable grip with good control, eg a three-finger hold <u>Reception</u> <ul style="list-style-type: none"> •To write recognisable letters most of which are correctly formed •To hold a pencil effectively – using a tripod grip in almost most cases •To begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ and to practise these 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<p>Write fluently and legibly by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
	Contexts for Writing develop positive attitudes towards and stamina for writing by:	<u>Nursery</u> <ul style="list-style-type: none"> •To discuss marks made – eg it is a car 		<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

	Planning Writing		<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary
Composition	Drafting Writing	<u>Reception</u> <ul style="list-style-type: none"> • To write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précisising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
	Editing Writing		<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
	Performing Writing		<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Grammar, Vocabulary & Punctuation	Grammar, Vocabulary & Punctuation		<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) • Using fronted adverbials 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely

					<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 		<ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	
	Grammar (edited to reflect content in Appendix 2)		<p><u>Word</u></p> <ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs <p><u>Sentence</u></p> <ul style="list-style-type: none"> • to combine words to make sentences • joining word and joining clauses using and <p><u>Text</u></p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English <p><u>Word</u></p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding • Formation of adjectives using suffixes such as –ful, –less • Use of the suffixes –er, –est in adjectives and the use of –ly in 	<p><u>Word</u></p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel • Word families based on common words, showing how words are related in form and meaning <p><u>Sentence</u></p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, 	<p><u>Word</u></p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] <p><u>Sentence</u></p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] <p><u>Text</u></p>	<p><u>Word</u></p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–] <p><u>Sentence</u></p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs 	<p><u>Word</u></p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. <p><u>Sentence</u></p> <ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the

				<ul style="list-style-type: none"> •Standard English to turn adjectives into adverbs • sentence demarcation • commas in lists • apostrophes for omission & singular possession <p><u>Sentence</u></p> <ul style="list-style-type: none"> •Subordination (using when, if, that, because) and co-ordination (using or, and, but) •Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <p><u>Text</u></p> <ul style="list-style-type: none"> •Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] 	<p>next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p><u>Text</u></p> <ul style="list-style-type: none"> •Introduction to paragraphs as a way to group related material •Headings and sub-headings to aid presentation •Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<ul style="list-style-type: none"> •Use of paragraphs to organise ideas around a theme •Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<p>[for example, might, should, will, must]</p> <p><u>Text</u></p> <ul style="list-style-type: none"> •Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] •Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	<p>greenhouse was broken (by me)).</p> <ul style="list-style-type: none"> •The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] <p><u>Text</u></p> <ul style="list-style-type: none"> •Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis •Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
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	Punctuation (edited to reflect content in Appendix 2)		<ul style="list-style-type: none"> • separation of words with spaces • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • separation of words with spaces 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> • using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently
	Grammatical Terminology		letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points