



How We Teach Writing at Wildmoor Heath School

September 2023

WRITING INTENT

Our writing intent is to promote high standards of language and literacy by equipping learners with essential writing skills, and a strong command of the written word through a motivating writing curriculum built on solid foundations of speaking, listening, reading rich texts, teacher modelling and a wide vocabulary.

WRITING IMPLEMENTATION

We implement our writing curriculum through explicit text immersion, modelling and scaffolding, focusing on different writing purposes – a method that we call ‘The Wildmoor Writing Journey’. We often link writing to books chosen from our Reading Spine, placing great literature at the heart, and to subject learning, allowing pupils to become fully immersed in their writing genre, with an emphasis on the different stages of the writing journey (Vocabulary, Boxing Up, Planning, Drafting, Editing, and Publishing). Children broaden their understanding of language, building on a foundation of quality vocabulary, regular oral practice and sharing peers’ writing work. We teach joined handwriting from Year 1, with all children having a consistent, joined handwriting style by Year 5. We teach spelling alongside phonics in Key Stage 1, followed by Spelling Shed from Year 2, reinforced with the Spelling Shed app for home learning.

An important part of our broader English curriculum is the development of speaking and listening skills so that every child develops the confidence and capacity to express themselves persuasively and the ability to listen to others with interest and empathy. Dictation is also used in all classes to reinforce listening and spelling accuracy, plus fluency.

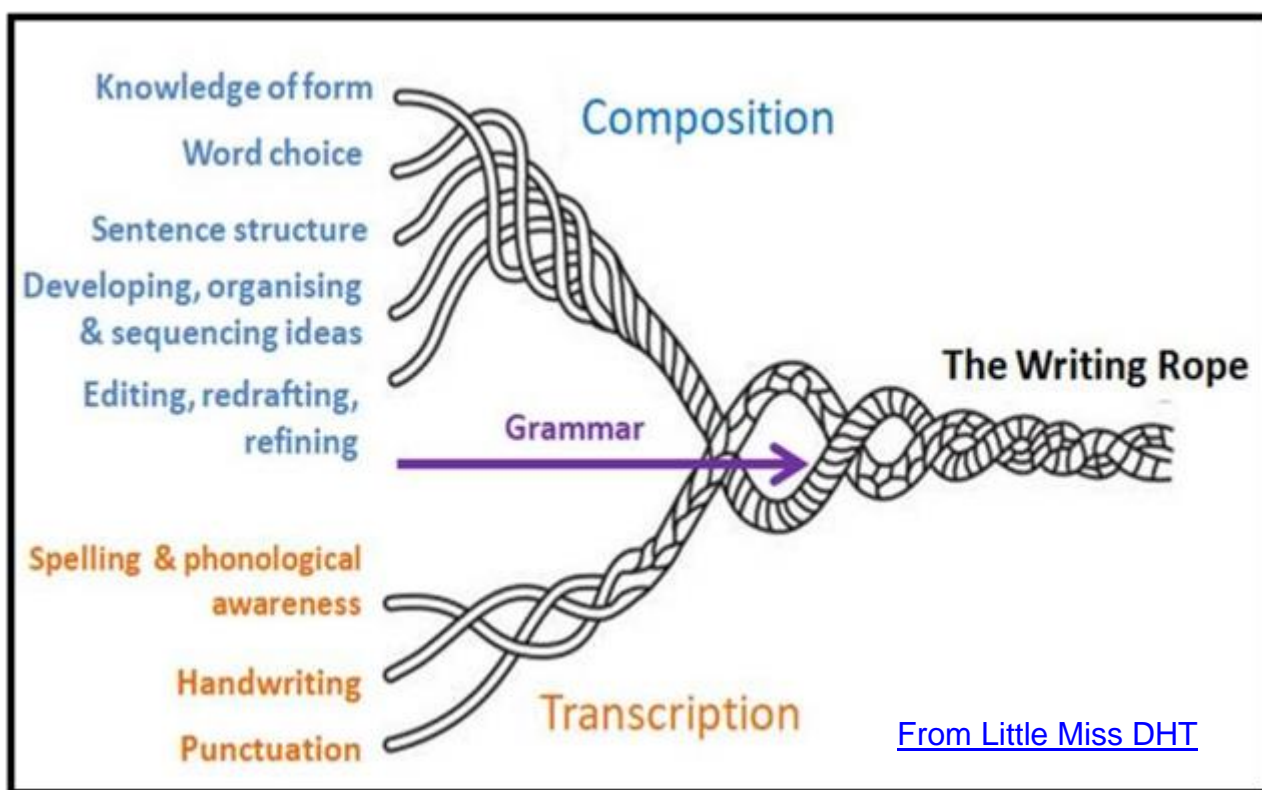
WRITING IMPACT

Learners at Wildmoor Heath make clear progress in all aspects of written communication, both transcription and composition. With the implementation of the writing journey being established and taught thoroughly, learners become more confident and coherent writers, adapting their language and style for a range of contexts, purposes and audiences.

We assess our children’s writing skills throughout their years at Wildmoor Heath against clear expectations for each year group. We conduct internal and external moderation of writing with peers and other schools. We know that our Writing curriculum has a positive impact on learners’ outcomes from their writing confidence.

WILDMOOR HEATH'S APPROACH TO TEACHING WRITING

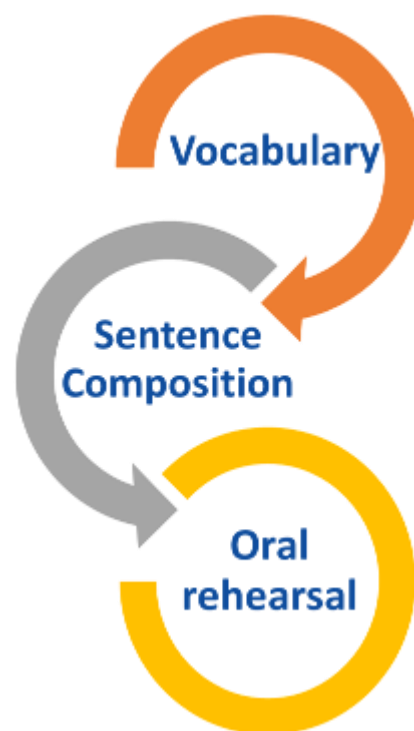
There are many strands that children need to acquire before they become confident and fluent writers, able to write for different genre in a range of styles across all areas of the curriculum. At Wildmoor Heath, we aim to ensure that all children learn these strands, beginning with the skills of transcription through to developing the skills of composition by the end of KS2.



FOCUS FOR WRITING

We recognise that there are three crucial areas to focus on when planning the teaching of writing.

Spoken language underpins the development of writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar. Through using language and hearing how others use it, children become able to describe the world, make sense of life's experiences and achieve more. They learn to use language as a tool for thinking, collectively and alone. During a pupil's seven years at our school, we introduce a progressive range of technical vocabulary across all curriculum subjects, immersing all our learners in language and building up their personal bank of vocabulary. We are aware that some of our learners may have a large vocabulary 'gap' versus their peers and our teachers set out to close this gap. We aim to ensure all children hear high quality verbal input and have varied opportunities to develop these vital skills through games, storytelling, drama, song, poetry, performances, debates and presentation. This enables our learners to become effective communicators both verbally and in their writing.



WRITING PROGRESSION

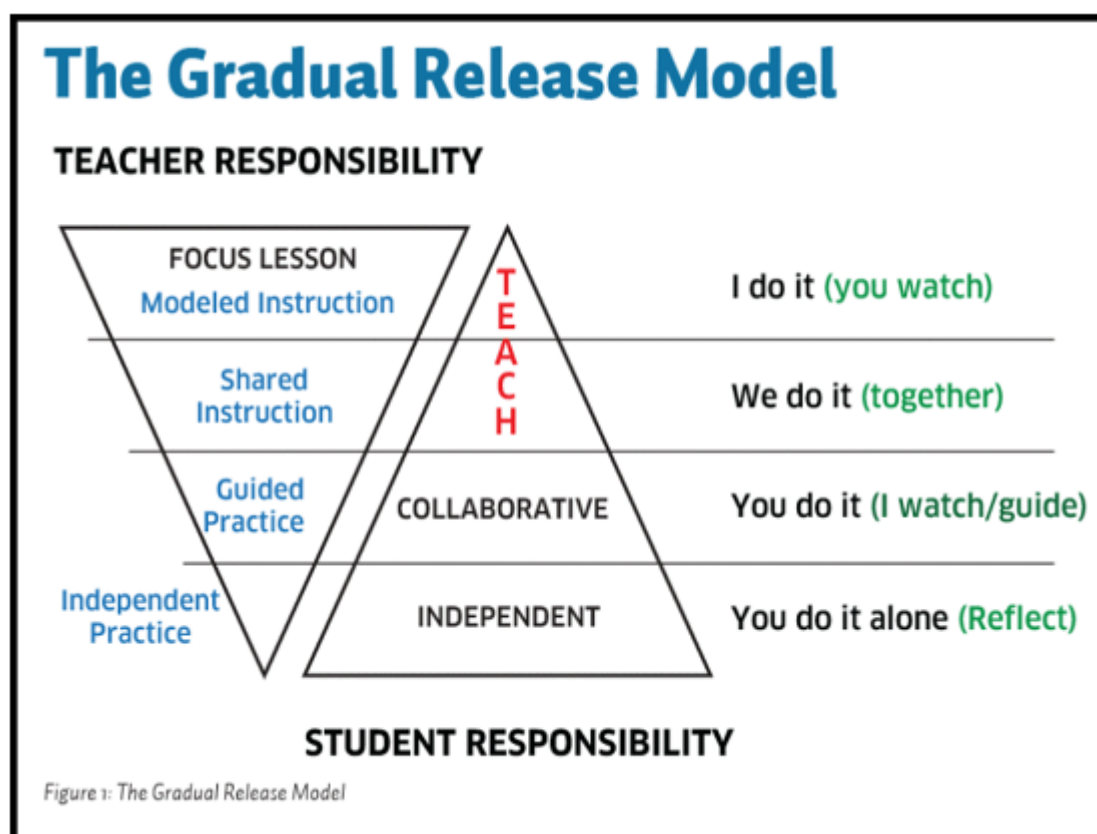
In **Reception**, children will start to learn how to form letters correctly. They will be encouraged to use their knowledge of phonics (**Appendix 1**) to write words in ways which match their spoken sounds. By the end of the year, they will be expected to write simple sentences which can be read by themselves and others. In **Year 1**, children will be taught to write sentences by saying out loud what they are going to write about, put several sentences together and re-read their writing to check it makes sense. They will also be expected to discuss what they have written and to read it aloud. In **Year 2**, children learn to write for a range of purposes, including stories, information texts and poetry. Children are encouraged to plan what they are going to write and to read through their writing to make corrections and improvements.

In **Years 3 and 4**, children are encouraged to draft and write by talking about their writing. They will continue to learn how to organise paragraphs and, if they are writing non-fiction, to use headings. When they are writing stories, they will learn to use settings, characters and plots. Children in Years 3 and 4 will be expected to use what they know about grammar in their writing and to read through what they have written, to find ways to improve it.

In **Years 5 and 6**, children will continue to develop their skills in planning, drafting and reviewing what they have written. Children learn to identify the audience for and purpose of their writing. They will be expected to use grammar appropriately. In non-fiction writing, children will use headings, bullet points and other ways to organise their writing. They will be expected to describe settings, characters and to use dialogue in their stories.

IMPORTANCE OF MODELLING

To assist children in achieving higher expectations in writing, teachers at Wildmoor Heath use modelling techniques to share good quality texts. Following careful assessment and when the children are ready, the teacher moves through the Gradual Release Model, to help to develop independence.



PLANNING FOR WRITING: WRITING PURPOSES

The following overview is used, to ensure teachers plan for children to be able to write for different purposes. In KS1, children start with *Writing to Entertain* and *Writing to Inform*, adding *Writing to Persuade* in Lower KS2 and *Writing to Discuss* at Upper KS2. The writing purposes are spread throughout the year, allowing for revision as well as new learning.

Wildmoor Heath Writing Purposes Overview				2022-2023
	Autumn	Spring	Summer	
Year 1	Writing to Entertain	Writing to Entertain	Writing to Entertain	
	Writing to Inform	Writing to Inform	Writing to Inform	
Year 2	Writing to Entertain	Writing to Entertain	Writing to Entertain	
	Writing to Inform	Writing to Inform	Writing to Inform	
Year 3	Writing to Entertain	Writing to Entertain	Writing to Entertain	
	Writing to Inform	Writing to Inform	Writing to Inform	
Year 4	Writing to Entertain	Writing to Entertain	Writing to Entertain	
	Writing to Inform	Writing to Inform	Writing to Inform	
Year 5	Writing to Entertain	Writing to Entertain	Writing to Entertain	
	Writing to Inform	Writing to Inform	Writing to Inform	
Year 6	Writing to Entertain	Writing to Entertain	Writing to Entertain	
	Writing to Inform	Writing to Inform	Writing to Inform	

PLANNING FOR WRITING: ENGLISH CURRICULUM MAP

In addition to mapping out the different writing purposes across the year, we ensure that different text types are included and, where possible, linked to the current term's overall theme or the whole class quality text being read. The English Curriculum Map details the term's theme, the quality texts being used (both for reading and writing), the writing purposes and the writing genre unit for each term. This is a fluid document, updated each term, changing with the needs and interests of the children.



Wildmoor Heath School

English Curriculum Map

	Autumn		Spring		Summer	
Y1	Rain, Rain Go Away!	Out of this World	A Day in the Life Of...	Once Upon a Time	Paws and Claws	Hooray, Let's Go on Holiday!
	Books		Books		Books	
	Jack and the Beanstalk After the Storm Lila and the Secret of Rain	Whatever Next! Man on the Moon Look Up! Beegu	Goldilocks and the three bears Three Little Pigs Here Comes Mr Postman Kasia's Surprise (Whole Class Reading session) When I am by myself (rhyming poem) by Eloise Greenfield	There's a Lion in My Cornflakes Lighthouse Keeper's Lunch Dear Greenpeace The Queen's hat Seaside Poems Nimesh the Adventurer		
	Films		Films		Films	
	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM
	Poetry: nursery rhymes Story openings Own stories	Leaflet Letter writing	Character description Traditional stories Poetry: rhyming	Wanted posters Letter writing	Own stories Poetry	Instructions Recount Letter writing
Y2	Autumn		Spring		Summer	
	Where My Wellies Take Me	Blowing Hot and Cold	Once Upon a Time	Castles and Dragons	Toy Story	Land Ahoy!
	Books		Books		Books	
	Paper Dolls The Huge Bag of Worries If I were in Charge of the World by Judith Kerr Bog Baby Tidy Going on a Bear Hunt Boogie Bear Tabby McTat	The Great Fire of London (NF) Crackle, Spit Remember, Remember (poetry) Babushka The Greatest Gift	The Three Little Wolves and the Big Bad Wolf King Midas and the Golden Touch Gorilla by Anthony Browne George's Marvellous Medicine	Castles (NF) The Knight and the Dragon Dragon Stew Billy and the Dragon (guided reading) The Dragonsitter (guided reading)	Traction Man Paddington Bear Mrs Sprockett's Strange Machine by Michaela Morgan (poetry) Kit Wright's Magic Box	Captain Green and the Plastic Scene Peter Pan The Pirates Next Door Flat Stanley (guided reading)
	Films		Films		Films	
	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM
	Story openings (various) Setting Description Poetry	Diary Entry (GEO) Information text Non-chronological reports	Alternative traditional tale Journey tales Fable	Recount Instructions	Narrative Poetry	Recount Letter Explanation



	Autumn		Spring		Summer	
Y3	Stone Age & Rocks		Polar Explorers		The Lost Words & Local Environment	
	Books		Books		Books	
	Stone Age Boy (PB) Stone Girl, Bone Girl The Wild Way Home The Iron Man The Wild Robot		Pugs of the Frozen North Me and Mister P The Abominables Shackleton's Journey (NF) Ice Bear (NF) The Ice Bear (poetry)		The Lost Words (poetry) Variak Paw [fantasy book] The Angel of Nitshill Road	
	Films		Films		Films	
	The Blue Umbrella		Marshmallow (Literacy Shed)			
	Writing to INFORM Information text (Unicorns) Writing to PERSUADE Persuasive Brochure (Skara Brae)	Writing to ENTERTAIN Narrative (The Blue Umbrella) Narrative (The Iron Man) Poetry (Performance)	Writing to ENTERTAIN Narrative (The Incredible book eating boy) Narrative (Marshmallow)	Writing to INFORM Newspaper report (Shackleton's Journey)	Writing to ENTERTAIN Narrative (Woodland animal story) Poetry (Woodland animals)	Writing to INFORM Explanation text (Plants) Non-chronological report (Woodland animals)

	Autumn		Spring		Summer	
Y4	Romans & Italy		Volcanoes, Earthquakes		Ancient Egypt	
	Books		Books		Books	
	The Lost Thing (PB) Matilda Androcles and the Lion The Lion, the Witch and the Wardrobe		Escape from Pompeii (PB) The Whistling Monster The Firework Maker's Daughter The Boy Who Made the World Disappear Charlotte's Web		Egyptian Cinderella Muti's Necklace The Butterfly Lion The Boy Who Biked the World The Spiderwick Chronicles	
	Films		Films		Films	
	Writing to INFORM Explanation (How to survive in Roman Britain) Newspaper article (Death of Julius Caesar) Writing to PERSUADE Travel advert (travel to Italy)		Writing to ENTERTAIN Narrative (Lost Thing Story) Narrative (Fable Suspense Story)		Writing to INFORM Biography (explorer) (Alastair Humphreys)	
	Writing to ENTERTAIN Narrative (Lost Thing Story) Narrative (Fable Suspense Story)		Writing to INFORM Non-Chronological Report (Earthquakes)		Writing to ENTERTAIN Narrative (Precious Item Story) Poetry (Still I Rise) Narrative (Cinderella Story)	










	Autumn		Spring		Summer	
Y5	Fly Me to the Moon/Mission to Mars		Anglo-Saxons & Vikings		World of Water	Ancient Greece
	Books		Books		Books	
	The Boy Who Flew Cosmic The Story of Curiosity (Mars Rover) (PB) (NF) Hidden Figures (PB) (NF) The Nowhere Emporium		Beowulf Wonder The Last Wild The Legend of Beowulf One Ear Voices in the Park (PB)		Floodland Kensuke's Kingdom Malamander The Mark of the Cyclops I Talk like a River (poetry)	
	Films		Films		Films	
	Wing It (Literacy Shed) Soar (Literacy Shed)				Lost and Found (short film)	
	Writing to ENTERTAIN Narrative (play script) Narrative (flying machine) Narrative (sci-fi)	Writing to INFORM Non-Chron report (model aircraft) Biography (Katherine Johnson) Explanation (Mars rover) Writing to PERSUADE Point of view (travel to Mars)	Writing to ENTERTAIN Narrative (monster) Narrative Poetry (The Highwayman) Narrative (quest)	Writing to INFORM Instructions (How to Kill a Sea Hag)	Writing to ENTERTAIN Narrative (Flood) Narrative (Lost and Found) Poetry (Haiku/Tanka/The Sea)	Writing to DISCUSS Formal Letter (Plastic Pollution) Writing to PERSUADE Persuasive leaflet (Save Sea Turtles!)


	Autumn		Spring		Summer	
Y6	Rhos Y Gwaliau Studies	Children in WW2	Rainforest	Mayans	Evolution	Transition/Changes
	Books		Books		Books	
	The Giant's Necklace The Lion and the Unicorn/Friend or Foe Letters from the Lighthouse Rose Blanche (PB)		The Explorer Journey to the River Sea The Great Kapok Tree The Vanishing Rainforest Mayan Civilisation (NF) Pax		Darwin's Dragons What Mister Darwin Saw The Moth (poem) The Arrival (PB)	
	Films		Films		Films	
	The Lighthouse (Literacy Shed) The Piano (Literacy Shed)				Replay (Literacy Shed) Francis (Literacy Shed)	
	Writing to ENTERTAIN Narrative (Evacuee/Lion & the Unicorn) Narrative (Flashback - The Piano) Narrative (Rose Blanche)	Writing to INFORM Newspaper Report (The Lighthouse & The Giant's Necklace) Recount (Letters from the Lighthouse)	Writing to INFORM Information text (imaginary animal) Writing to PERSUADE Formal Letter: Stop destroying rainforests!	Writing to ENTERTAIN Narrative (The Explorer) Diary (Journey to the River Sea)	Writing to INFORM Non-Chronological Report (On the Origin of Species) Writing to DISCUSS Should we help refugees?	Poem (Evolution - Moth) Narrative (Refugees - The Arrival)


PLANNING FOR WRITING: YEAR OBJECTIVES

From the Writing Purposes Overview, the National Curriculum objectives have been mapped out for each year group, as well as additional features (**gold standard**) that are relevant for each text type. This provides progression of writing skills across the school. These objectives are used to plan a Wildmoor Heath Writing Journey unit and as success criteria at the end of the writing unit.

Wildmoor Heath School Writing Purposes Planning							
Year 1	Writing to ENTERTAIN				Writing to INFORM		
Writing Purpose	Poetry: nursery rhymes Story openings [Focus on oral work first] / [Use opportunities to read aloud own work]				Leaflet Letter writing [Could use writing frame to structure sections] [May include images]		
Genre Autumn							
Early Learning Goals for Writing	<ul style="list-style-type: none">Children use their phonic knowledge to write words in ways which match their spoken sounds.They also write some irregular common words.They write simple sentences which can be read by themselves and others.Some words are spelt correctly and others are phonetically plausible.						
Assessment for Autumn Term Transition	 CL Capital letters for names and 'I' Full stops	 Joining words Use 'and'	 Finger spaces and neat letters	 Describing words - adjectives	 Punctuation	 Sounding out words	 Say your sentence out loud
Genre Spring	Character description Traditional stories Poetry: rhyming				Wanted posters Letter writing		
Genre Summer	Own stories Poetry				Instructions Recount Letter writing		
Grammar / Sentence Features	<ul style="list-style-type: none">Simple sentences e.g. <i>The cat is sleeping. e.g. I went to the park.</i>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i>Compound sentences using coordinating conjunctions and (or/but/so) e.g. <i>The witch cackled and got on her broomstick.</i>Precise, clear language to give information e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i>				<ul style="list-style-type: none">Adjectives to describe e.g. <i>The old house...</i>Plural noun suffixes -s or -es e.g. <i>dog, dogs; wish, wishes</i>Suffixes that can be added to verbs e.g. <i>helping, helped, helper</i>Prefix un- changing the meaning of verbs and adjectives e.g. <i>unkind, or undoing, e.g. untie the boat</i>		
Writing Style	<ul style="list-style-type: none">Begin to use openers: <i>While... When... Where...</i>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i>Begin to use prepositions <i>inside outside towards across under</i>Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i>				<ul style="list-style-type: none">Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i>Alliteration e.g. <i>dangerous dragon</i>Similes using <i>as...as...</i> e.g. <i>as tall as a house as red as a radish</i>		
Punctuation	<ul style="list-style-type: none">Use finger spaces between wordsUse capital letters/full stops to mark sentencesUse capital letter for namesUse capital letter for first person 'I'				<ul style="list-style-type: none">Use question marks and exclamation marksWrite speech bubblesBegin to use apostrophes to mark possessionBegin to use commas		
Adverbials & Conjunctions	First Then Next After Later The next day...				and but so or when while where if because		

Wildmoor Heath School Writing Purposes Planning							
Year 2	Writing to ENTERTAIN				Writing to INFORM		
Writing Purpose	Story openings Story descriptions Poetry				Diary entry Information texts Non-chronological report		
Genre Autumn	Alternative traditional tale Journey tales Fable				Recount Instructions		
Genre Spring	Narrative Poetry				Recounts Letter Explanation		
Text Features	<ul style="list-style-type: none">Time sequencedBegin to differentiate between past and present tense to suit purpose				<ul style="list-style-type: none">Appropriate use of past and present tense		
Grammar / Sentence Features	<ul style="list-style-type: none">Use coordinating conjunctions to link two main ideas e.g. <i>They pulled and pulled at the turnip to get it out.</i>Use noun phrases which add detail to description e.g. <i>very old grandma; brave woodchopper</i>Use the progressive form for verbs e.g. <i>Goldilocks was walking through the woods</i>				<ul style="list-style-type: none">Use coordinating conjunctions to link two main ideas e.g. <i>Badgers sleep in the day and look for food at night</i>Use subordinating conjunctions in the middle of sentences e.g. <i>Badgers can dig well because they have sharp claws</i>Use noun phrases which inform e.g. <i>sharp claws; black fur</i>		
Writing Style	<ul style="list-style-type: none">Vary openers with <i>bc</i> starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly,</i>Long sentences to add description or information.Embellish simple sentences using adjectives e.g. <i>The boys peeped inside the dark cave.</i>Embellish simple sentences using adverbs e.g. <i>Tom ran quickly down the hill.</i>				<ul style="list-style-type: none">Alliteration e.g. <i>wicked witch slimy slugs</i> Similes using <i>like... like... like...</i> e.g. <i>like sizzling sausages ...hot like a fire</i>Generalisers for information e.g. <i>Most dogs.... Some cats....</i>Begin to use complex sentences (subordinating conjunctions/relative clause): e.g. <i>Sam, who was lost, sat down and cried</i>		
Punctuation	<ul style="list-style-type: none">Use capital letters/full stops to mark sentencesUse capital letter for first person 'I'Use exclamation sentences where appropriate e.g. <i>What big eyes you have, Grandma!</i>Use question marks e.g. <i>Did you know...?</i>				<ul style="list-style-type: none">Use commas to separate items in a list e.g. <i>You will need flour, eggs, sugar and water.</i>Use apostrophes to mark contractions (<i>didn't</i>)Use apostrophes to mark possession e.g. <i>A badger's home is underground</i>Begin to use inverted commas to mark direct speech where appropriate		
Adverbials & Conjunctions	First Firstly Then Next After Later The next day...				and but so or when if because		
Terminology	apostrophe comma speech marks verb adverb				tense (past, present, future) adjective noun noun phrase suffix prefix		

Year 3	Wildmoor Heath School Writing Purposes Planning			
Writing Purpose	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	
Genre Autumn	Narrative (<i>The Blue Umbrella</i>) Narrative (<i>The Iron Man</i>) Poetry (Performance)	Information text (<i>Unicorns</i>)	Persuasive Brochure (<i>Skara Brae</i>)	
Genre Spring	Narrative (<i>The incredible book eating boy</i>) Narrative (<i>Marshmallow</i>)	Newspaper Report (<i>Shackleton's Journey</i>)		
Genre Summer	Narrative (<i>woodland animal story</i>) Poetry (<i>woodland animals</i>)	Explanation text (<i>Plants</i>) Non-chronological report (<i>Woodland animals</i>)		
Text Features	<ul style="list-style-type: none"> Use paragraphs to organize in time sequence 	<ul style="list-style-type: none"> Paragraphs used to group related ideas Headings and subheadings to label content 	<ul style="list-style-type: none"> Paragraphs/sections used to group related points Use of 2nd person Facts and statistics 	
Grammar / Sentence Features	<ul style="list-style-type: none"> Use past and present tense accurately Consolidate simple and compound sentences Begin to use fronted adverbials to show time, place or manner Begin to use subordinate clauses to add detail (when, if, because, although) 			<ul style="list-style-type: none"> Use expanded noun phrases to add detail & description Use a range of adverbs (time, manner, place) Use nouns & pronouns for clarity and cohesion Begin to use relative clauses to add detail
Writing Style	<ul style="list-style-type: none"> Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> e.g. <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> 			<ul style="list-style-type: none"> Use figurative language (similes, alliteration) Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i>
Punctuation	<ul style="list-style-type: none"> Consolidate four main punctuation marks: <i>! ? , ;</i> Use capital letters for proper nouns Use <i>! ?</i> for rhetorical / exclamatory sentences Use inverted commas for direct speech Use apostrophes for contraction 			<ul style="list-style-type: none"> Begin to use apostrophes for possession Use commas to separate adjectives in a list Use commas to mark fronted adverbials Begin to use commas to mark subordinate clauses
Adverbials & Conjunctions	Soon Meanwhile As... The next day... Later... Carefully Without a thought...	if when because while as until whenever once	First Firstly Before After Later Soon Also	However when before after while because if
Terminology	preposition conjunction word family	prefix clause phrase	subordinate clause direct speech inverted commas	consonant vowel

Year 4	Wildmoor Heath School Writing Purposes Planning			
Writing Purpose	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	
Genre Autumn	Narrative (<i>Lost Thing story</i>) Narrative (<i>Fable Suspense Story</i>)	Explanation (<i>How to survive in Roman Britain</i>) Newspaper article (<i>Death of Julius Caesar</i>)	Travel advert (<i>travel to Italy</i>)	
Genre Spring	Narrative (<i>Suspense story</i>) Narrative (<i>Escape story</i>)	Non-Chronological Report (<i>Earthquakes</i>)		
Genre Summer	Narrative (<i>Precious Item Story</i>) Poetry (<i>Still I Rise</i>) Narrative (<i>Cinderella Story</i>)	Biography (explorer) (<i>Alastair Humphreys</i>)		
Text Features	<ul style="list-style-type: none"> Use paragraphs to organise time sequence 	<ul style="list-style-type: none"> Paragraphs used to group related ideas Headings and subheadings to label content Bullet points in lists 	<ul style="list-style-type: none"> Paragraphs used to group related points Use of 2nd person Facts and statistics 	
Grammar / Sentence Features	<ul style="list-style-type: none"> Use past and present tense accurately Use fronted adverbials to show time, place or manner (when, where, how) Use expanded noun phrases by adding modifying adjectives/prepositions Use subordinate clauses to add detail or context, including as openers 			<ul style="list-style-type: none"> Use nouns & pronouns for cohesion and to avoid repetition Use relative clauses to add further detail Use rhetorical questions to engage the reader Begin to use present perfect tense to place events in time e.g. <i>This week we have visited the Science Museum.</i>
Writing Style	<ul style="list-style-type: none"> Figurative language (alliteration, similes, metaphors, onomatopoeia) Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> e.g. <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> e.g. <i>The Romans enjoyed food, loved marching but hated the weather.</i> 			<ul style="list-style-type: none"> Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Planned repetition e.g. <i>Find us to find the fun!</i>
Punctuation	<ul style="list-style-type: none"> Consolidate four main punctuation marks: <i>! ? , ;</i> Capital letters for proper nouns, including I Inverted commas for direct speech Begin to use full punctuation for direct speech, including punctuation within and before inverted commas Know the difference between plural and possessive -s 			<ul style="list-style-type: none"> Secure use of apostrophes for contraction Secure use of apostrophes for possession, including for plural nouns Commas after fronted adverbials Commas after subordinate clauses Commas to mark relative clauses
Adverbials & Conjunctions	Soon Meanwhile As... The next day... Later... Carefully Without a thought...	when because while as until whenever once	First Firstly Before After Later Soon Also In addition,	However when before after while because if
Terminology	preposition conjunction determiner	clause phrase adverbial phrase	word family direct speech dialogue	consonant vowel prefix

Wildmoor Heath School Writing Purposes Planning				
Year 5				
Writing Purpose	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	Writing to DISCUSS
Genre Autumn	Narrative (<i>Flying Machine</i>) Narrative (<i>sci-fi opening</i>)	Biography (<i>Katherine Johnson</i>) Non-Chronological Report (<i>Model Aircraft</i>) Explanation (<i>Mars Rover</i>)	Point of view (<i>Travel to Mars</i>)	
Genre Spring	Narrative (<i>hero/monster story</i>) Narrative (<i>quest story</i>) Narrative Poetry (<i>The Highwayman</i>)	Instructions (<i>How to kill a sea hag</i>)		
Genre Summer	Narrative (<i>Flood</i>) Narrative (<i>Lost and Found</i>) Poetry (<i>Haiku/Tanka/The Sea</i>)		Point of view (<i>Save sea turtles!</i>)	Argument (<i>Should we stop using plastics?</i>)
Text Features	<ul style="list-style-type: none"> Use paragraphs to organise in time sequence Use a range of tenses to indicate changes in timing, sequence, etc. 	<ul style="list-style-type: none"> Secure use of range of layouts Paragraphs to group related ideas Headings/sub-headings Use of technical vocabulary Sections may contain more than one paragraph Link ideas within and across paragraphs Summary clear at the end 	<ul style="list-style-type: none"> Use of 2nd person Personal pronouns Facts & Statistics 	<ul style="list-style-type: none"> Use paragraphs to structure arguments Use a range of tenses to indicate changes in timing, sequence, etc. Appropriate use of cohesive devices e.g. <i>pronouns, adverbials, conjunctions</i>
Grammar / Sentence Features	<ul style="list-style-type: none"> Secure use of past and present tense Secure use of simple and compound sentences Secure use of fronted adverbials to show time, place or manner (<i>when, where, how</i>) including prepositional phrases Secure use expanded noun phrases to inform or add detail 		<ul style="list-style-type: none"> Use subordinate clauses to add detail or context, including in varied positions Use relative clauses to add detail or context, including in varied positions Use of non-finite clauses with -ing and -ed starters Use imperative verbs to convey urgency Use modal verbs to indicate degrees of possibility Use adverbials to convey sense of certainty 	
Writing Style	<ul style="list-style-type: none"> Figurative language (alliteration, onomatopoeia, simile, metaphor, personification, pathetic fallacy) Use rhetorical questions 		<ul style="list-style-type: none"> Use a wide range of sentence structures to add interest: lengthening or shortening of sentences for meaning Planned repetition for effect 	
Punctuation	<ul style="list-style-type: none"> Secure use of of, ? ! , " " Secure use of commas to mark clauses, including opening subordinate clauses Secure use of apostrophes for possession and contraction Use all punctuation for direct speech including new line for a new speaker Use ? for rhetorical / exclamatory sentences 		<ul style="list-style-type: none"> Begin to use brackets or dashes to add extra detail Begin to use colons to introduce lists Begin to use semi-colons to join related clauses 	
Adverbials & Conjunctions	Meanwhile At first After Furthermore Despite As a result Consequently	Due to For example In conclusion Later that day Silently Within moments All night	Nearby Non-finite openers (-ing -ed) if because although unless	since even if rather whereas in order to whenever whether
Terminology	phrase clause modal verb imperative verb	relative pronoun relative clause parenthesis bracket	dash colon semi-colon hyphen	cohesion ambiguity synonym antonym

Wildmoor Heath School Writing Purposes Planning				
Year 6				
Writing Purpose	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	Writing to DISCUSS
Genre Autumn	Narrative (<i>Evacuee/Lion & the Unicorn</i>) Narrative (<i>Flashback – The Piano</i>) Narrative (<i>Rose Blanche</i>)	Newspaper Report (<i>The Lighthouse & The Giant's Necklace</i>) Recount (<i>Letters from the Lighthouse</i>)		
Genre Spring	Narrative (<i>The Explorer</i>) Diary (<i>Journey to the River Sea</i>)	Information Text (<i>Imaginary animal</i>)	Formal Letter (<i>Stop destroying rainforests</i>)	
Genre Summer	Evolution Poem (<i>The Moth</i>) Narrative (<i>Refugees – The Arrival</i>)	Non-Chronological Report (<i>On the Origin of Species</i>)		Two-sided argument (<i>Should we help refugees?</i>)
Text Features	<ul style="list-style-type: none"> Maintain plot consistently working from plan Use paragraphs to organise in time sequence Use a range of tenses to indicate changes in timing, sequence, etc. 	<ul style="list-style-type: none"> Paragraphs to group related ideas Use a variety of text layouts Headings/sub-headings Use of technical vocabulary Sections may contain more than one paragraph 	<ul style="list-style-type: none"> Use of 2nd person Personal pronouns Planned repetition Facts & Statistics Rhetorical questions 	<ul style="list-style-type: none"> Appropriate use of cohesive devices Use of subjunctive form if needed Use paragraphs to group points Maintain formal/informal tone
Grammar / Sentence Features	<ul style="list-style-type: none"> Secure use of linking ideas within and across paragraphs Use adverbials to provide cohesion across the text Use subordinating conjunctions to add detail in varied positions 		<ul style="list-style-type: none"> Use modal verbs to convey degrees of probability Use relative clauses to provide supporting detail or context Use expanded noun phrases to convey complicated information precisely 	
Writing Style	<ul style="list-style-type: none"> Begin to use passive voice to maintain formal or impersonal tone Use a wide range of sentence structures to add interest Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions 		<ul style="list-style-type: none"> Use appropriate formal and informal styles of writing Use of subjunctive form in very formal writing 	
Punctuation	<ul style="list-style-type: none"> Secure use of commas to mark clauses, including opening subordinate clauses and relative clauses Use brackets or dashes for incidentals or parenthesis to explain technical vocabulary or mark relative clauses 		<ul style="list-style-type: none"> Use semi-colons for to mark related clauses Use colons to add further detail in a new clause Use colons and semi-colons to punctuate complex lists, including using bullet points 	
Adverbials & Conjunctions	Firstly Furthermore In addition However Consequently Due to For example Nevertheless Therefore	if because although unless since even if rather Consequently In conclusion	whereas in order to whenever whether At first After Before Despite As a result	Later that day Silently Within moments All night Nearby Non-finite openers (-ing -ed)
Terminology	active voice passive voice subject object	synonym antonym prefix suffix	hyphen colon semi-colon ellipsis bullet points	subjunctive past progressive tense cohesion ambiguity

PLANNING FOR WRITING: WILDMOOR HEATH WRITING JOURNEY

Plan for Word of the Week' every week' (see appendix 4)	Stage 1	Reading and understanding the original text	Reading as a writer: <ul style="list-style-type: none"> • Ensure children have a copy of the text • Annotating the text (text marking) to identify features (toolkit) • Boxing up/story boarding/mind mapping/flow charts. • Creating toolkits of features as the unit progresses so that the children know which features they may include in their own work (success criteria). • Toolkit features to be displayed throughout the whole unit to keep referring back to. Reminder of features discussed from previous unit or year. • Drama (freeze frame; conscience alley; thought tapping etc.). • Using film, music or artefacts.
	Stage 2	Revisiting with the model text Writing the new text	Writing as a writer: <ul style="list-style-type: none"> • Box up/plan new versions of the text using bare bones from week 1 • Teacher to explicitly model one chunk at a time, identifying grammar/word choices and matching the toolkit features (success criteria). • Practise one grammar feature included in each chunk. • Children to orally rehearse sentences using Kung Fu punctuation. • Children write one chunk each day and identify one example of each feature within their writing chunk. • Assessment/feedback given as needed – adapt planning to practise particular grammar/sentence features as required.
	Stage 3	Review the new text Presenting the new text	Writing as a reader: <ul style="list-style-type: none"> • Revisit the toolkit features. • Revisit/re-teach any grammar features as required. • Edit writing to include any missed features. • Think about the presentation of the final draft – booklet, leaflet, poster, class story book etc. • Write the final draft neatly to share.
	Weeks Later	Independent extended writing	<ul style="list-style-type: none"> • Give the children the toolkit/list of features/success criteria • Children plan and write their own version of the text • Use for assessment – plan for the next writing purpose

Once teachers have identified an appropriate writing purpose and genre for their class, they plan the writing journey, including carefully structured stages, which vary in time according to the age and needs of the children as well as the text type being studied. Teachers plan for writing by starting with a quality text, film or picture as a stimulus and from that, create a model text which will act as the aspirational end point for the children. The teachers' planning stems from the model text, by thinking what they would like the children to have achieved by the end of the writing journey and considering how to break that into teaching steps. Where ever possible the writing completed by the children will be linked to their cross-curricular theme, which broadens cultural capital. To help build writing stamina, they plan opportunities for children to write every day.

Stage One:

The first stage of the writing journey is to allow children to immerse themselves into the text type being taught, orally rehearsing story plots, sentences or phrases. This stage is planned so that the text type is familiar to the children and that purpose and audience, structure, features and appropriate grammar are understood. This may involve creating story maps with the children, using pictures or gestures to help recall the main parts of the text. A list of features is created and displayed prominently for reference throughout the writing journey. Teachers guide children through the process of summarising the model text and boxing it up to create the bare bones, which is then used to help plan their own writing.

Stage Two:

The second stage in the writing journey is planning and drafting writing. This is carefully structured, where children are guided through the planning process. Teachers model how to turn the box-up ideas into a new plan. Teachers prepare the new model plan and text in advance, based on the main text from the first stage, ensuring that relevant features and grammar objectives have been included. To lessen the cognitive load on working memory, teachers will model and share writing in small chunks each day. In addition, teachers will create appropriate scaffolds of the model text (such as word mats or cloze texts) for children who need additional help. Small group support is also given to lower attaining children. Each session begins with a grammar starter which recaps previous learning so that the grammar skills become embedded. When modelling, teachers will explicitly share their thinking, explaining how and why they are choosing certain vocabulary, grammar and sentence types. In every session, there will be an emphasis on sentence structure and where possible children will be able to orally rehearse their own sentences using Kung Fu Punctuation to ensure they have a sound grasp of sentences and to avoid sentence run-on.

Stage Three:

The third stage of the writing journey is to create the final draft, considering how to present it, whether it is for display or a class book, or to share with other classes or parents. Final pieces of writing are copied into writing journals and are then assessed against that particular year group's writing objectives. From assessing their final drafts, teachers can identify the areas in which there are gaps and target these in the following units.

Assessment:

At a later stage, children will be asked to write an independent piece, using the criteria from a previous unit, to establish what they can do independently after the teaching has happened. In addition, children will be expected to apply their writing across different curriculum subjects. Termly moderation of writing ensures consistency.

Greater Depth/Challenge:

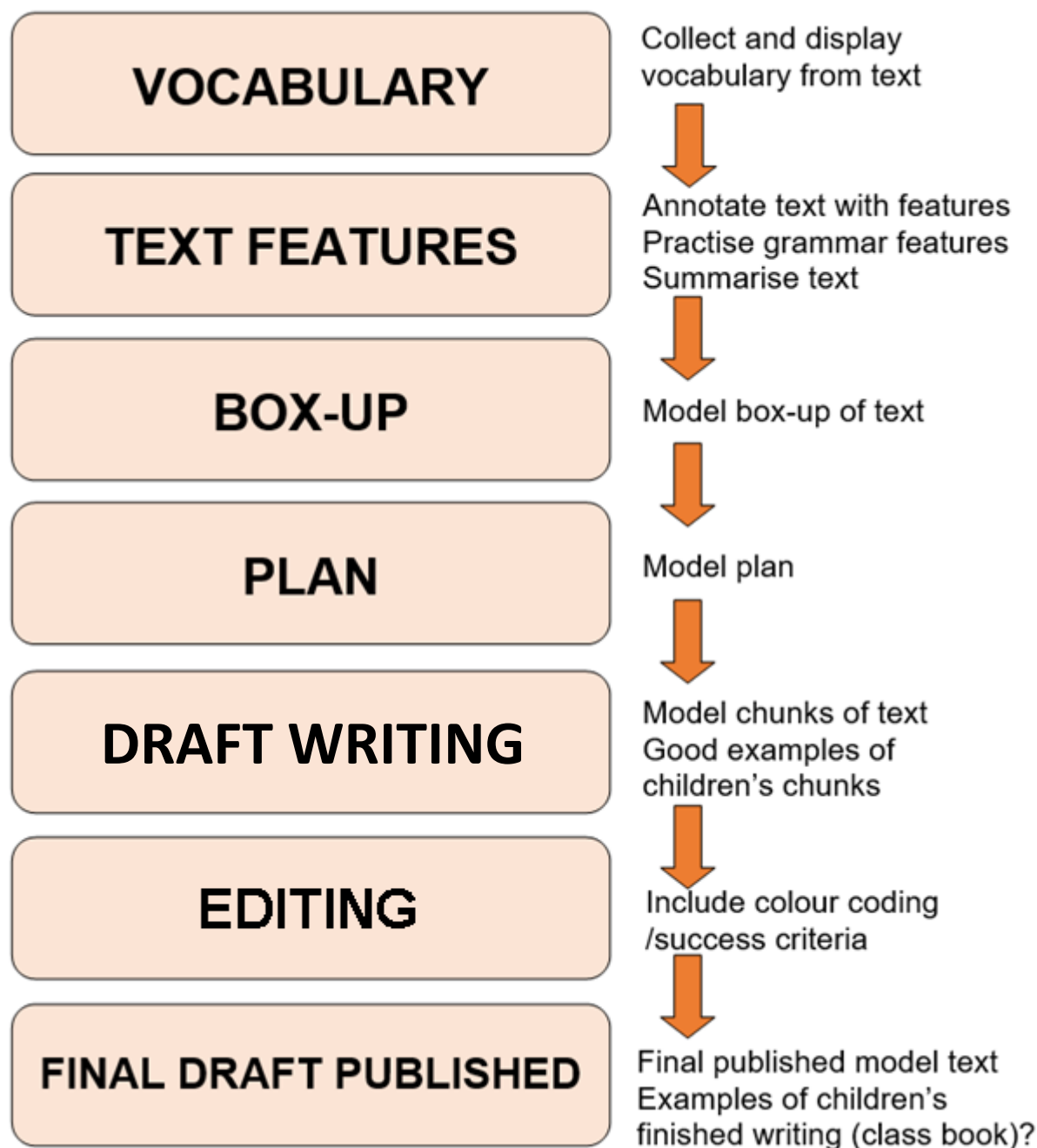
The children who are judged to be writing at greater depth are children who stand out as writers; children who take our breath away when we read their texts. There will not be many of these children and the number will vary from cohort to cohort. Whilst we cannot "teach" children to be greater depth writers, we can most certainly offer them opportunities, choices and ensure that any technical aspects of writing are secure and their use understood. Within each year group's planning document, extra (**gold standard**) objectives have been added to give children an opportunity to write at greater depth.

What could we expect to see for children writing at greater depth? Children who:

- master handwriting and spelling – these skills need to be automatic so that children are not too preoccupied with them to concentrate on composition;
- know what they want to say – pupils need reasons to write, and suitable content to write about
- write with a reader's eye, constantly re-reading work to check that it makes sense and that the message is effectively conveyed;
- know how different sorts of texts are structured, so that, over time, they can create their own structures appropriate to audience and purpose;
- have a feeling for grammar, varying and controlling sentence structure with ease, in order to create different language effects;
- are capable of writing at length while maintaining a sense of audience, purpose and organisation.

Writing Journey:

At all times, children are to be involved and aware of the writing journey and each stage through to publishing their final draft. The following structure will be visible in books and on display:

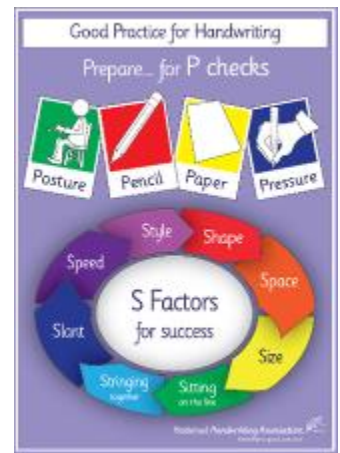


SPELLING

At the beginning of each term, children are tested on a list of words working through the spelling rules and patterns. Staff identify the common gaps in specific rules and patterns, which are then taught that term. Spellings are taught explicitly and regular opportunities to practise the spelling patterns are planned for every day, with sessions lasting around 15 to 20 minutes. Weekly spellings are added to the online app 'Spelling Shed' and children are encouraged to practise their spellings as part of their home learning every day. Children who still require spelling support, work daily for 15 mins in a small group and may have alternative spelling lists each week depending on their gaps. In addition, some children are identified as priority spellers and they will practise spelling the common exception/tricky words (**Appendix 2**) or additional spelling gaps with an adult.

HANDWRITING

We follow the Nelson handwriting scheme throughout the school. In Reception, children begin to develop letter formation. Children are expected to learn to join their writing from Year 1. From Year 2, and when ready, children are given the opportunity to practise their handwriting using a pen, as well as writing their final draft with pen. We use the 'Good Practice for Handwriting' guide from the [National Handwriting Association](#) to identify and address any children struggling with their handwriting.



ASSESSMENT & MONITORING

Each term, children are given an independent writing task, showing where they have met each objective from their year's assessment criteria, based on the relevant writing purposes objectives. Children are encouraged to assess their own writing, by completing their own assessment sheet, which is linked to the features taught from that writing unit. From that piece of writing, teachers identify strengths and areas to improve. They complete relevant year's assessment grid for each child, which is stuck in their Writing Journal books, and then identify whether they are working at (EXS), above (GDS) or below (WTS) the current year's objectives. Senior Leaders gather examples of each year's expected standard of writing to create a portfolio for staff to use to assist with their assessment judgements. In Year 2 and Year 6, the Department for Education's exemplification documents are used.

Senior Leaders look at English and Writing Journal books each term. They are looking for evidence of the Writing Journey within books and on display and to see progress throughout the year (and throughout the school). Staff meetings are arranged for all staff to share good practice in writing and to undertake writing moderation. Y2 and Y6 staff attend writing moderation sessions within Bracknell Forest and with other Greenshaw Learning Trust schools.

NON-NEGOTIABLES

Writing:

- When planning, use the English Curriculum Map for texts/genres; use objectives from the Writing Purposes Planning (to use as grammar features) and follow the Wildmoor Heath Writing Journey structure, using these objectives for assessment
- Plan to teach writing in chunks with a big focus on oral rehearsal, vocabulary and sentence composition
- Teachers MUST model their writing and explicitly discuss language choices
- Each stage of the writing journey should be visible (explicit to children) on display and books
- Challenge GDS writers by discussing word choices and mood/tone of the text

Handwriting:

- Follow the Nelson scheme
- Handwriting practice must be **every day** with the joins for the week being taught explicitly (using a visualiser or handwritten on a flipchart) from Year 2 onwards
- Children can use pen for any final draft writing (in writing journals or for display)
- If child is writing neatly and joined in all work, the teacher can permit the child to write in pen

Phonics/Spelling:

- Phonics/Spelling practice must be **every day** – use Spelling Shed scheme or add own list of gap words to Spelling Shed
- Use honeycomb strategies alongside spelling shed – test each week

QUICK REFERENCE FOR PLANNING SEQUENCE

- Start by working out which writing purpose and which genre to teach.
- Looking at the yearly/termly Writing Purposes planning document to find relevant features.
- Find a quality text and tweak if different features need to be added.
- Pre-prepare your own model plan, model text and scaffolds before teaching.
- Start teaching with immersion into the original text, using story mapping, gestures, animation and drama to embed it.
- Regularly give the children chance to orally rehearse sentences or story chunks.
- Ask the children to summarise the story – can they re-tell the story in just 5 sentences?
- Children to identify the features of the text to create a toolkit, which is shared and displayed.
- Guide children to create their own box up (using the model box-up as a guide).
- Model how to plan from the box-up (using the model plan as a guide).
- Children plan their own version (with box-up or model plan alongside to help).
- Model one chunk of text at a time, referring to the toolkit/success criteria, which children will aim to include in their writing.
- Aim for quality rather than quantity as well as coherence.
- Children write their own chunk – will stick close to the model if needed.
- Scaffolds, such as word mats or cloze sentences, should be provided for children who need extra help.
- When modelling, encourage children to share more interesting language or words that create atmosphere/set the mood to challenge the more able children.
- Depending on the length of the text, it may take between two and five days to model a chunk each day.
- Teacher model; children write; children check against toolkit; children edit and possibly colour code one of each feature to show what they have included.
- Each day, children re-read their writing and improve using a purple pen.
- At the end of the writing, give children time to choose a chunk to improve, using editing flaps when they have larger chunks.
- Children “publish” their story – write up neatly for a class book or display as well as writing in their Writing Journals. Ensure neat handwriting and presentation.
- Each day, check the writing chunks for understanding of grammatical and stylistic features, re-visiting as a grammar starter the next session, if necessary.
- Later, re-visit model text and toolkit, giving the children a chance to write independently against the success criteria taught. This can be used to complete the writing assessment grids and to highlight what needs re-visiting later.

Appendix 1: Phonics progression

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /z/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
al ee igh oa oo oo ar or ur ow ol ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /z/ /z/ at the end words with -es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCVCV CCVCVC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCV CCVCV CCVCV words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est longer words 	Review all taught so far



Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	

Little Wandle Letters and Sounds Revised: Programme progression

Year 1 overview

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ail/ a paper /eel/ e he	Mr Mrs Ms ask*
Week 3	/ail/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute	could would should our
Week 4	/eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ail/ ay a a-e /oa/ oa o o-e /eel/ e ie e-e ea /ool/ /yool/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /eel/ ey donkey	thought through friend work
Week 5	Grow the code: /ool/ u ew ue u-e ui ou oo fruit soup /eel/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u out awful would /air/ are share /or/ ou our oar al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /l/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Appendix 2: Wildmoor Heath Common Exception Words Checklist

Name:								
Word	R	W	Word	R	W	Word	R	W
I			all			when		
no			they			out		
the			my			oh		
to			said			Mrs		
go			have			people		
into			like			their		
he			so			called		
she			do			Mr		
we			some			looked		
me			come			asked		
be			little			could		
you			one					
are			were					
her			there					
was			what					

Name:								
saw			push			climb		
today			pull			water		
of			full			called		
says			house			even		
your			our			every		
by			after			everybody		
here			again			old		
there			any			fast		
where			who			father		
love			both			find		
once			break			should		
ask			busy			because		
friend			child			great		
school			children			half		
put			would			hold		

Little Wandle tricky words Reception

Phase 2

and*
as*
be
full
go
has*
he
her*
his*
I
into
is
me
no
of
pull
push
put
she
the
to
we

Phase 3

all
are
by
my
pure
sure
they
was
you

Phase 4

come
do
have
here
like
little
love
one
out
said
says
so
some
there
today
were
what
when

Little Wandle tricky words

Year 1

Taught in Phase 2

be
full
go
he
I
into
me
no
of
pull
push
put
she
the
to
we

Taught in Phase 3

all
are
by
my
pure
sure
they
was
you

Taught in Phase 4

come
do
have
here
like
little
love
one
out
said
says
so
some
there
today
were
what
when

Taught in Phase 5

again

any

ask

beautiful

because

busy

call

could

different

eye

friend

hour

house

improve

laugh

many

mouse

move

Mr

Mrs

Ms

oh

once

our

parents

people

pretty

school

shoe

should

their

thought

through

two

want

water

where

who

whole

work

would

your



Type of instruction	Effect size
Set writing goals	2.03
A contemporary writing workshop approach	1.75
Teach the writing processes	1.26
Pursue purposeful and authentic writing projects	1.07
Reading, sharing, thinking and talking about writing	0.89
Feedback from teacher and peers	0.80
Genre-study	0.76
Time spent revising	0.58
Time spent generating ideas and planning	0.54
Children writing in response to their reading	0.50
Functional grammar teaching	0.46
Formal grammar teaching	-0.41

Appendix 4: Word of the Week planning



When choosing the word, ensure it is a tier 2 word. Choose a word that either appears in a piece of text they are reading that week or that can be used in their writing that week.

Day 1: introduce word, synonyms, antonyms, discuss the word and relate to real life

Day 2: true or false facts about the word

Day 3: example or non-example of the word in context

Day 4: using the word in a sentence through a scaffold

Day 5: independent sentence using the word

Throughout the week: display it, use it in conversations with class, shared write and encourage use of the word in their writing (reward with house points)

 **variety** (noun)

 Many different types.

 assortment, mixture, collection

 uniformity



In the bakery, there were a variety of doughnuts to choose from.



 **variety** (noun) 



 Example or non-example? 

A variety of children come to Wildmoor Heath School.

There is a variety of uniform colours in Wildmoor Heath School.

A variety of decorations adorned the houses on the street.



 **variety** (noun) 

 True or false? 

Variety means the same as assortment.

If a group of objects are the same, it is not a variety.

Variety needs a capital letter.

 **variety** (noun) 

Finish the sentence...

I have a variety of...

 **variety** (noun)

Use this photo to write a sentence

