



ENGLISH



We provide a high quality English education at Roman Road Primary School and teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society. We ensure that pupils learn to speak, read and write fluently and confidently so they are free to pursue their future aspirations.

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

Writing Curriculum – Long Term Planning

At Roman Road, we believe that ‘effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader’ (National Curriculum pg15). Our long term writing curriculum consists of two dimensions:



- **Transcription** (includes spelling and handwriting)

For Spelling see ‘Spelling Progression Grid’. **N.B. Handwriting Progression appears within Composition Progression Grid.

- **Composition** (articulating ideas and structuring them in speech and writing)
(see Composition Progression Grid which includes vocabulary, grammar and punctuation)



It is essential that pupils develop competence in these two dimensions whilst at primary school. In addition, pupils at Roman Road are taught how to plan, revise and evaluate their writing. From Reception, staff include ‘tickled pink’ and ‘grow green’ as part of written feedback. Staff will highlight work in books they are ‘tickled pink’ with and use ‘grow green’ feedback to close the learning gap. By the time children reach Year 3, they are trained to take control of their ‘grow green’ pen and use it to improve their own work after verbal/written feedback. During Upper Key Stage 2, written work is often peer assessed using ‘grow green’.

Transcription: Handwriting

Writing down ideas requires effective **transcription**. Children need to be able to form letters which begin in the correct place, are correctly orientated and correctly sized before progressing to a fluent, legible and eventually, a speedy, confident, joined style. At Roman Road, we use a three approach:

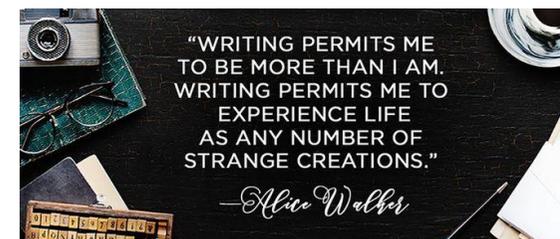
- 1) Read Write Inc. scheme to teach initial letter formation.
- 2) Discrete letter formation lessons which focus upon practising groups of letters (see Handwriting Progression Grid).
- 3) Nelson handwriting scheme to consolidate letter formation and to teach joined handwriting.

Transcription: Spelling

Children need to be able to spell quickly in order to write down ideas fluently and this ability is part of effective **transcription**. At Roman Road, we use Read Write Inc. Phonics to ensure that children can both decode (read) and encode (spell). They are not only taught the relationship between sounds and letters (phonics) but also to understand the morphology (word structure) and orthography (spelling structure) of words as they progress through the school.

Composition

At Roman Road, children are taught how to effectively form, articulate and communicate ideas and then organise them coherently for a reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary and grammar. Children’s writing at our school always uses reading as a starting point then writing genres are investigated and a ‘success criteria’ list is created. Then, pieces of quality, extended writing are developed through discussion, modelling, feedback and drafting. Within each particular genre of writing taught, opportunities are taken to teach pertinent grammar, punctuation and spelling rules/patterns.



Also, at Roman Road...

Pirate Writing

'Pirate Writing' is a whole school initiative adopted by Roman Road Primary School to improve writing standards. It is a strategy which emphasises the development of the writer's voice.

Children have been introduced to the concept:

'If you can't speak it...you can't write it'

Using a variety of techniques, children are encouraged to 'steal' the best ideas to use in their own writing.



The main focusses are:

- 4 basic skills (GHASP: Grammar, Handwriting and Spelling, Punctuation)
- VCOP (Vocabulary, Connectives, Openers, Punctuation)
- Rainbow Writing using WoW words:
 - Red words** **WoW doing words (verbs)**
 - Purple words** **WoW descriptive words (adjectives/adverbs)**
 - Blue words** **WoW conjunctions**
 - Orange words** **WoW openers**
 - Green words** **WoW additional phrases and clauses**
- OSIE (Openers, Senses, Imagery, Emotions)
- Stealing the best ideas from other writers
- Assessment for Learning strategies: (peer/self-assessment, paired talk, questioning)
- Creativity & linking to Creative Themes – making the writing process meaningful
- Addressing all learning styles
- Specific Targets (of which the child is aware)
- Lots of praise and rewards
- Silence for writing (where appropriate)
- Tracking of progress
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Pirate Writing occurs in a whole morning session every alternate week and the result is extended, independent writing:

Lesson 1: 'Build up' to writing using a variety of lively games/whole class modelling and planning/use of Rainbow Writing etc.

Lesson 2: 'Pirate Writing' session. The atmosphere of the room is altered to create an environment conducive to creativity.

****Elements of Pirate Writing teaching are also used during other English teaching, where appropriate****

****Please find below our year on year Writing progression grids which include all elements of writing:**

WRITING

COMPOSITION PROGRESSION GRID (includes handwriting, vocabulary, grammar and punctuation)

Whole School Overview

	Composition and Effect (including vocabulary)	Text Structure and Organisation (including planning and drafting)	Sentence Structure (including evaluating and editing)	Word Level	Punctuation	Grammatical terminology	Handwriting (following Nelson's Handwriting Scheme as a school)
EYFS	<ul style="list-style-type: none"> *Use vocabulary and forms of speech that are increasingly influenced by experience of books. *Use language appropriate to the task when writing in an adult led activity and sometimes use this in child led activities. 	<ul style="list-style-type: none"> *Re-tell a simple past event in correct order *Develop own narrative and explanation by connecting ideas or events and sometimes using time connectives (orally) *Attempts to write for a variety of purposes using different features of forms e.g. <i>lists, instructions</i>, usually in child led activities *Writes own name *Gives meaning to marks made 	<ul style="list-style-type: none"> *Write simple phrases and sentences that can be read by themselves and others *Spell words by identifying sounds in them and representing the sounds with a letter/letters *Begins to segment for spelling *Begins to develop phonic knowledge by linking sounds to letters *Names and sounds some letters of the alphabet *Re-reads what they have written 		<ul style="list-style-type: none"> *Write own name using a capital letter *May begin to use capital letters and full stops 	<ul style="list-style-type: none"> *letter *word *sound *capital letter *full stop 	<ul style="list-style-type: none"> *Sit correctly at a table *Hold writing implement using tripod grip *Form lower and upper case letters with increasing accuracy *Form digits 0-9 correctly *Understand which letters belong to which letter formation 'families' <i>(follow RWInc formation 'rhymes', number formation and letter formation 'families' (see guidance below table))</i>
Year 1	<ul style="list-style-type: none"> *Mostly uses words and phrases appropriate to task and topic *Mostly uses simple adjectives in labels, captions and sentences. *Discuss what they have written with the teacher or other pupils *Can describe something they are pleased with or have done well. *Use simple adjectives to describe places and people. 	<ul style="list-style-type: none"> *Orally retells familiar stories including all the main points and in chronological order *Compose a sentence orally before writing it *Write sequenced sentences to form a short narrative *Write relevant ideas, most of which are linked chronologically (<i>i.e. recount and narrative</i>) *Writes simple instructions in the correct order *Uses the co-ordinating conjunction 'and' to link ideas *Able to write relevant sentences under given headings (<i>i.e. in information texts</i>) *Begins to use bullet points to list ideas and words 	<ul style="list-style-type: none"> *Use simple sentence structures *Write compound sentences using 'and' *Beginning to show some variation but often uses repetitive sentence openers (e.g. subject/verb) *Use co-ordinating conjunction 'and' to join clauses. *Discuss what has been written with others/teacher *Re-read aloud, clearly enough to be heard by others *Evaluate impact on reader e.g. intended purpose of the writing, language features of the genre, form in which it was written *With support (if appropriate) re-read sentences for sense *Proofread for spelling (use Year 1 word list) *Proof read for sense 	<ul style="list-style-type: none"> *Regular plural noun suffixes –s or –es [<i>for example, dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun *Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) *How the prefix un– changes the meaning of verbs and adjectives [<i>negation, for example, unkind, or undoing: untie the boat</i>] 	<ul style="list-style-type: none"> *use finger spaces *use capital letters, full stops, question marks and exclamation marks to demarcate sentences *use capital letters for personal pronoun 'I', names and days of the week 	<ul style="list-style-type: none"> *letter *capital letter *word *singular *plural *sentence *punctuation *full stop *question mark *exclamation mark *consonant *vowel <p>(plus those above)</p>	<ul style="list-style-type: none"> *Sit correctly at a table *Hold a pencil correctly and comfortably *Begin to form lower case letters in the correct direction (starting and finishing in the correct place) *Form capital letters *Form digits 0-9 (see below) *Understand which letters belong to which letter formation 'families' <i>(follow RWInc formation 'rhymes', number formation and letter formation 'families' (see guidance below table))</i>

	Composition and Effect (including vocabulary)	Text Structure and Organisation (including planning and drafting)	Sentence Structure (including evaluating and editing)	Word Level	Punctuation	Grammatical terminology	Handwriting (following Nelson's Handwriting Scheme as a school)
Year 2	<ul style="list-style-type: none"> *Use adjectives appropriately without repeating meaning e.g. <i>the old, aged lady</i> *Usually uses noun phrases for description and specification e.g. <i>the blue butterfly</i> *Show awareness of purpose of writing through choice of content which is relevant to task *Limited awareness of reader *Has some awareness of viewpoint and indicates this through simple statements e.g. <i>It is wrong to cut down trees. We need to care for the planet.</i> *Usually makes adventurous word choices to add detail and describe people and places. 	<ul style="list-style-type: none"> *Plan/rehearse what to write orally *Begin to use the drafting process to gather ideas/key words drawn from reading/being read to *Develop a positive attitude towards and stamina for the writing process. *Structure writing to include: a simple opening and/or ending + key event (narrative). Introduction and/or conclusion included (non-fiction) *Can usually connect ideas and events through the use of time connectives *Can usually group related ideas together *Mostly uses bullet points to list words/ideas *In non-fiction, can connect ideas through the use of numbered points, headings and line breaks 	<ul style="list-style-type: none"> *Writes statements, questions, exclamations and commands in context *Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command *Writes simple and compound sentences which are usually grammatically accurate *Use a variety of sentence openers *Begin to use adverbs to start a sentence as appropriate to genre and context *Uses co-ordination – and, or, but (mostly) *Uses some subordination usually (e.g. <i>when, if, that, because</i>) *Tense consistent throughout (past and present) *Uses progressive form of verbs to mark actions in progress (e.g. <i>she is/was shouting</i>) *Read aloud own writing with appropriate intonation *Evaluate the effective use of word choice, grammar and punctuation *Make simple editions, revisions and corrections, following proof-reading and evaluation of writing *Re-read, ensuring writing makes sense and has the desired effect/provides enough information to the reader *Proofread for spelling (use Year 1&2 word list) 	<ul style="list-style-type: none"> *Formation of nouns using suffixes such as –ness, –er and by compounding [<i>for example, whiteboard, superman</i>] *Formation of adjectives using suffixes such as –ful, –less *Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> *use capital letters, full stops, question marks and exclamation marks to demarcate sentences *use exclamation mark for exclamatory phrase (sentence must start with 'how' or 'what' and include a verb e.g. <i>'What an amazing thing it is!' or 'How fantastic is that!'</i>) *use commas in a list *Use apostrophes to show contracted forms *Use apostrophes to show singular possession e.g. <i>the girl's book</i> 	<ul style="list-style-type: none"> *noun *noun phrase *expanded noun phrase *statement *question *exclamation *command *adjective *verb *suffix *adverb *tense (past and present) *comma *apostrophe (for omission and contraction) <p style="color: red; font-weight: bold;">(plus those above)</p>	<ul style="list-style-type: none"> *Form lower case letters of the correct size relative to one another *Start using some horizontal and diagonal strokes needed to join *Understand which letters, when adjacent to one another, are best left unjoined *Write capital letters and digits the same size, orientation and relationship to one another and to lower case letters *Use spacing between words that reflects the size of the letters *BEGINNING TO JOIN (follow RW/Inc formation 'rhymes', number formation and letter formation 'families' (see guidance below table)

	Composition and Effect (including vocabulary)	Text Structure and Organisation (including planning and drafting)	Sentence Structure (including evaluating and editing)	Word Level	Punctuation	Grammatical terminology	Handwriting (following Nelson's Handwriting Scheme as a school)
Year 3	<ul style="list-style-type: none"> *Use some adverbs to add detail/description/explanation to events. *Expand some detail through careful choice of vocabulary. *Writing features usually appropriate to the task. *Convey characterisation and setting through description where appropriate. *Can sometimes convey characterisation through dialogue (<i>i.e. deliberately use speech to tell the reader more about how the character is feeling or why s/he reacted in a certain way</i>) 	<ul style="list-style-type: none"> *Use reading experiences and structural organisers to help plan writing within a genre *Compose/rehearse orally age appropriate sentences specific to the genre *Write using a clear text structure (depending on genre) and all sections are related *Use conjunctions, adverbs and prepositions to express time and cause *Organise ideas within sections consistently OR begin to use paragraphs to group related material *Use headings and subheadings to aid presentation (in non-fiction writing) 	<ul style="list-style-type: none"> *Uses a variety of sentence types including: simple, compound and complex *Usually uses adverbs as sentence openers <i>e.g. Then, Next, Later</i> and prepositions <i>e.g. Before, In</i> *Usually uses a wider range of subordinating conjunctions <i>e.g. when, before, after, because</i> *Expresses time, place and cause using conjunctions, adverbs or prepositions *Evaluate own writing against the purpose, text structure and language features of the genre/text type *Make improvements related to aspects of vocabulary, grammar and punctuation Y3 requirements *Proofread for spelling (use Year 3/4 word list) *Read aloud own writing using appropriate intonation and volume to express meaning *Uses present perfect form of verbs instead of the simple past <i>e.g. 'He has gone out to play' contrasted with 'He went out to play'</i> *Mostly use 'a' or 'an' according to whether the next word begins with a consonant or a vowel 	<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 [<i>for example, a rock, an open box</i>] *Word families based on common words, showing how words are related in form and meaning [<i>for example, solve, solution, solver, dissolve, insoluble</i>] 	<ul style="list-style-type: none"> *Begin to use inverted commas to punctuate direct speech <p style="text-align: center;">(plus those above)</p>	<ul style="list-style-type: none"> *adverb *preposition *conjunction *word family *prefix *clause *subordinate clause *direct speech *consonant letter, *vowel letter *inverted commas (speech marks) <p style="text-align: center;">(plus those above)</p>	<ul style="list-style-type: none"> *Use the horizontal strokes needed to join letters *Understand which letters, when adjacent to each other, are best left un-joined *Increase legibility, consistency and quality by ensuring that: <ul style="list-style-type: none"> -the downstrokes of letters are parallel and equidistant -lines of writing are spaced so that ascenders and descenders do not touch *JOINED HANDWRITING (see guidance below table)

	Composition and Effect (including vocabulary)	Text Structure and Organisation (including planning and drafting)	Sentence Structure (including evaluating and editing)	Word Level	Punctuation	Grammatical terminology	Handwriting (following Nelson's Handwriting Scheme as a school)
Year 4	<p>*Use a rich and varied vocabulary and sometimes uses words effectively and deliberately to create a desired effect <i>e.g. expanded noun phrases, adverbial phrases, appropriate verb choices, precise nouns etc. (although style may not be consistent)</i></p> <p>*Convey viewpoint through description, behaviour and dialogue</p> <p>*Convey characterisation through dialogue and makes appropriate verb choices <i>e.g. bellowed, whispered</i></p> <p>*Convey characterisation through description, behaviour and dialogue where appropriate <i>e.g. Lisa stormed through the hall and screeched, "Time is up!"</i></p> <p>*Can create settings, characters and plot in narrative writing.</p>	<p>*Use reading experiences and structural organisers to plan writing specific genres</p> <p>*Discuss and record age appropriate ideas before writing</p> <p>*Compose sentences orally which are specific to the text type</p> <p>*Up-level/enhance the effectiveness of writing by checking and editing</p> <p>*Write in a well-structured form with appropriate elements <i>e.g. five-part story – beginning, build-up, problem, resolution and ending.</i></p> <p>*Organise non-fiction writing appropriately <i>e.g. sequenced biography or recount, information text under sub-headings etc</i></p> <p>*Use simple adverbials to open/start a section and also as a device to connect the sections to each other</p> <p>*Link information across sentences by using connectives</p> <p>*Make appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition (usually)</p> <p>*Organise ideas into paragraphs around a theme (usually)</p>	<p>*Continue to use a variety of sentence types including simple, compound and complex</p> <p>*Vary sentence structure (sometimes) through complex openings:</p> <p>-Fronted adverbials to add clarity for when, where and how (<i>e.g. Sometime later... As we ran... Once we arrived... Later that day...</i>)</p> <p>-Subject reference (<i>e.g. The boys, Our gang...</i>)</p> <p>-Speech</p> <p>*Use a growing range of subordinating conjunctions <i>e.g. previous range + until, unless, since, while, whereas</i></p> <p>*Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (<i>e.g. 'the teacher' expanded to: the strict maths teacher with the curly hair</i>)</p> <p>*Evaluate own writing against the purpose, text structure and language features of the genre/text type</p> <p>*Make improvements related to aspects of vocabulary, grammar and punctuation Y4 requirements</p> <p>*Proofread for spelling errors</p> <p>*Read own writing aloud using appropriate intonation and volume</p> <p>*Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences</p>	<p>*The grammatical difference between plural and possessive –s</p> <p>*Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>*Follow punctuation rules for speech - Use inverted commas and other punctuation to indicate direct speech (<i>e.g. a comma after the reported clause; end punctuation within inverted commas:</i> The conductor shouted, "Sit down!")</p> <p>*Apostrophes to mark singular and plural possession (<i>e.g. the girl's name/ the girls' name</i>)</p> <p>*Use commas after fronted adverbials</p>	<p>*determiner</p> <p>*pronoun</p> <p>*possessive pronoun</p> <p>*adverbial</p> <p>*fronted adverbial</p> <p>*reported clause</p> <p>(plus those above)</p>	<p>*Use the horizontal strokes needed to join letters</p> <p>*Understand which letters, when adjacent to each other, are best left un-joined</p> <p>*Increase legibility, consistency and quality by ensuring that:</p> <p>-the down strokes of letters are parallel and equidistant</p> <p>-lines of writing are spaced so that ascenders and descenders do not touch</p> <p>*JOINED HANDWRITING (see guidance below table)</p>

	Composition and Effect (including vocabulary)	Text Structure and Organisation (including planning and drafting)	Sentence Structure (including evaluating and editing)	Word Level	Punctuation	Grammatical terminology	Handwriting (following Nelson's Handwriting Scheme as a school)
Year 5	<p>*Demonstrate use of new vocabulary appropriately and effectively (drawn from sources such as class discussions/lessons and their own reading).</p> <p>*Demonstrate a growing awareness of the reader's needs and is usually able to select content to inform and engage.</p> <p>*Have a considered viewpoint (which may not always be maintained) through opinion, attitude and position.</p> <p>*Can describe atmosphere in narrative writing</p> <p>*Can precise longer passages</p>	<p>*Identify audience and purpose of writing</p> <p>*Suggest an appropriate form of writing</p> <p>*Use note-taking to record ideas in reading and research</p> <p>*Independently enhance the effectiveness of writing through reading, editing and re-drafting</p> <p>*Writes well- structured fiction and non-fiction writing (five-part story in fiction and completing success criteria for non-fiction)</p> <p>*Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>*Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>*Link ideas through tense choices (e.g. <i>He had seen her before</i>)</p> <p>*Gain control over content within paragraphs e.g. use of topic sentences to open a new paragraph and the content of that paragraph develops this key idea</p> <p>*Independently apply layout devices e.g. <i>line breaks, subheadings and diagrams</i></p>	<p>*Vary sentence length e.g. short sentences for pace and tension and longer sentences for detail and description</p> <p>*Use relative clauses (beginning with: who, which, why, whose, where, that)</p> <p>*Use relative clauses with an omitted relative pronoun when appropriate (and when the omission of the relative pronoun makes the sentence more effective)</p> <p>*Develop the range of subordinating conjunctions used e.g.</p> <p>-Contrast & Concession – <i>although, still, even though, whereas</i></p> <p>-Cause & Reason – <i>because, so, that, as, since</i></p> <p>-Time – <i>whenever, while</i></p> <p>*Uses some conjunctive adverbs e.g. <i>consequently, however, despite, furthermore, meanwhile, therefore</i></p> <p>*Indicate degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) OR modal verbs (e.g. <i>might, should, will, must</i>)</p> <p>*Evaluate and edit writing by proposing changes to vocabulary for meaning, effect and emphasis</p> <p>*Ensure consistent and correct use of tense throughout</p> <p>*Ensure correct subject and verb agreement</p> <p>*Present/ perform own writing using appropriate intonation</p> <p>*Evaluate and edit own and others' work against a set criterion, some of which may be generated by themselves</p> <p>*Use and apply knowledge of Year 5 grammar and through discussion, edit and evaluate work</p> <p>*Proofread for spelling and punctuation errors (using Y5/6 requirements)</p>	<p>*Converting nouns or adjectives into verbs using suffixes [<i>for example, -ate; -ise; -ify</i>]</p> <p>*Verb prefixes [<i>for example, dis-, de-, mis-, over- and re-</i>]</p>	<p>*Use brackets, dashes or commas to indicate parenthesis</p> <p>*Use commas to clarify meaning or avoid ambiguity</p> <p>(plus those above)</p>	<p>*modal verb</p> <p>*relative pronoun</p> <p>*relative clause</p> <p>*parenthesis</p> <p>*bracket</p> <p>*dash</p> <p>*cohesion</p> <p>*ambiguity</p> <p>(plus those above)</p>	<p>*Write legibly, fluently and with increasing speed by:</p> <p>-choose which shape of a letter to use when given choices</p> <p>-decide as part of personal style, whether to join specific letters</p> <p>-choose the writing implement best suited to the task</p> <p>JOINED HANDWRITING</p> <p>(see guidance below table)</p>

	Composition and Effect (including vocabulary)	Text Structure and Organisation (including planning and drafting)	Sentence Structure (including evaluating and editing)	Word Level	Punctuation	Grammatical terminology	Handwriting (following Nelson's Handwriting Scheme as a school)
Year 6	<p>*Can select appropriate vocabulary, understanding how such choices can change and enhance meaning.</p> <p>*Ability to identify the audience for and purpose of the writing and to select the appropriate form/genre.</p> <p>*Viewpoint & characterisation is established.</p> <p>Contrasting attitudes and opinions may be presented. Some use of expert commentary may be used to suggest credibility.</p> <p>*Can describe settings, characters and atmosphere in narratives and integrates dialogue to convey character and advance the action (demonstrates ability to balance different elements)</p> <p>*Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. use of adverbials such as 'on the other hand', 'in contrast', 'as a consequence') and ellipsis</p>	<p>*Independently identify the audience, purpose, form and style of a piece of writing</p> <p>*Use note-taking techniques to plan, develop and summarise ideas using reading and research where appropriate</p> <p>*Independently plan own ideas for developing characters, settings and narrative structure</p> <p>*Independently plan using appropriate features of text types</p> <p>*Make appropriate choices of grammar and vocabulary to clarify and enhance meaning</p> <p>*Independently enhance the effectiveness of writing through reading, evaluating and re-drafting</p> <p>*Writes well-structured fiction and non-fiction writing (five-part story in fiction and completing success criteria for non-fiction)</p> <p>*Create effective links across paragraphs using grammatical connections such as: pronouns, adverbials and subject specific vocabulary (but this may not be sustained across genres), conjunctive adverbs</p> <p>*Develop and control content across paragraphs e.g. through repetition of phrases</p> <p>*Begin to link paragraphs through content e.g. <i>paragraph 1 introduces idea of creature having sharp claws; paragraph 2 how he uses his claws</i></p> <p>*Independently apply a wide range of layout devices e.g. subheadings, columns, bullet points, tables, diagrams to structure texts</p>	<p>*Demonstrate control over sentence length appropriate to purpose and context e.g. short sentences for tension and pace, longer sentences for description</p> <p>*Use a range of clauses – relative, embedded and subordinating (usually)</p> <p>*Use different sentence structures to show formal and informal speech</p> <p>*Use the passive voice to affect the presentation of information in a sentence</p> <p>*Use the full range of previously taught conjunctions to add detail, express time, show concession and show cause and effect</p> <p>*Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis</p> <p>*Use and apply knowledge of Year 6 grammar and through discussion, edit and evaluate work</p> <p>*Proofread for spelling and punctuation errors (using Year 5/6 requirements)</p> <p>*Evaluate and edit own and others' writing against a set criterion, generated by themselves or others</p>	<p>*The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>*How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]</p>	<p>*Use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</p> <p>*Use the colon to introduce a list and use semi-colons within a more complex list</p> <p>*Punctuation of bullet points to list information</p> <p>*Use hyphens to avoid ambiguity within writing (e.g. <i>man-eating shark versus man eating shark, or recover versus re-cover</i>)</p>	<p>*subject</p> <p>*object</p> <p>*active</p> <p>*passive</p> <p>*synonym</p> <p>*antonym</p> <p>*ellipsis</p> <p>*hyphen</p> <p>*colon</p> <p>*semi-colon</p> <p>*bullet points</p> <p>(plus those above)</p>	<p>*Write legibly, fluently and with increasing speed by:</p> <p>-choose which shape of a letter to use when given choices</p> <p>-decide as part of personal style, whether to join specific letters</p> <p>-choose the writing implement best suited to the task</p> <p>JOINED HANDWRITING</p> <p>(see guidance below table)</p>

Letter Formation Guidance

N.B. At Roman Road, we have adopted a looped 'f' and 'k', rather than the Read Write Inc. versions shown above. We have chosen to change these letter formations so they will fit with the joined 'f' and 'k' in the Nelson Handwriting Scheme as the children progress to learn a joined script.

Read Write Inc Phonics Desktop Speed Sounds Chart

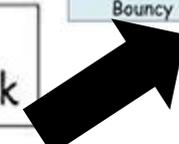
Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
				nk

Read Write Inc Handwriting Rhymes and Characters

Sound	Rhyme
a	Round the apple and down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom, up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither sown the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up, down up (worm)
x	Down the arm and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig - zag- zig (zip)

Bouncy vowels Bouncy consonants Stretchy consonants



Number Formation Guidance

We use these two rhymes to teach, then re-inforce number formation:

1)

(To the tune of 'Skip to my Lou')

Zero:

From the top, go all the way round (x3)
To make the number zero

One:

Go straight down and that is all (x3)
To make the number one

Two:

Swing it round and then go right (x3)
To make the number three

Three:

Swing it round and then once more (x3)
To make the number three

Four:

Down, slide and cut in half (x3)
To make the number four

Five:

Down, round, put on a hat (x3)
To make the number five

Six:

Come on down and make a curl (x3)
To make the number six

Seven:

Slide to the right and slant on down (x3)
To make the number seven

Eight:

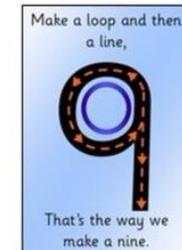
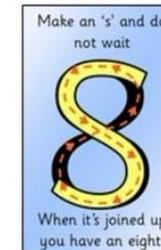
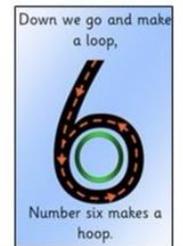
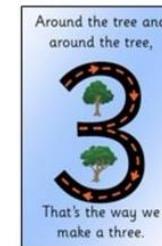
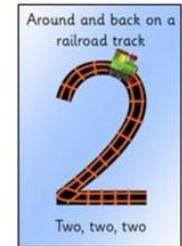
Make an 'S' and go straight home (x3)
To make the number eight

Nine:

Make a loop and come straight down (x3)
To make the number nine

2)

Number formation rhymes



Letter Formation Families Guidance

When children are familiar with initial letter sounds and shapes, they need plenty of practise forming them. This diagram demonstrates the starting points of Upper and Lower Case letters.



These are the 'letter formation families' – these families of letters start in the same place and have the same 'feel'. Children in Year 1 and 2 receive discrete letter family formation practise so they will succeed when they learn to join.

c, a, d, g, q, o

r, b, n, h, m, k, p

l, i, t, j, y, u

v, w, x, z

curly caterpillar letters

robot hand letters

long ladder letters

zig zag monsters



Joined Handwriting Guidance

At Roman Road, we follow the Nelson Handwriting scheme for joined writing.

Joins between letters increase the speed, rhythm and ease of writing without reducing legibility. In Nelson Handwriting, the 26 lower case letters have been divided into five joining groups (which are not the same as the letter sets/families), according to the nature of the joins they require. There are four types of join and a set of 'break' letters after which joins are never made. Break letters are: b, g, j, p, x, y, z, s

Joining

Joining letters are introduced once children can confidently form and write letters correctly. This helps with spelling, as research tells us that seeing words as a whole, rather than a series of isolated letters, helps us memorise and spell words correctly. Joined writing also helps pupils write more, increasing the speed of writing and fluency. Nelson Handwriting teaches the four joins at the same time as teaching the letter sets/families.

The four joins:

- 1) To letters without ascenders
- 2) To letters with ascenders
- 3) Horizontal joins
- 4) Horizontal joins to letters with ascenders

In the early stages, the correct movements are more important than the appearance of the writing. Children should be discouraged from forming writing with incorrect movements, even if they manage to achieve results that appear satisfactory. However, in later stages a more individual style based around Nelson Handwriting is encouraged.

As joined handwriting is a movement skill, it is essential for teachers to provide demonstrations. The Nelson Handwriting online teaching software is useful for this and teachers can also use whiteboards or flipcharts if they choose.

Lower case letters: abcdefghijklmnopqrstuvwxyz

Capitals: 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

Numbers: 0 1 2 3 4 5 6 7 8 9

The Four Joins:

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz