

English at Copperfield

- Noun
- Noun phrase
- Statement Question
- Exclamation
- Command List
- Compound Root word
- Suffix Verb
- Adjective
- Adverb
- Conjunction
- Tense (past/present)
- Preposition
- Word family
- Prefix
- Clause
- Subordinate Clause
- Direct Speech
- Consonant Vowel
- Determiner
- Pronoun
- Possessive pronoun
- Adverbial
- Fronted Adverbial
- Expanded noun phrase
- Modal verb
- Relative pronoun
- Relative clause
- Cohesion
- Ambiguity
- Parenthesis



Subject Leadership

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EXAMPLE

Subject Leaders at Copperfield

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at Copperfield are part of both the Middle Leadership and the Copperfield Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in the May 2021 Ofsted inspection.

'Leaders are developing their plans to ensure that all areas of the curriculum are equally ambitious and well sequenced. Currently, they are focusing on science and history. Leaders should review existing wider curriculum planning to ensure that essential knowledge is explicitly identified and sequentially mapped out from Nursery to Year 6. For this reason, the transition arrangement has been applied in this case'.

This handbook, along with every other handbook, maps out the sequential curricular links from Nursery to Year 6.

Our Curriculum Statement

Copperfield has an ambitious and aspirational curriculum designed to meet each individual's needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, and pedagogical developments, and a range of strategies are implemented to improve practice, and to better meet the needs of pupils more effectively'

Our Four Drivers, making a well sequenced and ambitious curriculum.

Ethical, informed Individuals.

At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our 'hands-on' approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.

Ambitious Capable Learners (Skills and Knowledge).

Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children's vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children's knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of news skills through various forms of outcomes.

Experiences to Inspire

Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children's horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immerse themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2's 11b411 has also been embedded into our curriculum, to help enrich the children's learning even further.

Successful in Society

Mindful that some challenges in the local community could have an impact on the children's learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children's curriculum and thus better place them to progress and prosper along with their children. Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we do.

Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework

INTENT

Our curriculum is:

- deliberately ambitious
- designed to give all learners, particularly the most disadvantaged and SEND or high needs, the knowledge and cultural capital they need to succeed in life
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- broad and balanced, and allows all pupils access to the full range of subjects, throughout all years, from Nursery to Year 6
- successfully adapted to meet the needs of all learners, especially those with SEND, to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

IMPLEMENTATION

1. Teachers have good subject knowledge of the subject(s) they teach, and leaders support those teaching outside their main areas of expertise
2. Teachers:
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
 - check learners' understanding systematically
 - identify misconceptions accurately
 - provide clear, direct feedback
 - respond, and adapt their teaching as necessary
3. Teaching is designed to help learners to remember in the long-term the content they have been taught, and to integrate new knowledge into larger concepts
4. Teachers and Leaders:
 - use assessment well to help learners embed and use knowledge fluently, or to check understanding and inform teaching
 - understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners
5. Teachers create an environment that focuses on pupils:
 - textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study
 - materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
6. Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
7. Reading is prioritised to allow pupils to access the full curriculum offer
8. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading:
 - At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils

- Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read
9. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
 10. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

IMPACT

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in results from national tests
2. Pupils are ready for the next stage of education:
 - they have the knowledge and skills they need to go on to destinations that meet their interests and aspirations, and the course of study
 - those with SEND achieve the best possible outcomes
3. Pupils' work across the curriculum is of good quality
4. *Pupils:*
 - *read widely and often, with fluency and comprehension appropriate to their age*
 - *apply mathematical knowledge, concepts and procedures, appropriately for their age*

ON A PAGE Writing at Copperfield Academy

SPAG and Writing Lessons

SPAG is taught as part of the lesson warm up/opener. SPAG will (most of the time) be then incorporated into that writing lesson. SPAG overviews/planning can be moved so that it suits the lesson needs etc. This may be recorded in books or whiteboards etc. The LO will outline what is being taught in SPAG and in writing.

Example of LO

L.O.

SPAG – To use conjunctions to connect sentences

Writing – To begin writing a narrative

English is taught daily

English Pathways Focus	Taught Daily
SPAG Focus – Classroom Secrets (unit/block adapted for topic)	Taught Daily
Poetry Pathways Focus *	To be taught in one week per term*

Additional Extended Writing (2 x term - 12 over the academic year)

The Big Write is targeted at KS1 and KS2 children, but there is a modified version for EYFS classes called Talk the Big Talk. This version has been designed for children who aren't able to write yet. Children in EYFS will be provided with a picture prompt and asked questions, opinions and facts about it.

The aim of the Big Write is to transform children into independent and expert writers by focusing on the basic English skills of grammar, handwriting, spelling and punctuation (SPAG/GPAS), and the main aspects of quality writing known as VCOP (vocabulary, connectives, openers and punctuation).

What does the Big Write involve?

The main part of the Big Write, and what you may have heard of, is an extended period of independent writing. Children spend a longer amount of time simply writing than they usually would.

However, there's more to the approach than just writing independently. Copperfield Academy Big Write sessions will usually follow this structure:

1. The night before the Big Write, children are given a homework task, which is to talk about a picture prompt (this can in some way be related to a topic we know the children have learned previously). They should discuss what they're going to write about the next day and mentally prepare so that they're ready to start writing. This is sometimes called 'talk homework'.
2. On the day of the Big Write, teachers will focus some lesson time on improving knowledge of VCOP. They may play grammar games with the aim of increasing children's understanding of each topic.
3. Next, children receive 10-15 minutes of playtime to let off some steam.
4. Children return to the classroom to begin their independent writing session. They write in silence to promote concentration and creativity.

The length of time children spend writing varies from school to school, but most expect a child to be able to write close to a side of A4 paper in year 2, increasing to a side in year 3, and increasing further to a side and a half into upper KS2.

How is children's writing assessed?

Once children have completed their independent writing, teachers will look at these aspects when assessing their work:

- features of text type/genre;
- handwriting;
- spelling;
- grammar;
- punctuation;
- ambitious vocabulary;
- length, detail and description;
- writer's voice.

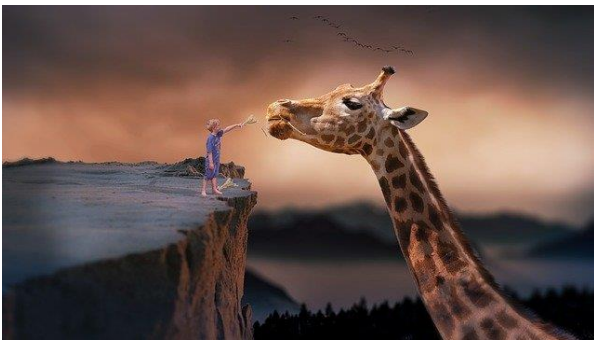
Copperfield uses the Oxford Writing Criterion Scale/Standards for writing assessment when assessing Big Writes.

The Big Write:

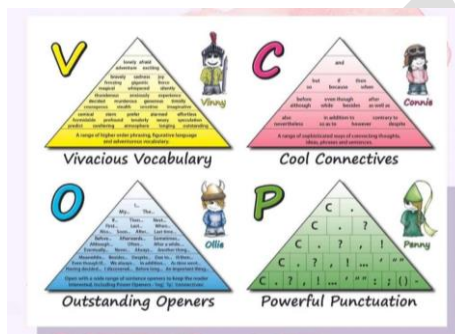
- Allows grammar and punctuation teaching to be integrated into a fun and enjoyable learning session
- Gives children the opportunity to be creative and show off their skills
- Focuses on key elements of the national curriculum through VCOP/GPAS/SPAG
- Allows teachers to assess, monitor and evidence children's progress
- Inspires confidence in children, allowing them to become more competent writers

Examples of Big Write Stages

1 – Picture prompt and talking homework



2 – SPAG/VCOP/GPAS warm up



3 - Use of a writing frame/re-focus on picture prompt



4 – Assessment of writing

1	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).	
2	Can usually join their handwriting,	
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.	
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).	
5	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').	
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).	
7	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).	
8	Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally).	
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.	
10	Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.	
11	Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).	
12	Is beginning to use paragraphs.	
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).	
14	Can write neatly, legibly and accurately, mainly in a joined style.	
15	Can use adjectives and adverbs for description.	
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.	

ENGLISH OVERVIEW

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Songs and rhymes Messy play Recognising logos Environmental sounds Instruments Horizontal lines Nursery Rhymes</p>	<p>Introduce RWI Set 1 sounds Red words – I, the, my Drawing and labelling (The Three Little Pigs) Ordering letters of my name Writing my name Nursery Rhymes</p>	<p>Lost and Found by Oliver Jeffers</p> <p>Outcome Fiction: story based on the structure of Lost and Found</p> <p>Greater Depth Change the setting of the story SPAG Sea Songs</p>	<p>Troll Swap by Leigh Hodgkinson</p> <p>Outcome Fiction: story with focus on characters</p> <p>Greater Depth Story about two independently invented contrasting characters who swap places SPAG Zebra Question</p>	<p>Seal Surfer by Michael Foreman</p> <p>Outcome Recount: letter in role</p> <p>Greater Depth Write a letter from Grandad in response to one of his grandson's letters SPAG The Shell</p>	<p>Escape from Pompeii by Christina Balit</p> <p>Outcome Fiction: historical narrative from character's point of view</p> <p>Greater Depth Write from the POV of the captain SPAG Family Album</p>	<p>Queen of the falls by Chris Van Allsburg</p> <p>Outcome Recount: series of diaries</p> <p>Greater Depth Series of diaries with viewpoint of other characters SPAG The song of Hiawatha</p>	<p>Can we save the tiger? by Martin Jenkins</p> <p>Outcome Hybrid text - information and explanation</p> <p>Greater Depth Write a Newsround TV style story SPAG Blitz!</p>
Autumn 2	<p>Nursery rhymes Share information about a book Holding mark making tools Recognising road signs Body percussion Rhyme Draw vertical lines Creepy Crawly and Busy Bugs</p>	<p>Continuing RWI Set 1 sounds Identifying initial sounds Red words – to, into, put Writing initial sounds Writing CVC words Labelling with initial sounds Creepy Crawly and Busy Bugs</p>	<p>Nibbles by Emma Yarlett</p> <p>Outcome Recount: diary</p> <p>Greater Depth Add in further details about other characters' feelings SPAG There is no such thing as monsters</p>	<p>Major Glad, Major Dizzy by Jan Oke</p> <p>Outcome Recount: diary entry from a particular point of view</p> <p>Greater Depth Recount: diary entry from point of view of one of the children</p>	<p>Stone Age Boy by Satoshi Kitamura</p> <p>Outcome Fiction: write a story set in the Stone Age</p> <p>Greater Depth Write from the POV of a person from the Stone Age SPAG Dance with me, Autumn</p>	<p>Winter's Child by Angela McAllister</p> <p>Outcome Fiction: fable</p> <p>Greater Depth Narrative from a different point of view SPAG The Lost-Lost-Property Office</p>	<p>The Lost Happy Endings by Carol Ann Duffy</p> <p>Outcome Fiction: traditional tale</p> <p>Greater Depth Traditional tale from another character's POV SPAG The Moon</p>	<p>Star of Hope, Star of Fear by Jo Hoestlandt</p> <p>Outcome Flashback story Information text</p> <p>Greater Depth To write a narrative with a Flashback SPAG</p>

				SPAG The Owl and the Pussycat				The Tiger in the Zoo
Spring 1	Repeat familiar phrases in stories Scooping and pouring activities Explore different meanings to print Initial sounds Draw circles Into the Pond	RWI Set 1 special friends Ditty books Red Words no, go, so, of Writing CVCC words Writing captions Writing lists Into the Pond	The Lion Inside by Rachel Bright Outcome Fiction: story based on the structure of The Lion Inside. Greater Depth Change both animals in the story. SPAG If I had a break	The Owl who was afraid of the dark by Jill Tomlinson Outcome Non-chronological report: report Greater Depth Alter the layout to include own subheadings and extra Features SPAG From the Railway Carriage	When the Giant stirred by Celia Godkin Outcome Fiction: adventure story from POV of the boy Greater Depth Write from the POV of the God SPAG The River's Tale	Leon and the place between by Graham Baker-Smith Outcome Recount/diary Greater Depth Recount /diary from a different POV SPAG The Roman Centurion's Song	Arthur and the Golden Rope by Joe Todd-Stanton Outcome Fiction: myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told SPAG Viking Kenning & Spells	Selfish Giant by Oscar Wilde Outcome Classic fiction Explanation Greater Depth Write the narrative from a different viewpoint SPAG Guarding Secrets
Spring 2	Non-fiction books Recognising name Tweezers to pick up an object Name different parts of books Oral blending Diagonal lines The Farmyard	Reading simple phrases and sentences with Set 1 sounds in Red Books Red words -he, she, me, we, be Writing phrases I can see sentences The Farmyard	The Curious Case of the Missing Mammoth by Ellie Hattie Outcome Fiction: story based on the structure of The Curious Case of the Missing Mammoth.	The lost wolf by Mini Grey Outcome Letter: Persuasion letter in role as the character Greater Depth Real life letter to specific audience e.g.: local MP	Big Blue Whale by Nicola Davies Outcome Persuasion: leaflet persuading for the protection of the blue whale	Gorilla by Anthony Browne Outcome Fiction: fantasy story Greater Depth Re-tell the story from dad's	The Darkest Dark by Chris Hadfield Outcome Recount: biography Greater Depth A first-person recount with an experience from the person's life within the biography SPAG Finding Magic	Jemmy Button by Alix Barzelay The Island by Jason Chin Outcome Journalistic Discussion Greater Depth

			<p>Greater Depth Change the setting of the story. SPAG At the Zoo</p>	<p>SPAG Night Sounds</p>	<p>Greater Depth Include a fact file about endangered sea creatures SPAG The Magnificent Bull</p>	<p>viewpoint or include speech SPAG Windrush Child</p>	<p>Write a magazine article/hybrid text SPAG The Sea</p>	
<p>Summer 1</p>	<p>Talk about favourite stories Know stories have an end Range of tools for drawing Turn pages in a book RWI pictures Blend/Segment Initial sound in name Behold</p>	<p>RWI Set 2 sounds Green books Red words – are, they, her, you Writing letters Writing rhymes Writing poems Behold</p>	<p>Toys in Space by Mini Grey</p> <p>Outcome Fiction: story based on the structure of Toys in Space. Extension: Instructions</p> <p>Greater Depth Choose their own toy to write about and change the space creature. SPAG I Spun a Star</p>	<p>Dragon Machine by Helen Ward</p> <p>Outcome Fiction: story with adventure focus Extension: Instructions</p> <p>Greater Depth Story written in 1st person SPAG Father and I in the Woods</p>	<p>Journey by Aaron Becker When the Giant stirred by Celia Godkin</p> <p>Outcome Fiction: adventure story based on Journey using the language of Berlie Doherty</p> <p>Greater Depth Include a new setting route to lead from one place into another SPAG I saw a Peacock</p>	<p>Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green</p> <p>Outcome Information board for a rainforest exhibition</p> <p>Greater Depth Include an interactive Element SPAG Look!</p>	<p>The Paperbag Prince by Colin Thompson</p> <p>Outcome Persuasion/information: Hybrid leaflet</p> <p>Greater Depth Write an oral presentation for a TV or online broadcast as expert SPAG The Sun in Me</p>	<p>Manfish by Jennifer Berne</p> <p>Outcome Biography /hybrid text</p> <p>Greater Depth Add in a script commentary about role in conservation debate SPAG For Forest</p>
<p>Summer 2</p>	<p>Simple sentences and key phrases about books Familiar logos</p>	<p>Continuing RWI set 2 sounds Purple books</p>	<p>Goldilocks and just the one bear</p>	<p>Grandad's Secret Giant by David Litchfield</p>	<p>Zeraffa Giraffa by Dianne Hofmeyr</p>	<p>Blue John by Berlie Doherty</p>	<p>The Hunter by Paul Geraghty</p> <p>Outcome</p>	<p>Sky Chasers by Emma Carroll</p>

	<p>Make marks Imitate shapes Read from left to right and top to bottom RWI sounds Oral blending Writing name Eat Your Peas Louise</p>	<p>Red words – by, my, of, your, said, Writing instructions Writing predictions Writing descriptions Eat Your Peas Louise</p>	<p>by Leigh Hodgkinson</p> <p>Outcome Fiction: story based on the structure of Goldilocks and just the one bear. Extension: Non-chronological report</p> <p>Greater Depth Change the animal and the setting SPAG Poetry Fruit Salad</p>	<p>Outcome Fiction: story with moral focus</p> <p>Greater Depth Story from the point of view of the giant SPAG Fox!</p>	<p>Outcome Persuasion: tourism leaflet for Paris/Egypt</p> <p>Greater Depth Include a section of a researched Paris landmark SPAG Apes to Zebras</p>	<p>Outcome Letters Explanation – about cave formation for 2/3 days</p> <p>Greater Depth Use explanation with an element of persuasion SPAG Look Closely</p>	<p>Fiction: journey story</p> <p>Greater Depth Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film SPAG Animals of Africa</p>	<p>Outcome Narrative Fiction Autobiography</p> <p>Greater Depth Write the narrative from a different viewpoint Include section from an alternative viewpoint in the autobiography SPAG Sonnets: The View from a Hot Air Balloon</p>
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KEY ASSESSMENT CRITERIA – 'BUILDING BLOCKS' (THESE WILL NOT BE PRESENTED THE SAME FOR EVERY SUBJECT BUT ADAPTED FROM NC)

EYFS (Reception & Nursery):

Stage of Early Writing: Use marks symbolically

- Understand that the marks they make have meaning and can be used to communicate their thoughts and ideas.
- Able to consider and plan what marks they are going to make before they begin writing.
- Understand the difference between drawing and writing.
- Make marks symbolically for multiple purposes, such as to tell stories, record what they can see, express their emotions and ideas, solve problems or show their thinking (including mathematical thinking).
- The marks have a meaning to the child, even though they often do not resemble what they are intended to represent.

Stage of Early Writing: Imitate the act of writing

- Begin to imitate the act of writing, often in response to watching an adult write. For example, writing a shopping list after watching an adult write one.
- Initially, the writing may be represented by one repeated mark, such as a line. This may then progress to a series of repeated shapes.
- At this stage, the writing will not include recognisable letters.

Stage of Early Writing: Begin to make marks that resemble identifiable letters

- Fine motor skills and pencil grip develop, enabling children to use mark-making tools with more control.
- A variety of marks that are needed for letter formation are able to be made, such as clockwise and anticlockwise rotational movements.
- Writing begins to include marks that resemble letters. At this stage, the letters may not be formed accurately.
- The letters written are random and children do not connect the letters to sounds from spoken language.
- Often, the first recognisable letters that are written are letters from the child's name - the first letter from their name in particular.

Stage of Early Writing: Develop an understanding of directionality

- An understanding of directionality is developed and writing progresses from left to right and top to bottom.
- Writing is often represented by a random string of letters.
- These letter strings do not usually contain any spaces.

Stage of Early Writing: Write their own name

- The first full word children will often try to write is their name. Their name is a word that is very important to them.
- Their name will be written using identifiable letters but the letters may not be correctly formed.
- Progress to remembering how to write each letter in their name in the correct order, but do not yet connect the letters with their corresponding sounds.

Stage of Early Writing: Copy letters and words from their environment

- Writing may now incorporate recognisable letters and words that children have copied from the print they can see in their environment.
- The words will often have the letters copied in the correct order but children will not be linking spoken sounds to the letters.

Stage of Early Writing: Develop an understanding that there is a link between the shape of a letter and a sound

- Begin to understand that writing is related to speech sounds and that the shape of a letter is used to represent a sound.
- Often, the first links children make are between the letters in their name and the sounds those letters represent. A child may write their name, point to one of the letters in their name and say the corresponding letter sound.
- Writing may begin to include letters that connect to the sound the letter represents. For example, a child may write the letter 'm' in their writing and say that they have written 'mummy'.

Stage of Early Writing: Identify individual sounds in words and then write the sound with the corresponding letter

- Often, the first sound identified in a word is the initial letter sound. For example, if shown a picture of the sun, a child could identify that the word begins with the letter 's' and

write the corresponding letter.

- The most prominent sound in a word may also be the first sound a child will identify and write.
- Progress to also being able to identify the final sounds in words and then the medial sounds.
- Initially, the letters written down may not be in an order and no spaces will be left between words.

Stage of Early Writing: Begin to write letters that are formed correctly

- Use core strength to achieve a good posture when writing.
- Develop a preference for a dominant hand to use when writing.
- Hold mark-making tools effectively. Most children will use a tripod grip. The tripod grip enables dynamic movement to come from the fingertips. It helps children to use mark-making tools accurately and effectively to form letters.
- Write recognisable lower case and upper-case letters.
- Begin to write letters with correct letter formation.
- Develop a handwriting style that is fast, accurate and efficient.

Stage of Early Writing: Understand that words are made up of letters, which are a collection of different shapes

- Understanding of the concept of a word develops.
- Able to identify the difference between a letter and a word.
- Understands that a word is a collection of letters that are written in a specific order.
- Begin to become aware of the existence of spaces between words and the purpose of these.

Stage of Early Writing: Able to identify each sound in a CVC word and write the corresponding letters

- Able to segment and identify individual sounds in CVC words, then write the corresponding letters. Initially, this may just be one or two sounds and then progress to all three sounds.
- CVC words are phonetically plausible words that just contain three sounds and are made up of a consonant, vowel then consonant. For example, rat, log, map.
- Letters may be written randomly at first, then progress to being written in the order in which they occur in the word.

Stage of Early Writing: Write a simple phrase or caption

- Write a simple phrase or caption by sounding out and writing the corresponding letters in simple words and also make phonetically plausible attempts at writing longer, more complex words.
- Spaces are added between each word in the phrase, and it can be read by others.
- Writing contains words with letter groups, including digraphs (such as, 'sh') and trigraphs (such as, 'igh').
- Common exception words that have been taught may also be used in the writing, such as 'the'.

Stage of Early Writing: Write a simple sentence

- Able to say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure.
- Write a simple sentence, which contains spaces between each word and can be read by others.
- Write sentences that contain simple words that have been spelt correctly, as well as more complex words, which children have used their phonics knowledge to attempt to spell.
- Sentences may also contain words which contain letter groups and common exception words.
- Understanding that sentences begin with a capital letter and end with a full stop develops and children may begin to use these with increasing accuracy in their writing.
- Rereads a sentence that has been written to check that it makes sense.

Stage of Early Writing: Use a variety of writing structures

- Write for a range of purposes and use different writing structures to match the type of writing. For example, writing a list, instructions, a card, a recipe or a story. • Several sentences may be written which begin with a capital letter and end with a full stop.
- Writing can be read and understood by others.

Year 1:

A. You should already be able:

To use phonic knowledge to write words in ways which match their spoken sounds.
To write some irregular common words.
To write simple sentences which can be read by themselves and others.
Some words are spelt correctly, and others are phonetically plausible.

Year 1 Writing

I can say my sentence before I write it.	I can re-read my writing to check it makes sense.	
I can write sentences in order to make a short story or non-fiction text.	I can read my writing clearly out loud.	I can use finger spaces.
I can use full stops.	I can use the conjunction 'and' to join clauses together. E.g. It was raining <i>and</i> the boy was scared.	I can sometimes use <u>?</u> and <u>!</u>
I can use a capital letter for the personal pronoun 'I'.	I can use capital letters for people, places and days of the week.	I can add adjectives. E.g. We had a <i>wonderful</i> time.
I can form my lower-case letters correctly, starting and finishing in the right place.	I can form capital letters.	
I can spell common exception words.	I can use and spell compound words. E.g. sunflower, cowboy	I can use the prefix -un. E.g. unwell
I can add -s or -es to make plurals correctly. E.g. dogs, boxes	I can add the suffix -ing, -ed, -er, -est to root words.	I can use my phonics to help with my spelling.

Year 2:

B. You should already be able:

To form lower-case letters in the correct direction. To form capital letters and use full stops. To write sentences in order to make a short story or non-fiction text. To use adjectives. To use finger spaces. To use the conjunction 'and' to join sentences together. To use capital letters for names, places, days of the week and personal pronoun 'I'. (2021/2022)

I can use capital letters and full stops in my sentences.	I can use <u>?</u> and <u>!</u> in some of my sentences.	I can use commas in a list.
I can add adjectives to my writing.	I can use expanded noun phrases.	I can write in the correct past and present tense most of the time.
I can write statements.	I can write commands.	I can edit my work to improve it and make it better.
I can write questions.	I can use some subordinating conjunctions. 'when', ' <u>if</u> ', 'because'	I can use co-ordinating conjunctions. 'or', 'and', ' <u>but</u> '
I can join some of my writing and use some diagonal and horizontal join.	I can use neat handwriting with suitable sized finger spaces.	
I can write all letters, including capitals in the correct size and orientation.	I can use an apostrophe to spell some contracted words. E.g. can't, don't, wouldn't	I can use apostrophes to mark singular possession.
I can use my phonics to sound out words and spell them correctly.	I can use the suffixes -ment, -ness, -ful, -less, -ly.	I can spell many common exception words correctly.

Year 3:

C. You should already be able:

To use question marks, exclamation marks. To use adjectives in expanded noun phrases.
 To use coordinating conjunctions 'and', 'but'. To use some subordinating conjunctions 'because, when, if'.
 To use capital letters and full stops in most sentences. To use an apostrophe in some contracted words.
 To use finger spaces, form letters correctly and suitably sized. (2021-22)

I can use the correct tense consistently.		I can create plots in narratives.	I can use a range of adjectives to show ambitious word choice in expanded noun phrases.
I can use the correct features for a wide range of text types (including the use of simple layout devices in non-fiction).	I can create characters and settings in narratives.	I can proof-read and edit my writing for spelling and punctuation mistakes and make improvements.	
I can choose nouns or pronouns appropriately	I can use prepositions to show time, place and cause. Eg before, after, during, in, because of, over, under.	I can begin to organise my writing into paragraphs around a theme.	I can use a range of adverbs to describe verbs.
I can use adverbs to show time, place and cause eg then, next, soon and therefore.	I can use the correct use of 'a' and 'an.'	I can use conjunctions to show time, place and cause (when, before, after, while, so, because and although).	
I can use inverted commas in direct speech.	I can use a range of conjunctions to join clause together. E.g. when, if, because, although, and, but, so.	I can use possessive apostrophe accurately in plurals	
I can use fronted adverbials.	My handwriting is formed clearly with ascenders and descenders being parallel. I can join letters.	I can spell many words with prefixes correctly. E.g. Jr-, auto-, in-, dis-, super-, anti-.	
I can spell many words with suffixes correctly. E.g. -ly, -ous, -ation, -ness, -ful.	I can use my phonics knowledge to spell unfamiliar words and words from the y3 statutory word list.	I can spell some homophones and use them in my own writing.	

Year 4:

D. You should already be able:

To organise writing into paragraphs around a theme. To develop a plot in narrative and describe settings and characters.
 To use the correct tense consistently. To use nouns/pronouns appropriately.
 To use 'a' or 'an' correctly. To use a range of conjunctions to join clauses together.
 To use conjunctions to show time and cause. To use a range of adverbs to describe verbs.
 To use prepositions to show place. To use a range of adjectives and expanded noun phrases. (2021/2022)

I can use the correct features for non-fiction pieces including genre-specific layout devices.		I can choose the correct punctuation and use full range of punctuation from previous years.	I can edit my writing for spelling and punctuation errors and make improvements.
I can use a range of sentence types with more than one clause eg main and subordinate clauses.	I can create more detailed settings, characters and plot in narratives to engage the reader.	I can use conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.	
I can maintain an accurate tense throughout a piece of writing.	I can use standard English verb inflections accurately e.g. 'we were' rather than 'we was', 'I did' rather than 'I done.'	I can expand noun phrases with the addition of modifying adjectives and prepositional phrases.	I can consistently organise my writing into paragraphs around a theme.
I can choose nouns and pronouns appropriately to aid cohesion and avoid repetition and use 'a' or 'an' correctly.	I can use fronted adverbials and demarcate correctly using commas.	I can use all necessary punctuation in direct speech mostly accurately.	
I can use adverbs and prepositions to express time, place and cause.	I can use a wider range of conjunctions to join clauses together including; when, if, because, although, and, but, so.	I can use apostrophes for singular and plural possession.	
I can spell words with prefixes correctly.	I can consistently use a neat, joined handwriting style.	I can use knowledge of word families to help with my spelling.	
I can spell words with suffixes correctly.	I can spell most or all of the Year 3 and 4 statutory words.	I can use the homophones on the Y3/4 word list within my own independent writing.	

Year 5:

E. You should already be able:

To organise writing into paragraphs. To develop a plot in narrative and describe settings and characters. To use the correct tense consistently. To choose nouns and pronouns appropriately. To use 'a' or 'an' correctly. To use a wide range of conjunctions to join clauses together and to show time and cause. To use a range of adverbs to describe verbs. To use prepositions to show place. To use a range of adjectives and expanded noun phrases. To use a possessive apostrophe accurately in plurals. To use simple layout devices in non-fiction. To use joined handwriting. To use inverted commas in direct speech. (2021/2022)

	I can use features to create effect (alliteration, similes and metaphors as well as repetition and ellipsis).	I can use modal verbs to indicate degrees of possibility e.g. should, would, could, shan't, might and shall.	I can use organisational devices bullet points, colons and semi-colons in lists.
I can use co-ordinating (and, but, so) and subordinating conjunctions (after, although, since, despite, consequently, therefore).	I can use the correct features of writing to match the audience and purpose of the piece.	I can use a confident and established voice in my writing and describe character and setting in narratives.	
I can make some use of hyphens to avoid ambiguity.	I can write in the correct tense and maintain consistency throughout.	I can use paragraphs and build cohesion by linking words/phrases, including adverbials. E.g. Firstly, then, after, while, significantly, likewise. for instance.	I can link adverbials of time, place and number e.g. later, nearby, secondly.
I can use semi-colons, colons or dashed to mark boundaries between independent clauses.	I can use a range of adjectives, appropriate adverbs and adverbials to link ideas and develop cohesion.	I can use capital letter, full stops, question marks, exclamation marks, commas in lists and apostrophes for contraction and possession.	
I can correctly use dialogue to develop character and action and move a narrative forward.	I can use commas to clarify meaning or avoid ambiguity in writing.	I can edit my work and the work of others and improve.	
I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie, omitted) relative pronoun.	I can use complex sentence structures appropriately which are correctly marked with commas.	I can make some use of brackets, dashes or commas to indicate parenthesis and a colon to introduce a list.	
I can write neatly, legibly and accurately in a flowing style.	I can spell most words correctly including words taken from the Year 3,4 and 5 statutory word list.	I can use a Thesaurus successfully to improve my word choices and a dictionary to check the spelling of a word independently.	

Year 6:

F. You should already be able:

To make writing match an audience and purpose. To use dialogue to move a narrative forward. To use organisational and presentational devices for non-fiction texts. To use the correct level of formality in writing. To use paragraphs to organise ideas. To attempt adverbials between sentences and paragraphs as well as repetition and ellipsis. To use relative clauses beginning with a relative pronoun. To use coordinating and subordinating conjunctions. To use joined handwriting. (2021/2022)

	I can use the correct tense consistently.	I can select vocabulary and sentence structures that match the formality of the text type.	I can use modal verbs.
I can use a range of cohesive devices including pronouns, conjunctions and synonyms.	I can use subordinate conjunctions and clauses- front, embedded etc.	I can use relative clauses within my sentences starting with who, which, where, when, whose and that.	
I can use prepositional phrases to add detail, qualification and precision.	I can use adverbial phrases to add detail and use to link between sentences and paragraphs with precision.	I can use the active and passive voice.	
I can try to use semi-colons and colons in a list and dashes, colons and semi colons to separate clauses.	I can use multi-clause sentences.	I can make some use of hyphens in my independent writing.	
I can use expanded noun phrases to add detail, clarity and precision.	I can use inverted commas, commas for clarity and brackets, dashes and commas for parenthesis, mostly correctly.	I can use commas for clarity.	
I can use inverted commas mostly correctly including correct punctuation of dialogue in a narrative.	I can write in the appropriate form for audience and purpose and organise my ideas into paragraphs.	I can maintain legibility, fluency and speed with my handwriting.	
I can use a thesaurus and dictionary independently to edit and improve a piece of writing.	I can spell within my own writing most, or all, of the words within the statutory word lists.	I can use the correct homophones within my writing and spell most words with silent letters.	

VOCABULARY PROGRESSION (SPAG/GPS)

EYFS (Reception-Nursery):

Letter

Capital letter

Full stop

Word

Story

Character

EXAMPLE

Year 1:

Adjective
Article
Digraph
Grapheme
Grapheme-Phoneme
Correspondence (GPC)
Noun
Phoneme
Plural
Prefix

Pronoun- I
Punctuation
Root word
Sentence
Split Digraph
Suffix
Syllable
Trigraph
Word

Word
class
Word
family

**Year 2:
As above**

Noun Phrase
Past Tense
Phoneme
Phrase

Syllable
Trigraph
Tense
Verb

Year 3:

Adjective
Adverb
Apostrophe
Article
Clause
Compound/compounding
Conjunction
Consonant
Coordinate/coordination
Digraph
Etymology
Grapheme

Homonym
Homophone
Main clause
Noun
Noun phrase
Object
Past tense Perfect
Phoneme
Phrase
Plural
Possessive

Prefix
Preposition
Present tense Progressive
Pronoun
Root word
Sentence
Subordinate
Subordinate clause
Suffix
Syllable
Tense

Trigraph
Verb
Vowel
Word
Word class
Word family

Year 4:

Adjective
Adverb
Apostrophe
Article
Clause
Compound/compounding
Conjunction
Consonant
Coordinate/coordination
Digraph
Etymology
Grapheme

Homonym
Homophone
Main clause
Noun
Noun phrase
Object
Past tense Perfect
Phoneme
Phrase
Plural
Possessive

Prefix
Preposition
Present tense Progressive
Pronoun
Root word
Sentence
Subordinate
Subordinate clause
Suffix
Syllable
Tense

Trigraph
Verb
Vowel
Word
Word class
Word family

Year 5:

Adjective
Adverb
Adverbial
Apostrophe
Article
Auxiliary verb
Clause
Cohesion
Cohesive devices
Compound/compounding
Conjunction Consonant
Coordinate/coordination
Determiner Etymology

Fronted
Future
Grapheme
Homonym
Homophone
Infinitive
Inflection
Modal verb
Modifier Morphology
Noun
Noun phrase
Object
Past tense Perfect

Phrase
Plural
Possessive
Prefix
Preposition
Present tense
Progressive
Pronoun
Relative clause
Root word
Sentence
Standard
English
Subordinate
Subordinate clause
Suffix

Syllable
Tense
Verb
Vowel
Word
Word class
Word family

Year 6:

Adjective
Adverb
Adverbial
Apostrophe
Article
Auxiliary verb
Clause
Cohesion
Cohesive devices
Compound/compounding
Conjunction Consonant
Coordinate/coordination
Determiner Etymology

Fronted
Future
Grapheme
Homonym
Homophone
Infinitive
Inflection
Modal verb
Modifier Morphology
Noun
Noun phrase
Object
Past tense Perfect

Phrase
Plural
Possessive
Prefix
Preposition
Present tense
Progressive
Pronoun
Relative clause
Root word
Sentence
Standard
English
Subordinate
Subordinate clause
Suffix

Syllable
Tense
Verb
Vowel
Word
Word class
Word family
Active Voice
Antonym

SUGGESTED TRIPS/RESOURCES

PATHWAYS

[Link to teams](#)

GPS/SPAG

<https://classroomsecrets.co.uk/category/gps/>

POETRY PATHWAYS

https://reach2my.sharepoint.com/personal/alistair_kiff_copperfieldacademy_org/Documents/Desktop/Pathways%20Poetry%20Themes%20and%20texts%20overview.pdf

EXAMPLE

OVERVIEW OF SUBJECT/MONITORING/PROGRESSION/COVERAGE AND OUTCOMES

- Has the school made the objectives of their curriculum clear for your subject?
- Does the school's curriculum for your subject align with national policy and statutory requirements?
- How do you know your curriculum is working? Can you demonstrate how you know?
- Why is the curriculum right for the children in your school at this time?
- What are the strengths of your current subject curriculum?
- What are the areas of the curriculum that might need development?
- How effectively are curriculum policies and plans translated into practice?
- Is the same importance given to all foundation subjects?
- How is the curriculum delivered across each year group and across key stages, ensuring progress in skills, knowledge and understanding from different starting points?
- How is progress and attainment measured?
- How are pupils given opportunities to apply basic skills in your subject?
- Where is the evidence of pupils' SMSC development?
- What is the impact of the curriculum in your subject on the pupils' outcomes?