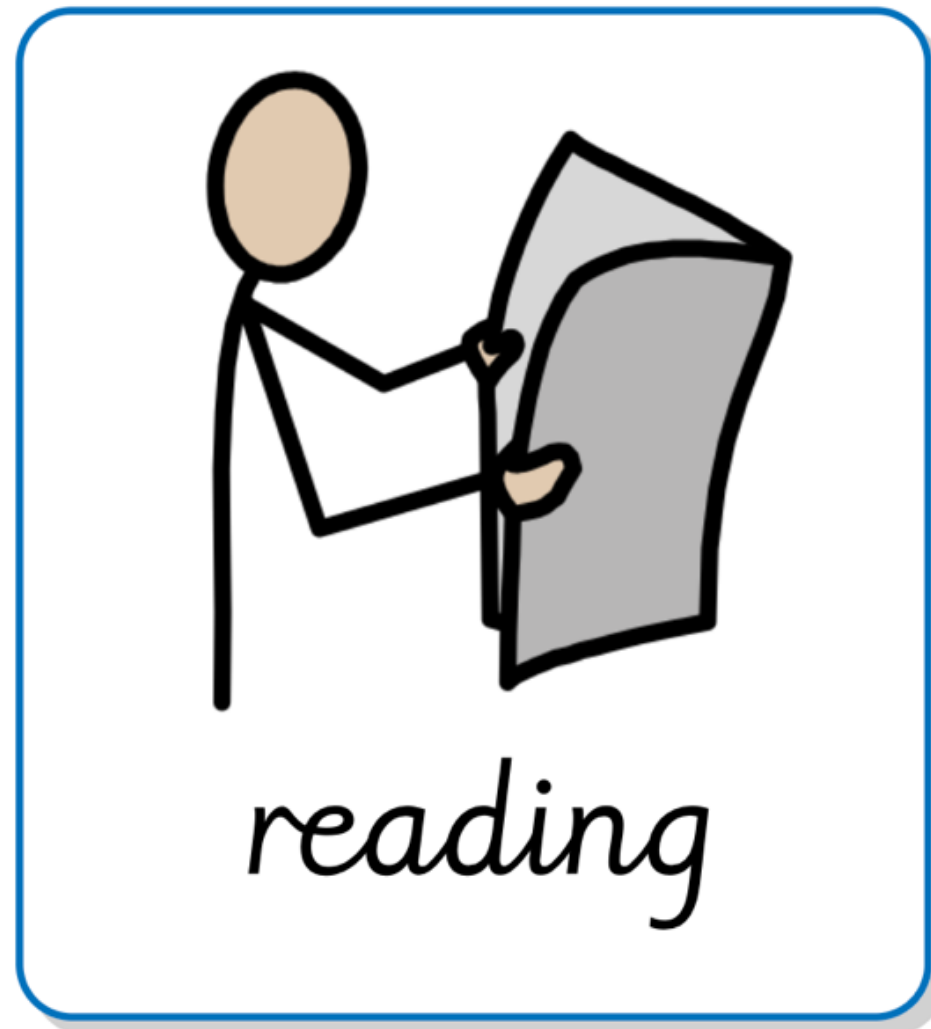


TRENTSIDE

English Blueprint 2026-2027

Reading · Writing · Transcription · Oracy





Vision for Reading

At Trentside, we deliver a reading curriculum that enables our pupils to develop the skills they require to become lifelong readers, so that they are able to apply their learning to a range of contexts and situations. Our reading curriculum is based around a bespoke text-led scheme of work that has been created in school; learning is revisited frequently throughout the year before being added to in each academic year in line with the National Curriculum expectations.

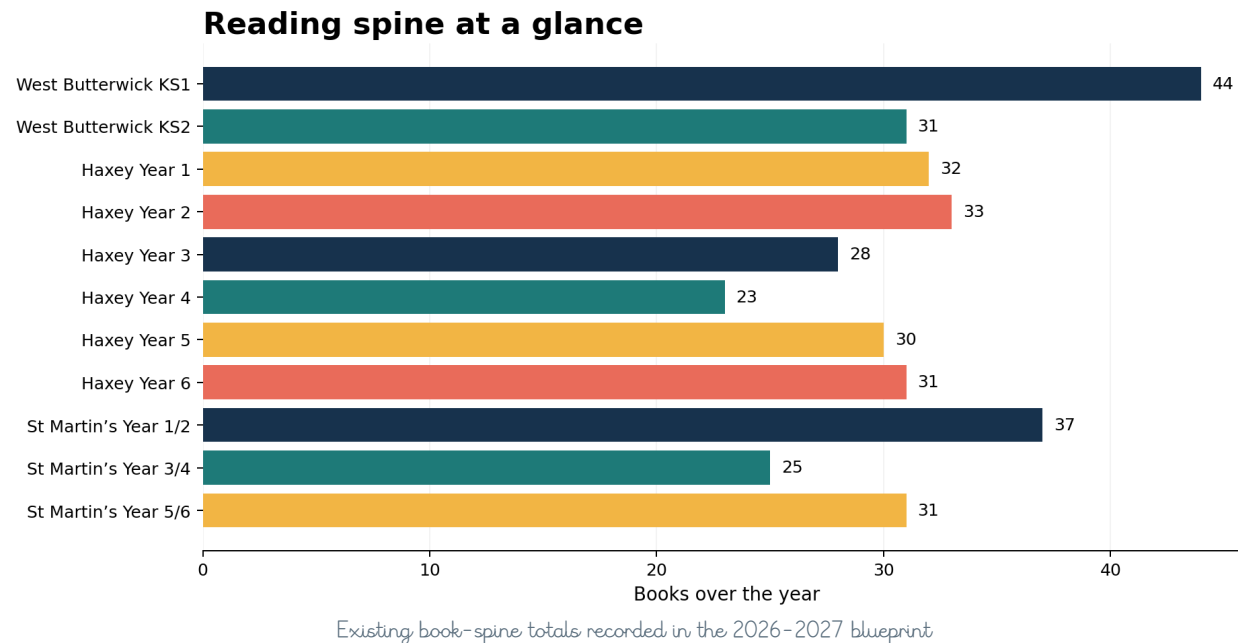
Pupils access high-quality texts, which are carefully chosen for their content, themes, varying genres, and age-appropriateness to ensure that pupils get the best opportunities to develop their own cultural capital in line with the British Values and Protected Characteristics. Pupils are offered additional books by same authors to enable them to develop their own reading choices and they will widen their vocabulary to access texts, making links to their phonological roots, develop a growing fluency when reading, as well as learning the comprehension skills of summarising, clarifying, predicting, questioning and inference. Pupils will grow their craft as readers through reading sessions, before applying and embedding their skills across the curriculum.

Reading fluency is a key part of our daily reading sessions. In each session, pupils get the opportunity to practice their fluency as a reader through echo reading, choral reading, text marking and re-reading extracts of texts. Pupils get the opportunity to have their fluency as a reader assessed, using the fluency rubric, ensuring they know how to make progress towards the development of their prosody as a reader.

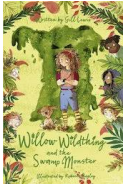
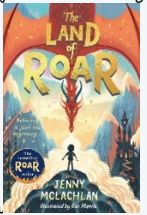
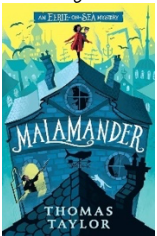
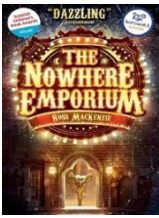
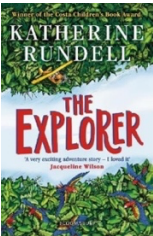
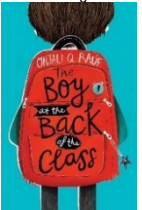
Our Reading Journey

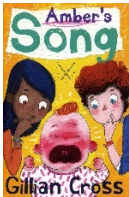
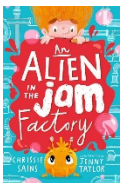
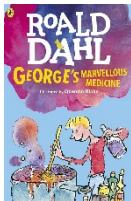
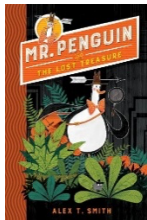
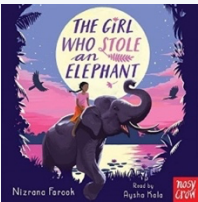
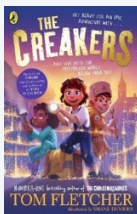
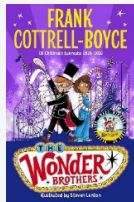
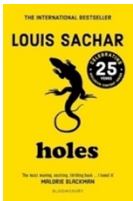
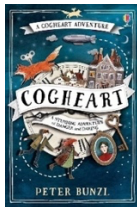
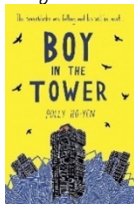
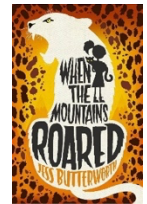
Our book(s) for each half-term, more frequently in Early Years, support our reading learning and where possible, underpins everything we do in our wider curriculum, making links where possible. Through immersion in this rich range of texts, our pupils become active, empathetic citizens and strong and effective communicators.

Pupils also access a wide range of picture books which are used to inspire and enhance provision beyond reading lessons.



Our Reading Spine

Cycle A	Autumn 1 WB/ST M Autumn 2 Haxey	Autumn 1 Haxey Autumn 2 WB/ST M	Spring 1 WB/ST M Spring 2 Haxey	Spring 1 Haxey Spring 2 WB/ST M	Summer 1 WB/ST M Summer 2 Haxey	Summer 1 Haxey Summer 2 WB/ST M
Years 1/2	Willow Wildthing and the Swamp Monster, Gill Lewis 	Oliver and the Seawigs, Phillip Reeve 	Einstein the Penguin, Iona Rangelley 	Indigo Wilde, Pippa Curnick 	Marge in Charge, Isla Fisher 	The InvestiGators, John Patrick Green 
Years 3/4	Ariki and the Island of Wonder, Nicola Davies 	The Ancient Egyptian Sleepover, Stephen Davies 	The Last Bear, Hannah Gold 	The Wild Robot, Peter Brown 	The Boy Who Grew Dragons, Andy Shepherd 	The Land of Roar, Jenny McLachlan 
Years 5/6	Malamander, Thomas Taylor 	The Nowhere Emporium, Ross Mackenzie 	The Explorer, Katherine Rundell 	Greenwild - The World Behind the Door, Pari Thomson 	The Storm Keeper's Island, Catherine Doyle 	The Boy at the Back of the Class, Onjali Q Rauf 

Cycle B	Autumn 1 WB/ST M Autumn 2 Haxey	Autumn 1 Haxey Autumn 2 WB/ST M	Spring 1 WB/ST M Spring 2 Haxey	Spring 1 Haxey Spring 2 WB/ST M	Summer 1 WB/ST M Summer 2 Haxey	Summer 1 Haxey Summer 2 WB/ST M
Years 1/2	A Most Peculiar Toy Factory, Alex Bell 	Amber's Song, Gillian Cross 	There's an Alien in the Jam Factory, Chrissie Sains 	George's Marvellous Medicine, Roald Dahl 	Toto the Ninja Cat, Dermot O'Leary 	Mr Penguin and the Lost Treasure, Alex T Smith 
Years 3/4	The Girl Who Stole an Elephant, Nizrana Farook 	I am Rebel, Ross Montgomery 	The Diary of Hercules, Tom Vaughan 	The Creakers, Tom Fletcher 	The Wonder Brothers, Frank Cottrell Boyce 	Peanut Jones, Rob Biddulph 
Years 5/6	Holes, Louis Sachar 	When the Sky Falls, Phil Earle 	Kick, Mitch Johnson 	Cogheart, Peter Bunzl 	The Boy in the Tower, Polly Ho-Yen 	When the Mountains Roared, Jess Butterworth 

Reading Progression of Skills

Early Years Foundation Stage - Programme of Study (Statutory Guidance)

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Nursery - Development Matters (non-statutory guidance)	Reception - Development Matters (non-statutory guidance)	
Communication and Language Pupils - Enjoy listening to longer stories and can remember much of what happens. - Use a wider range of vocabulary. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Literacy & Communication and Language (Comprehension) Pupils - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books.	Literacy - Word Reading Pupils - Read individual letters by saying the sounds for them. - Read a few common exception words matched to the school's phonic programme. - Blend sounds into words, so that they can read short words made up of known letter sounds correspondences. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

Literacy - Comprehension

Pupils

- Engage in extended conversations about stories, learning new vocabulary

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Literacy - Word Reading

Pupils

Develop their phonological awareness so that they can:

- Spot and suggest rhymes
- Count or clap syllables in a word
- Recognise words with same initial sound such as money and mother

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them

Early Learning Goals (Statutory Assessment)

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate (where appropriate) key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Read some letter groups that each represent one sound and say sounds for them
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words

Early Learning Goals (Statutory Assessment)

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Early Years Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word / Reading Expectations for Reception	Children will ... learn single letter phoneme and grapheme correspondence (set 1 RWI) begin to blend the CVC words in set 1.1, 1.2 and 1.3 Phase 1 Phonics games will be continued to support reading skills	Children will ... blend the single letter phonemes and read simple CVC words Know: some exception words which they will read on sight (see RWI program) Children will learn the set 1 digraphs (ch, sh, th, ng, nk)	Children will ... be able to read simple sentences and phrases made up of decodable small words read a small number of CVC words speedily and on sight Know: the, I, no red words Children will learn the set 1 digraphs (ch, sh, th, ng, nk)	Children will read a small number of CVC words speedily and on sight read a small number of CVC words speedily and on sight Know: the, I, no, of, my red words Challenge: children will be taught the set 2 digraph sounds ay, ee, igh, oo, oo, ow	Children will ... read sentences with increasing fluency and in longer texts speedily read set 1 words Using 'Fred Talk' to support with the Know: the, I, no, of, my, he, your red words Challenge: children will be taught the set 2 digraph sounds which they can read in words	Early Learning Goals Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Know: the, I, no, of, my, he, your, said, you, be are red words
Expected Read Write Inc Progress	Assessment Group B	Assessment Group C	Assessment Ditty Sheets	Assessment Red Books	Assessment Green Books	Assessment Green Books/Purple books

National Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval of facts from texts	Pupils need to be able to make simple retrievals from a text; this may be from a text which has been read to them or one they have read themselves. This reading may be above the level they can read independently whilst pupils are developing their phonemic awareness and fluency.	Pupils need to be able to answer retrieval questions linked to both fiction and non-fiction texts. Pupils can use a text they can read independently and use a range of strategies to identify the answer in the text.	Pupils need to be able to retrieve from both fiction and non-fiction genres. Retrieval tends to focus on who, where, what, when or how, with pupils working towards requiring the need to search for synonyms in the text. Most responses are short answers but may, at times, require pupils to give longer responses. Strategies for skimming and scanning need teaching explicitly.	Pupils need to be able to retrieve from both fiction and non-fiction genres. Questions continue to focus on who, what, where, when and how but with the developing skill of finding more than one piece of information in answer to questions. Pupils must be able to refer back to the text to prove their accuracy. Strategies for skimming and scanning the text to be employed by pupils.	Pupils need to be able to retrieve from both fiction and non-fiction genres. Retrieval responses need to be focussed on being specific, showing the importance of the importance of wording accuracy. Pupils need to select from the correct part of the text to provide a correct response. Strategies for skimming and scanning the text to be employed independently by pupils.	Pupils need to be able to retrieve from both fiction and non-fiction genres. Pupils need to be able to retrieve from multiple parts of the text for one answer. When giving quotes from the text as a response to a retrieval question, pupils must be able to be specific in their responses. Strategies for skimming and scanning the text to be employed independently and consistently by pupils.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making inferences from the text / explain and justify inferences with evidence from the text	Pupils need to be able to make simple inferences from a text. Inferences may be made from a text that has been read to the child or one the child has read themselves. Pupils are developing their inference skills linked to visual images. Reading may be above the level they are able to read independently whilst developing their phonemic awareness and fluency.	Pupils need to be able to make inferences based on what is being said or done in the text. Pupils will be using the text to begin to justify their inferences.	Pupils need to be able to draw simple inferences from books and texts, with the primary focus on inferring characters' feelings and thoughts. Pupils draw responses from one section of text at a time.	Pupils need to progress to inferring characters' motives as well as their thoughts and feelings. Pupils need justify their answers with evidence from the text, identifying the clues to their inference responses. Pupils draw responses from one section of text at a time.	Pupils need to be able to infer from a wider range of texts, including non-fiction texts. They need to be able to justify their inferences with evidence from the text. Pupils are directed to infer from one paragraph only, but may have been given a wider selection in which to find the correct part of the text to infer from. Pupils are required to think from the perspective of someone else.	Pupils need to infer from more complex texts, again, across both fiction and non-fiction, with the fiction texts being particularly high-level. They must consistently justify their inferences with evidence from the text, sometimes needing to quote what the text says. Often the inferences are based on much more subtle clues from the text that could be more easily missed.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Author's Choice of Language	Pupils focus is on predictable phrases whilst reading and identifying words that they like within the text. Pupils will be able to explain why they like a word that the author is used.	Pupils can identify their favourite words or phrases within a text and explain why. Pupils are beginning to identify the impact certain vocabulary choices have on a text.	Pupils understand the effects of individual words on the reader and briefly explain what image the writer is trying to create. Pupils can explain what the author intended.	Pupils need to state the effect of given words but also need to identify words that have been used to create a feeling. Pupils will begin to look at sentence structures as a method of conveying emotions or building tension.	Pupils need to understand the effects that words and phrases have on the reader - how they build images in the reader's mind and convey thoughts, feelings and atmospheres <u>and</u> find words and phrases that have created a particular effect. Pupils must also be able to comment about the uses of sentence types and the effect that these create on the reader and comment on the use of figurative language.	Pupils must understand the effects of words and phrases on the reader. Questions will need to draw upon their knowledge of different types of language such as: ● Emotive language ● Figurative language ● Types of sentences (short, impact sentences) ● Use of formal and informal language ● Direct address to the reader (you) Pupils will need to be able to describe the effects of these and select information to support their views.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction	Pupils will be making predictions based on what they can see from the title and front cover. Pupils will also be able to make predictions based on what has happened in the story so far.	Pupils will be able to make predictions based on what has already been said and done. Pupils will also make predictions using the title, front cover and the blurb of a text.	Ensure that pupils continue to look at book covers, read blurbs, and make predictions based on what they can see and read. Pupils must state a reason for their prediction, making sure they are reasonable and linked to the text they have read. Predictions are made using fictional texts.	Pupils must provide evidence from the text for their predictions. Pupils are expected to make more complex predictions that are reasonable and linked to the text they have read - often reflecting back to the beginning of the text for clues. Predictions are made using fictional texts.	Pupils are usually required to make predictions at the end of texts so that clues from throughout the text are drawn upon. Pupils must cite their evidence in their prediction. In preparation for year 6, it would be useful to begin teaching year 5 children how to write predictions accurately using the success criteria from year 6.	It is important that children can make justified predictions stating evidence from what they have read and using own worldly knowledge of texts. Pupils to use evidence from the text, clues from illustrations and their own prior knowledge to support predictions. Pupils encouraged to evaluate predictions as more information becomes available.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summarising	Pupils will be able to retell stories that have been read to them or that they have read by themselves (based on their individual level of development). Pupils need to be able to sequence pictures and images, linked to a text, in chronological order.	Pupils will be able to retell stories of increasing length based on key events. Pupils will also begin to order texts in chronological order to demonstrate their understanding of the text's key events. Pupils must be able to identify truths and falsehoods based on their understanding and summary of the whole text.	Pupils need to be able to give a general overview of what has happened in each paragraph. They need to develop the skills of using a sentence to explain what a paragraph is about or expressing the 'main idea' of a paragraph.	Pupils are expected to identify the main ideas in more than one paragraph and be able to summarise these in a couple of sentences. Pupils need to be able to identify the main idea of a paragraph, connect main ideas to the paragraph in which they occur or link facts to the topic they are reading about. It is useful to begin teaching the skills of writing summaries, to eliminate 'retelling' the whole text rather than summarising.	Pupils need to be able to order events in which they occur throughout the whole text or summarising main theme or idea of the whole text. Pupils need to be able to summarise a whole text drawing on: • genre • theme • characters • main events • examples from text that don't give away the story • Rhetorical question Pupils need to be encouraged to do this in limited words so word/event choices are vital.	Pupils need to be able to order events in which they occur throughout the whole text or summarising main theme or idea of the whole text. Pupils need to be able to summarise a whole text drawing on: • genre • theme • characters • main events • examples from text that don't give away the story • Rhetorical question Pupils need to be encouraged to do this in limited words so word/event choices are vital.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Defining the meaning of words in contexts	Pupils can discuss words with meanings that they are unfamiliar with. Pupils work alongside their peers and teachers to understand new words, linked to prior linguistic knowledge.	Pupils need to be able to investigate the meaning of new words and vocabulary. Pupils will begin to explore synonyms for words and how these have an impact on the text.	Pupils develop and hone this skill verbally from both fiction and non-fiction texts. Often, this particular skill requires either retrieval or inference. Develop using known synonyms for when the specific word is used later in the text or where a quite simple inference is required.	Pupils develop and hone this skill verbally from both fiction and non-fiction texts. Often, this particular skill requires either retrieval or inference. Develop using known synonyms for when the specific word is used later in the text or where a quite simple inference is required.	Pupils are beginning to show they can work out the exact definition of a word from the context of the sentence. There will often be several clues within the text, or it will be a relatively easy inference needed to work it out. Pupils may need to choose the most appropriate definition to a word based on the context of the text.	Pupils need to be able to use the context of a sentence in order to work out the definition of a word. Pupils need to be able to explain what clues there were in the sentence that helped them work out the meaning of the word and need to be specific with the wording of their answer.
Identify themes and morals and make comparisons within and across texts	Pupils will make links from their own life experiences to the text. Pupils will begin to make comparisons between texts that hold a similar structure.	Pupils need to be able to make links and comparisons between the book they are reading and books they have already read.	Pupils are beginning to identify the themes and conventions in a range of books. They should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should be able to identify the main point (or 'big idea') of paragraphs and whole texts.	Pupils should continue to identify the themes and conventions in a wide range of books and texts. They should be able to identify the main point (or 'big idea') of paragraphs and whole texts.	Pupils should continue to be taught to recognise themes in what they read, but now of more mature themes such as loss or heroism. They should also have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.	Pupils should be able to compare how characters may change throughout a book or how events build up. They should also be able to identify mature themes and comment on how the author has weaved these throughout a whole text. As well as within books or texts, pupils need to be able to make comparisons across texts. They should also be able to compare how things are depicted in different types of text (e.g. a penguin in a story vs a penguin in a report).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry	Pupils can recite simple poems by heart	Pupils continue to build up a repertoire of poems learnt by heart. Pupils can express opinions on the poems they have heard and used. Pupils use appropriate intonation to support in making the meaning of the poem clear.	Pupils prepare and perform poems and playscripts, showing some awareness of the reader when reading aloud. Pupils are beginning to use appropriate intonation and volume when reading aloud.	Pupils can recognise and discuss different forms of poetry. Pupils can prepare and perform poems and playscripts using appropriate techniques, including intonation, tone, volume and action to show awareness of the audience.	Pupils continually show awareness of the audience when reading poetry aloud, with a clear focus on intonation, tone, volume and action.	Pupils can confidently perform poetry, include those learnt by heart, using a wide range of devices to engage the audience and for effect.

Reading Across the Curriculum

In order to further enhance the reading offer for our pupils, we aim to embed a range of reading materials covering a range of genre and styles in as many of our lessons as possible. The texts chosen are the best quality texts aimed to enhance the provision in both reading and the subject being taught. These texts are chosen and used carefully first as a reading material for teachers to share with pupils and pupils to share together, to practice reading skills and reading fluency, but also to support pupils with reading beyond the reading lesson, widening their reading choices. While the book may not be read in its entirety, particularly with non-fiction books, these will remain on offer for pupils to read for pleasure beyond the lesson. This offer ensures that reading remains a focus in each of our sessions and pupils continue to develop their reading for pleasure. Alongside these books, we will also continue to share new and other engaging texts with pupils in line with the curriculum, national and international news and community issues as well as pupils' own interests all to enhance our reading offer and inspire the next generation of readers and learners.

West Butterwick KS1 Book Spine 2026/2027 - 44 books over the year

Guided Reading Year 2	Oliver and the Seawigs Phillip Reeve	Willow: Wildthing and the swamp monster Gill Lewis	Indigo Wilde Pippa Curnick	Einstein the Penguin Iona Rangley	The Investigators John Patrick Green	Marge in Charge Isla Fisher
Science	Materials NF: Ada Twist, Scientist, Andrea Beaty NF: Little Kids First Big Book of Science, National Geographic		Animals Including Humans PB: Monkey Puzzle, Julia Donaldson NF: The Amazing Life Cycle of Butterflies, Kay Barnham		Habitats NF: Amazing Animal Homes, Chris Packham NF: What can I see in the Wild, Annabel Griffin PB: What the Worm Saw, Emil Fortune	
History	Changes in schools NF: You wouldn't want to be a Victorian School Child, John Malam NF: Live Like a Victorian, Claire Saunders PB: If I Built a School, Chris Van Dusen		Famous Explorers GN: Great Adventurers, Alastair Humphrey PB: The Great Explorer, Chris Judge NF: Charles Darwin, Little People Big Dreams, Maria Vegara NF: Neil Armstrong, Little People Big Dreams, Maria Vegara		Kings, Queens and Castles NF: Royal Animals, Julia Golding NF: Kings and Queens, Marcia Williams PB: The Queen's Hat, Steve Anthony PB: Paddington at the Palace, Michael Bond NF: So You Think You've Got it Bad, A Medieval Castle, Chae Strathie PB: The Castle the King Built, Rebecca Colby	
Geography	United Kingdom and their capital cities NF: Journey Around the United Kingdom, Claudia Martin NF: A Walk in London, Salvatore Rubbino NF: This is Edinburgh, Miroslav Sasek		Hot and Cold Areas of the World PB: Poles Apart, Jeanne Willis NF: Extreme Planet: Journey Across the Arctic, Jerome Martin NF: The Frozen Worlds, Jason Bittel NF: Desert, Anita Ganeri NF: Welcome to the Desert, Honor Head		My Region / Tulum, Mexico NF: Maps, Deluxe Edition, Aleksandra Mizielinska NF: Mapping South America, Paul Rockett NF: Animals of South America, KeriAnne Jelinek	
Additional Picture Books	PB: The Search for the Giant Arctic Jellyfish, Chloe Savage PB: The Library Lion, Michelle Knudsen PB: The Hat Full of Secrets, Karl Newson NF: The Owl Who Was Afraid of the Dark PB: Tell me a dragon, Jackie Morris PB: The Missing Bookshop, Katie Clapham PB: The Dragon Machine, Helen Ward					

7 x Novels

14 x PB: Picture Book

1 x GN: Graphic Novel

22 x NF: Non-fiction

West Butterwick KS2 Book Spine 2026/2027 - 31 books over the year

Guided Reading Year 3/4	Ariki and The Island of Wonder, Nicola Davies	The Ancient Egyptian Sleepover, Stephen Davies	The Last Bear, Hannah Gold	The Wild Robot, Peter Brown	The Boy Who Grew Dragons, Andy Shepherd	The Land of Roar, Jenny McLachlan
Guided Reading Year 5/6	Malamander, Thomas Taylor	The Nowhere Emporium, Ross Mackenzie	The Explorer, Katherine Rundell	Greenwilde: The World Behind the Door, Piri Thomson	The Storm Keeper's Island, Catherine Doyle	The Boy at the Back of the Class, Onjali Q Rauf
Science	States of Matter NF: How It Works, Water, Micaela Tapsell	Forces NF: Physics for Curious Kids GN: Physics: The Science of Forces, Energy and Simple Machines, Paul Mason	Earth and Space PB: Armstrong: The Adventurous Journey of a Mouse to the Moon, Torben Kuhlmann NF: The Skies Above my Eyes, Charlotte Guillan	Plants: PB: The Tiny Seed, Eric Carle NF: Grow: A First Guide to Plants and How to Grow Them, Rizarino Reyes	Animals Including Humans: NF: A Really Short Journey Through the Body, Bill Bryson	
History	The Romans NF: Myths, Gods and Gladiators in Ancient Rome NF: British Museum: So, You Think You've Got It Bad in Ancient Rome, Chae Strathie			The Ancient Greeks NF: Mythologica - Encyclopaedia of Gods, Monsters and Mortals in Ancient Greece GN: Leo and the Gorgon's Curse, Joe Todd Stanton NF: British Museum: So, You Think You've Got It Bad in Ancient Greece, Chae Strathie		
Geography	Rivers NF: The River That Flows Beside Me, Charlotte Guillan NF: Rivers: An Incredible Journey From Source to Sea		My Region/South Aegean NF: Maps, Deluxe Edition, Aleksandra Mizielinska		Conservation of Bees NF: The Bee Book, Charlotte Milner	
Additional Picture Books	PB: Flotsam, David Weisner PB: Hike, Peter Oswald PB: The Search for the Giant Arctic Jellyfish, Chloe Savage PB: Lights on Cotton Rock, David Litchfield					

6 x Novels

6 x PB: Picture Book

2 x GN: Graphic Novel

13 x NF: Non-fiction

Haxey Year 1 Book Spine 2026/2027 - 32 books over the year

Science	Materials NF: Ada Twist, Scientist, Andrea Beaty NF: Little Kids First Big Book of Science, National Geographic	Plants (Y1) NF: The Big Book of Blooms, Yuval Zommer PB: It starts with a Seed, Laura Knowles	Animals Including Humans PB: Monkey Puzzle, Julia Donaldson NF: The Amazing Life Cycle of Butterflies, Kay Barnham
History	Changes in Toys PB: The Lost Property, Office, Emily Rand PB: Lost in the Toy Museum, David Lucas NF: Toys and Games, Sally Hewitt	Famous Explorers GN: Great Adventurers, Alastair Humphrey PB: The Great Explorer, Chris Judge NF: Charles Darwin, Little People Big Dreams, Maria Vegara NF: Neil Armstrong, Little People Big Dreams, Maria Vegara	Kings, Queens and Castles NF: Royal Animals, Julia Golding NF: Kings and Queens, Marcia Williams PB: The Queen's Hat, Steve Anthony PB: Paddington at the Palace, Michael Bond NF: So You Think You've Got it Bad, A Medieval Castle, Chae Strathie PB: The Castle the King Built, Rebecca Colby
Geography	Our Local Park NF: Let's Go For a Walk, Ranger Hamza NF: Parks, Marc Majewski	The World and my School NF: Martha Maps it Out, Leigh Hodgkinson	Our School Grounds NF: Maps, Deluxe Edition, Aleksandra Mizielinska
Additional Picture Books	PB: The Search for the Giant Arctic Jellyfish, Chloe Savage PB: The Library Lion, Michelle Knudsen PB: The Hat Full of Secrets, Karl Newson PB: Tell me a dragon, Jackie Morris PB: The Missing Bookshop, Katie Clapham PB: The Dragon Machine, Helen Ward		

13 x PB: Picture Book

1 x GN: Graphic Novel

18 x NF: Non-fiction

Haxey Year 2 Book Spine 2026/2027 - 33 books over the year

Guided Reading Year 2	Oliver and the Seawigs Phillip Reeve	Willow Wildthing and the swamp monster Gill Lewis	Indigo Wilde Pippa Curnick	Einstein the Penguin Iona Rangley	The Investigators John Patrick Green	Marge in Charge Isla Fisher	
Science	Materials NF: Ada Twist, Scientist, Andrea Beaty NF: Little Kids First Big Book of Science, National Geographic		Animals Including Humans PB: Monkey Puzzle, Julia Donaldson NF: The Amazing Life Cycle of Butterflies, Kay Barnham		Habitats NF: Amazing Animal Homes, Chris Packham NF: What can I see in the Wild, Annabel Griffin PB: What the Worm Saw, Emil Fortune		Plants NF: The Big Book of Blooms, Yuval Zommer PB: It starts with a Seed, Laura Knowles
History	Titanic NF: The Story of the Titanic for Children, Joe Fullman NF: Story of the Titanic NF: Usborne Titanic, Anna Claybourne & Katie Daynes			Hospital & Healthcare (Florence Nightingale & Mary Seacole) NF: Florence Nightingale ways into history, Sally Hewitt		The Great Fire of London NF: Vlad and the Gret Fire of London, Kate Cunningham NF: The Great Fire of London, Emma Adams	
Geography	My Region / Tulum, Mexico NF: Maps, Deluxe Edition, Aleksandra Mizielinska NF: Mapping South America, Paul Rockett NF: Animals of South America, KeriAnne Jelinek				Weather NF: Wild Weather Liz Gogerly NF: Lift the Flap Questions and Anwners about Weather, Katie Daynes		
Additional Picture Books	PB: The Search for the Giant Arctic Jellyfish, Chloe Savage PB: The Library Lion, Michelle Knudsen PB: The Hat Full of Secrets, Karl Newson NF: The Owl Who Was Afraid of the Dark PB: Tell me a dragon, Jackie Morris PB: The Missing Bookshop, Katie Clapham PB: The Dragon Machine, Helen Ward						

7 x Novels

9 x PB: Picture Book

0 x GN: Graphic Novel

17 x NF: Non-fiction

Haxey Year 3 Book Spine 2026/2027 - 28 books over the year

Guided Reading Year 3/4	Anki and The Island of Wonder, Nicola Davies	The Ancient Egyptian Sleepover, Stephen Davies		The Last Bear, Hannah Gold		The Wild Robot, Peter Brown		The Boy Who Grew Dragons, Andy Shepherd		The Land of Roar, Jenny Mclachlan		
Science	Rocks NF: What a Rock Can Reveal, Maya Wei-Haas NF: Rocks and Minerals, Anna Claybourne	Animals including Humans 3 NF: Illumanatomy, Kate Davies			Forces and Magnets NF: Boom Science: Forces, Georgia Bradshaw NF: Magnet, Darcey Patterson NF: Forces and Magnets, Peter Riley		Plants NF: What's inside a Flower, Rachel Ignatofsky NB: Plant: Explore the Extraordinary World of Plants and Flowers, Annabel Griffin			Light NF: How It Works Light, Sarah Hull NF: Light, Jess Wade		
History	Stone Age to Iron Age PB: The Cave Explorer, Kate Winter GN: 24 Hours in the Stone Age, Ian Cook Novel: Stone Age Boy, Satoshi Kitamura					Ancient Egyptians GN: Marcy and The Riddle of the Phoenix, Joe Todd Stanton NF: Egyptology, Dugald Steer						
Geography	United Kingdom NF: Journey Around the United Kingdom, Claudia Martin NF: The Big Book of the UK, Imogen Williams				Land Use NF: Where We Live, Margariet Ruurs				Conservation of Bees NF: The Bee Book, Charlotte Milner			
Additional Picture Books	PB: Flotsam, David Weisner PB: Black Dog, Levi Pinfold PB: The Search for the Giant Arctic Jellyfish, Chloe Savage											

7 x Novels

4 x PB: Picture Book

2 x GN: Graphic Novel

15 x NF: Non-fiction

Haxey Year 4 Book Spine 2026/2027 - 23 books over the year

Guided Reading Year 3/4	Anki and The Island of Wonder, Nicola Davies	The Ancient Egyptian Sleepover, Stephen Davies		The Last Bear, Hannah Gold		The Wild Robot, Peter Brown		The Boy Who Grew Dragons, Andy Shepherd		The Land of Roar, Jenny McLachlan	
Science	States of Matter NF: How It Works, Water, Micaela Tapsell		The Digestive System and Teeth NF: A Really Short Journey Through the Body, Bill Bryson		Living Things and their habitats NF: Habitats by Hannah Peng NF: Karl, Get out of the Garden by Anita Sanchez		Sound NF: Listen, How Evelyn Glennie, A Deaf Girl, Changed the World NF: Can You Get Music on the Moon, Dr Sheila Kanani		Electricity NF: How it Works, Electricity by Victori Williams		
History	The Ancient Greeks NF: Mythologica - Encyclopaedia of Gods, Monsters and Mortals in Ancient Greece GN: Leo and the Gorgon's Curse, Joe Todd Stanton					The Romans NF: Myths, Gods and Gladiators in Ancient Rome NF: British Museum: So, You Think You've Got It Bad in Ancient Rome					
Geography	My Region/South Aegean NF: Maps, Deluxe Edition, Aleksandra Mizielinska			Weather and Climate NF: The Brainiac's Book of the Climate and Weather by Rosie Cooper				Coastal Erosion PB: The secret of Black Rock, Joe Todd Stanton			
Additional Picture Books	PB: The Fantastic Flying books of Mr Morris Lessmore, W.E.Joyce PB: Tuesday, David Weisner PB: Lights on Cotton Rock, David Litchfield										

6 x Novels

4 x PB: Picture Books

1 x GN: Graphic Novel

12 x NF: Non-fiction

Haxey Year 5 Book Spine 2026/2027 - 30 books over the year

Guided Reading Year 5/6	Malamander, Thomas Taylor	The Nowhere Emporium, Ross Mackenzie	The Explorer, Katherine Rundell	Greenwild: The World Behind the Door, Pari Thomson	The Storm Keeper's Island, Catherine Doyle	The Boy at the Back of the Class, Onjali Q Rauf
Science	Forces NF: Physics for Curious Kids GN: Physics: The Science of Forces, Energy and Simple Machines, Paul Mason	Earth and Space PB: Armstrong: The Adventurous Journey of a Mouse to the Moon, Torben Kuhlmann NF: The Skies Above my Eyes, Charlotte Guillan	Materials NF: What's it Made of? DK	Living Things and Their Habitats NF: Life Cycles, DK NF: What's Inside a Flower, Rachel Ignatofsky	Animals Including Humans: NF: Puberty is Gross but Also Really Awesome, Gina Loveless NF: Growing Up: An Inclusive Guide to Puberty and Your Changing Body, Rachel Greener	
History	Anglo Saxons NF: Newspapers from Anglo-Saxon Times, Andrew Langley NF: You Wouldn't Want to be an Anglo-Saxon Peasant, Jacqueline Morley	Vikings NF: Viking Voyagers, Jack Tite NF: So You Think You've Got it Bad, Vikings, Chae Strathie NF: The Vikings, Chaaya Parabhat	Maya Civilisation NF: Why Were Mayan Games So Deadly? Tim Cooke NF: Great civilisations: The Maya, Tracey Kelly N: Oh, Maya Gods, Maz Evans			
Geography	Biomes and Ecosystems in the UK NF: The Incredible Ecosystems of Planet Earth, Rachel Ignatofsky	My Region and the North of Brazil NF: Amazon River, Romolo D'Hipolito NF: Mountains, Rebecca Kahn NF: Water Cycles: The Source of Life from Start to Finish, DK				
Additional Picture Books	PB: Farther, Graeme Baker-Smith PB: The Mysteries of Harris Burdock, Chris Van Allsburg PB: The Viewer, Gary Crew and Shaun Tan PB: Way Home, Libby Hathorn					

7 x Novels

5 x PB: Picture Book

0 x GN: Graphic Novel

18 x NF: Non-fiction

Haxey Year 6 Book Spine 2026/2027 - 31 books over the year

Guided Reading Year 5/6	Malamander, Thomas Taylor	The Nowhere Emporium, Ross Mackenzie	The Explorer, Katherine Rundell	Greenwild: The World Behind the Door, Pari Thomson	The Storm Keeper's Island, Catherine Doyle	The Boy at the Back of the Class, Onjali Q Rauf
Science	Electricity GN: Science Comics: Electricity: Energy in Action, Andy Hirsch	Evolution NF: On The Origin of Species, Sabina Radeva NF: What Mr Darwin Saw, Mick Manning	Living Things and Habitats NF: The Incredible Eco-Systems of Planet Earth NF: Karl, Get Out of The Garden	Animals Including Humans NF: A Really Short Journey Through the Body, Bill Bryson	Light NF: How It Works Light, Sarah Hull NF: the Speed Of Starlight, Colin Stuart	
History	Crime and Punishment NF: Live Like a Tudor, Claire Saunders NF: Horrible Histories: Cruel Crime and Painful Punishment, Terry Deary NF: Live Like a Victorian, Claire Saunders		World War 2 PB: Rose Blanche, Roberto Innocenti PB: The Blitz, Martin Impey NF: Tales of World War 2, Hattie Hearn			
Geography	Economic Activity NF: Everything: Sustainable Energy, National Geographic NF: What a Wonderful World, Leisa Stewart-Sharpe	My Region and Western United States NF: The 50 States: Explore the USA, Gabrielle Balkan NK: Water Cycles, DK		Sustainability NF: Questions and Answers about plastic, Katie Daynes PB: One Plastic Bag, Miranda Paul NF: What a Waste, Jess French		
Additional Picture Books	PB: The Island, Armin Greder PB: The Watertower, Gary Crew PB: Last: The Story of a White Rhino, Nicola Davies PB: Small Things, Mel Tregonning					

6 x Novels

7 x PB: Picture Book

1 x GN: Graphic Novel

17 x NF: Non-fiction

St Martin's Year 1/2 Book Spine 2026/2027 - 37 books over the year

Guided Reading Year 2	Oliver and the Seawigs Phillip Reeve	Willow: Wildthing and the swamp monster Gill Lewis	Indigo Wilde Pippa Curnick	Einstein the Penguin Iona Rangley	The Investigators John Patrick Green	Marge in Charge Isla Fisher
Science	Materials NF: Ada Twist, Scientist, Andrea Beaty NF: Little Kids First Big Book of Science, National Geographic		Habitats NF: Amazing Animal Homes, Chris Packham NF: What can I see in the Wild, Annabel Griffin PB: What the Worm Saw, Emil Fortune		Animals Including Humans PB: Monkey Puzzle, Julia Donaldson NF: The Amazing Life Cycle of Butterflies, Kay Barnham	
History	Famous Explorers GN: Great Adventurers, Alastair Humphrey PB: The Great Explorer, Chris Judge NF: Charles Darwin, Little People Big Dreams, Maria Vegara NF: Neil Armstrong, Little People Big Dreams, Maria Vegara		Kings, Queens and Castles NF: Royal Animals, Julia Golding NF: Kings and Queens, Marcia Williams PB: The Queen's Hat, Steve Anthony PB: Paddington at the Palace, Michael Bond NF: So You Think You've Got it Bad, A Medieval Castle, Chae Strathie PB: The Castle the King Built, Rebecca Colby		Changes in Schools NF: You wouldn't want to be a Victorian School Child, John Malam NF: Live Like a Victorian, Claire Saunders PB: If I Built a School, Chris Van Dusen	
Geography	Our School Grounds/The World and my School NF: Maps, Deluxe Edition, Aleksandra Mizielinska			My Region / Tulum, Mexico NF: Maps, Deluxe Edition, Aleksandra Mizielinska NF: Mapping South America, Paul Rockett NF: Animals of South America, KeriAnne Jelinek		
Additional Picture Books	PB: The Search for the Giant Arctic Jellyfish, Chloe Savage PB: The Library Lion, Michelle Knudsen PB: The Hat Full of Secrets, Karl Newson NF: The Owl Who Was Afraid of the Dark PB: Tell me a dragon, Jackie Morris PB: The Missing Bookshop, Katie Clapham PB: The Dragon Machine, Helen Ward					

7 x Novels

13 x PB: Picture Book

1 x GN: Graphic Novel

16 x NF: Non-fiction

St Martin's Year 3/4 Book Spine 2026/2027 - 25 books over the year

Guided Reading Year 3/4	Arki and The Island of Wonder, Nicola Davies	The Ancient Egyptian Sleepover, Stephen Davies	The Last Bear, Hannah Gold	The Wild Robot, Peter Brown	The Boy Who Grew Dragons, Andy Shepherd	The Land of Roar, Jenny McLachlan
Science	Animals including Humans 3 NF: Illumanatomy, Kate Davies	Animals Including Humans 4 NF: A Really Short Journey Through the Body, Bill Bryson	Electricity NF: How it Works; Electricity by Victori Williams	Living Things and their habitats NF: Habitats by Hannah Peng NF: Karl, Get out of the Garden by Anita Sanchez	Sound NF: Listen, How Evelyn Glennie, A Deaf Girl, Changed the World NF: Can You Get Music on the Moon, Dr Sheila Kanani	
History	Stone Age to Iron Age PB: The Cave Explorer, Kate Winter GN: 24 Hours in the Stone Age, Ian Cook PB: Stone Age Boy, Satoshi Kitamura		Shang Dynasty NF: Why Did The Shang Write on Turtles, Tim Cooke		Ancient Egyptians GN: Marcy and The Riddle of the Phoenix, Joe Todd Stanton NF: Egyptology, Dugald Steer	
Geography	Coastal Erosion PB: The Secret of Black Rock, Joe Todd Stanton		Weather and Climate NF: The Brainiac's Book of the Climate and Weather by Rosie Cooper		Conservation of Bees NF: The Bee Book, Charlotte Milner	
Additional Picture Books	N: How to Train Your Dragon, Cressida Cowell PB: Where the Poppies Now Grow, Hilary Robinson PB: The Wolf's Story, Toby Forward PB: After The Fall, Dan Santat					

6 x Novels

6 x PB: Picture Book

2 x GN: Graphic Novel

11 x NF: Non-fiction

St Martin's Year 5/6 Book Spine 2026/2027 - 31 books over the year

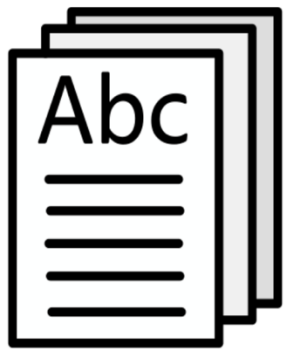
Guided Reading Year 5/6	Malamander, Thomas Taylor	The Nowhere Emporium, Ross Mackenzie	The Explorer, Katherine Rundell	Greenwild: The World Behind the Door, Piri Thomson	The Storm Keeper's Island, Catherine Doyle	The Boy at the Back of the Class, Onjali Q Rauf
Science	Living Things and Habitats NF: The Incredible Eco-Systems of Planet Earth NF: Karl, Get Out of The Garden		Materials NF: What's it Made of? DK NF: How It Works, Water, Micaela Tapsell		Forces NF: Physics for Curious Kids GN: Physics: The Science of Forces, Energy and Simple Machines, Paul Mason Earth and Space PB: Armstrong: The Adventurous Journey of a Mouse to the Moon, Torben Kuhlmann NF: The Skies Above my Eyes, Charlotte Guillan	
History	Anglo Saxons NF: Newspapers from Anglo Saxon Times, Andrew Langley NF: You Wouldn't Want to be an Anglo Saxon Peasant, Jacqueline Morley			Vikings NF: Viking Voyagers, Jack Tite NF: So You Think You've Got it Bad, Vikings, Chae Strathie NF: The Vikings, Chaaya Parabhat		Changing Power of Monarchy NF: Kings and Queens: Alfred the Great to King Charles III and Everyone in Between, Marcia Williams NF: British Monarchy Story, Jane Leo NF: Kings and Queens of England and Scotland, Pamela Egan
Geography	My Region and the North of Brazil NF: Amazon River, Romolo D'Hipolito NF: Mountains, Rebecca Kahn NF: Water Cycles: The Source of Life from Start to Finish, DK			Biomes and Ecosystems in the UK NF: The Incredible Ecosystems of Planet Earth, Rachel Ignatofsky		Rivers NF: The River That Flows Beside Me, Charlotte Guillan NF: Rivers: An Incredible Journey From Source to Sea
Additional Picture Books	PB: Tuesday, David Wisner PB: Lights on Cotton Rock, David Litchfield PB: FaRther, Graeme Baker-Smith PB: The Mysteries of Harris Burdock, Chris Van Allsberg					

6 x Novels

4 x PB: Picture Book

1 x GN: Graphic Novel

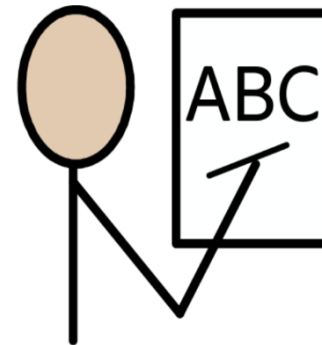
20 x NF: Non-fiction



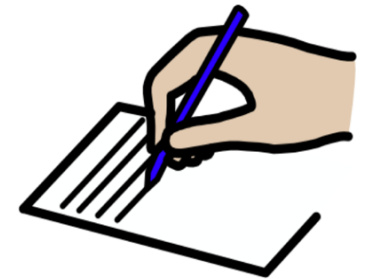
writing



transcription



spelling



handwriting

Vision for Writing

At Trentside, we strive to expose our pupils to a wide range of writing genres to enable them to grow as writers. We ensure pupils master each of the components needed for writing through our bespoke, clear writing sequence of learning which focus on 3 main parts: text familiarisation; focused grammar teaching; and editing and text analysis, planning, writing and redrafting. We provide pupils with meaningful reasons to write and encourage them to publish their work with a focus on transcription skills. We teach spelling through the scheme Active Spelling, a daily approach with a clear structure. These skills are then further embedded within the writing process. The transcription skill of handwriting is taught both outside and within the writing sequence of learning using initially the Read Write Inc Handwriting scheme, before moving to LetterJoin once children are ready to join. Pupils are encouraged to embed their writing skills further through the application of them in wider curriculum learning, with skills both developed and celebrated.

Pupils have access to a range of genre over the course of the year. Whether writing to entertain, to persuade, to inform or to explain, we ensure pupils have access to a range of quality materials to support their own compositions. Audience and purpose are at the heart of pupils' writing journey, with pupils clear and how this plays a part in crafting their own work. All pupils get the chance to develop first the substantive knowledge required for each stage of their writing development, but also the disciplinary knowledge required to fully understand the impact of their choices on the reader. Pupils will grow their craft as writers through reading sessions, before applying and embedding their skills across the curriculum.

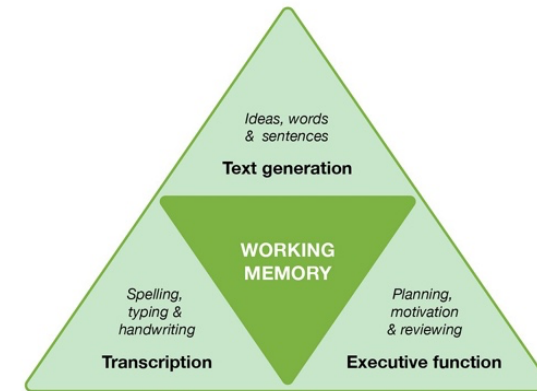
We use a range of materials to inspire and engage our writing, including key world and school events, our wider curriculum learning, film shorts and clips as well as a range of high-quality texts and picture books.

Transcription at Trentside

At Trentside, we recognise that strong transcriptional skills are fundamental to becoming confident, successful writers. As writing is such a complex skill (as indicated in 'The Simple View of Writing', EEF) we believe that when pupils develop automaticity in their transcriptional skills, they are able to focus more fully on the composition, organisation and creativity of their writing.

We value the explicit teaching of transcriptional skills because they provide the foundation for effective communication. Our foundations begin in EYFS, deliberately built before expecting any sustained written outcome. This begins for us in EYFS where children first develop their oral skills, through NELI and Word Aware to support in the development of their language foundations needed to be successful orators and, in time, writers. We support the development of pupil's physical readiness through their gross and fine motor skills development to ensure their physical readiness through shoulder, wrist, hand and finger movement, core strength, proprioceptive and vestibular sense and pencil grip. We ensure pupils are taught and practice resilience and self-regulation to support in their confidence and develop their independence.

Figure 10: Based on 'The Simple View of Writing'



Through our fidelity to RWI for our phonics scheme and fully mapped sequence of teaching for High Frequency Words and Common Exception Words and the use of RWI for teaching of handwriting, we ensure all pupils gain the skills they need to be confident and competent hand-writers and spellers. Where needed, pupils access in the moment intervention to ensure no children fall behind. Where they do, we ensure our pupils receive robust and ambitious interventions focussed on their specific transcriptional needs regardless of their year group.

Through systematic, progressive teaching and regular opportunities for practice, we aim to ensure that all pupils develop the transcriptional skills necessary to meet the demands of the curriculum and everyday life. By embedding these skills from an early age, we support children in becoming competent, resilient and enthusiastic writers who can express themselves clearly across a range of contexts and purposes.

Trentside's Transcriptional Curriculum

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Dialogic Talk	Collective, reciprocal, supportive, cumulative and purposeful language development through: Word Aware Songs Nursery Rhymes Poems Stories High-quality conversation Drawing Club	Collective, reciprocal, supportive, cumulative and purposeful language development through: Word Aware Songs Nursery Rhymes Poems Stories High-quality conversation Drawing Club	Collective, reciprocal, supportive, cumulative and purposeful language development through: Word Aware Songs Nursery Rhymes Poems Stories High-quality conversation Drawing Club	Collective, reciprocal, supportive, cumulative and purposeful language development through: Word Aware Songs Nursery Rhymes Poems Stories High-quality conversation Drawing Club	Collective, reciprocal, supportive, cumulative and purposeful language development through: Word Aware Songs Nursery Rhymes Poems Stories High-quality conversation Drawing Club Colourful Semantics	Collective, reciprocal, supportive, cumulative and purposeful language development through: Word Aware Songs Nursery Rhymes Poems Stories High-quality conversation Drawing Club Colourful Semantics
	Phonics	RWI	RWI	RWI	RWI	RWI	RWI
	Dictation	Sound	CVC	CVC	CVC 3 word sentences	CVC 3/4 word sentences	CVC 3/4 word sentences
	Gross and Fine-Motor Skills	Bespoke Pattern Dough Disco RWI Letter Writing	Bespoke Pattern Dough Disco RWI Letter Writing	Bespoke Pattern Dough Disco RWI Letter Writing	Bespoke Pattern Dough Disco RWI Letter Writing	Bespoke Pattern Dough Disco RWI Letter Writing	Bespoke Pattern Dough Disco RWI Letter Writing

Year 1	Dictation	CVC 3/4 - word sentences	Phonetically matched short sentences	Phonetically matched short sentences	Phonetically matched short sentences	Phonetically matched short sentences	Phonetically matched short sentences
	Phonics	RWI	RWI	RWI	RWI	RWI	RWI
	Statutory Spellings	I, a, the, to, do, go, no, so	he, she, we, me, be, was, my, by	you, your, they, all, are, said, come, some	one, once, there, where, here, love, were	little, says, ask, friend, school, put, push	pull, full, house, our, today, of, has
	GPS	Dictated sentences - linked to phonetical knowledge with a focus on repetition. Capital letters, finger spaces and full stops for sentence demarcation. Colourful semantics.	<i>All prior learning, +</i> Capital letters for proper nouns and the personal pronoun Sequencing sentences to form short narratives.	<i>All prior learning, +</i> Question marks to mark questions. Accuracy in use of regular plural noun suffixes -s or -es.	<i>All prior learning, +</i> Exclamation Marks to mark exclamation sentences.	<i>All prior learning, +</i> Using 'and' as a coordinating conjunction Accuracy in use of suffixes added to verbs when no change to spelling of root word is required.	<i>All prior learning, +</i> Using 'and' as a coordinating conjunction Introduction to the prefix, -un and how it changes the meaning of verbs and adjectives.
	Handwriting	RWI Letter Village	RWI Letter Village	RWI Letter Village	RWI Letter Village	RWI Letter Village	RWI Letter Village

Year 2	Spelling Patterns (Post phonics)	a making the 'or' sound c makes the 's' sound if placed before i/e/y At the end of a word, the 'j' sound is spelt -dge after a short vowel sound Suffix -ly y for i at the end of words making the 'i' sound Keep the y and ads -ing	Adding -ing to words ending in e Double the final consonant when adding a suffix -ed Suffixes -ment and -ness -le and -el endings Silent k Possessive apostrophes for singular nouns	ar to make the 'or' sound after w or making the 'er' sound after a w After all other sounds, whether vowels or consonants, the 'j' sound is spelt as -ge at the end of a word -ly endings for roots that don't change	s making the 'z' sound y to i +ed Adding -ed and -er to words ending in e Doubling final consonant when adding a suffix -ing Suffixes -ful and -less -al and -il endings Silent g Homophones	a making the 'o' sounds after w and qu ey making the 'ee' sound ge, dge -tion Adding -es to nouns and verbs ending in -y y to i + -er and -est	Adding -est and -y to words ending in e Doubling final consonant when adding a suffix -er and -est Suffixes -ment, -ness, -ful and -less -le, -el, -al, -il endings Silent w Contractions
	Statutory Spellings	door floor poor find kind mind behind child children wild climb	most only both old cold gold hold told every everybody even	great break steak pretty beautiful after fast last past father class	grass pass plant path bath hour move prove improve sure sugar	eye could should would who whole any many again half	money Mr Mrs parents Christmas people water clothes busy because
	GPS	Recap previous year	All prior learning + Using 'but' and 'or' as a coordinating conjunction. Sentence types: statement, command, question, exclamation	All prior learning + Using 'because' as a subordinating conjunction. Expanded noun phrase.	All prior learning + Using 'when' as a subordinating conjunction. Commas in a list	All prior learning + Using 'if' as a subordinating conjunction	All prior learning + Apostrophes for singular possession
	Handwriting	RWI Letter Village	RWI Letter Village	RWI Letter Village Letter Join	RWI Letter Village Letter Join	RWI Letter Village Letter Join	RWI Letter Village Letter Join

Year 3	Spelling Patterns Cycle A	Double the final consonant when adding a suffix -ed, -ing and -er Adding suffix -ly ou phoneme ch making the 'k' sound -gue ending y for 'i'	Prefix -in Prefix -il -ation turning verbs to nouns -tion when root ends with t or te ei phoneme Statutory words	-ture ending Words with -ly ending -ous pattern ch making the 'sh' sound qu/que pattern y for 'i' Prefix in-	Prefix re- -sion if root ends in d or se -cian if root word ends in c or cs eigh phoneme Statutory words	-sure ending Adding -ly suffix y to i ou/ous phoneme ch making the 'k' and 'sh' sound sc y for 'i'	Prefix in- Prefix un- Prefix super- -ssion for root words ending in ss or -mit ey phoneme Homophones
	Statutory Spellings Cycle A	answer arrive build complete describe different early group busy actual	exercise favourite fruit grammar history important natural notice ordinary popular	address complete century difficult experiment experience famous regular sentence special	believe extreme guard learn length possible possess possession pressure probably	surprise enough island naughty reign strength therefore various height weight	Consolidate year's spellings
	GPS	Recap previous year	All prior learning + Using 'so' as a coordinating conjunction	All prior learning + Adding adverbs to main clauses Introduction of paragraphs	All prior learning + Using 'before' and 'after' as a subordinating conjunction	All prior learning + Adding prepositions to main clauses Introduction of inverted commas to demarcate speech	All prior learning + Using the present perfect form of the verb
	Handwriting (All pupils using handwriting lined books)	All activities completed first on the sheet and then in books. Recap correct posture for handwriting Accurate formation of all letters both individually and in words in the groups: i l t, u w e, c o, a d, n m h, j y, g q, b p k, v s r, f z x NB: Use larger of sheet options	All activities completed first on the sheet and then in books. Accurate formation of all letter families, following the order: Ladders: practise letter, practise pairs, practise words. Caterpillars: practise letter, practise pairs, practise words. Robots: practise letter, practise pairs, practise words. Zig-zags: practise letter, practise pairs, practise words.	All activities completed first on the sheet and then in books. Accurate formation of joins: Diagonal joins plus related words Horizontal joins plus words Double letters plus words. Tricky letter joins plus words. Double letters activity	All activities completed first on the sheet and then in books. Begin to build fluency in handwriting through: Palindromes Tongue Twisters Collective nouns Synonyms for said Pangrams Alliteration Phonetic alphabet	All activities completed first on the sheet and then in books. Continue to build fluency through: Secret Codes Proverbs Idioms Jokes Poems	All activities completed first on the sheet and then in books. Continue to build fluency through: Statutory Spellings Y3/4 Cloze Sentences Y3/4 Build speed through playing Write in Time

Year 4	Spelling Patterns Cycle B	Double the final consonant when adding a suffix -ed, -ing, -er and -en Adding the suffix -ly ou phoneme ch for 'k' -gue word ending	y for 'i' Prefix inter- Prefix auto- -ation added to verbs to make nouns -tion for root words ending in t or te Statutory words	ture spelling pattern Adding the suffix -ly ous pattern ch making the 'sh' sound qu/que spelling pattern	y for 'i' Prefix sub- Prefix mis- -sion for root words ending in d or se Possessive apostrophes with plural words Statutory words	-sure ending Adding suffix -ly ou/ous pattern ch making the 'sh' and 'k' sounds sc pattern	Consolidate y for 'i' Prefix anti- Prefix dis- Homophones -ssion for root words ending in -ss or -mit
	Statutory Spellings Cycle B	decide continue consider imagine increase interest mention recent earth forwards	bicycle calendar circle guide library material medicine opposite particular position	breath breathe caught heard heart minute often occasion potatoes perhaps	knowledge peculiar promise purpose quarter question remember separate strange suppose	although though thought through woman women accident eighth February, centre	Statutory words year's spellings
	GPS	Recap previous year	All prior learning, + Using of prepositional phrases to extend expanded noun phrases. Secure use of paragraphs	All prior learning, + Use of fronted adverbials to express place Commas introduced to mark fronted adverbial clause boundary.	All prior learning, + Use of fronted adverbials to express time/frequency Inverted commas to demarcate speech used correctly.	All prior learning, + Use of fronted adverbials to express manner Apostrophes for plural possession.	All prior learning, + Pronouns to replace nouns where repetition occurs.
	Handwriting (Pupils progressing to English lined books)	All activities completed first on the sheet and then in books. Recap correct posture for handwriting. Accurate formation of all letters both individually and in words in the groups: i l t u w e c o a d n m h j y g q b p k v s r f z x NB: Use smaller of sheet options	All activities completed first on the sheet and then in books. Accurate formation of all letter families, following the order: Ladders: practise letter, practise pairs, practise words. Caterpillars: practise letter, practise pairs, practise words. Robots: practise letter, practise pairs, practise words. Zig-zags: practise letter, practise pairs, practise words.	All activities completed first on the sheet and then in books. Accurate formation of joins: Diagonal joins plus related words Horizontal joins plus words Double letters plus words. Tricky letter joins plus words. Double letters activity.	All activities completed first on the sheet and then in books. Begin to build fluency in handwriting through: Palindromes Tongue Twisters Collective nouns Synonyms for said Pangrams Alliteration Phonetic alphabet	All activities completed first on the sheet and then in books. Continue to build fluency through: Secret Codes Proverbs Idioms Jokes Poems	All activities completed first on the sheet and then in books. Continue to build fluency through: Statutory Spellings Y3/4 Cloze Sentences Y3/4 Build speed through playing Write in Time

Year 5	Spelling Patterns Cycle A	-able word ending -ible word ending - Prefixes dis-, sub- and re- - Prefixes mis-, un- and il- -ant pattern -ent pattern	- Homophones -ous pattern -tion and -sion LKS2 revision - Silent letters k -ough phoneme - Statutory words - double the consonant after a short vowel sound	-ably word ending -ibly word ending - Hyphens - Double f with an r -ance pattern -ence	- Homophones -tious ending -tial ending - Silent letters t - Ie for 'ee' - Statutory words	-able and -ably with a prefix -ible and -ibly with a prefix - Hyphens - Statutory words -ancy pattern -ency pattern	- Homophones -cious pattern -cial - Silent letters w - ei pattern - Statutory words with silent letters
	Statutory Spellings Cycle A	- achievable - attached - average - awkward - bargain - bruise - category - committee - communicate - community	- frequently - government - guarantee - identity - immediate - individual - interfere - language - lightning - marvellous	- secretary - shoulder - signature - sincere - soldier - stomach - symbol - system - temperature - twelfth	- conscious - convenience - disastrous - embarrass - environment - existence - explanation - foreign - hindrance - leisure	- desperate - determined - competition - accompanying - according - controversy - criticism - frequently - interrupt - queue	Consolidate year's spellings
	GPS	Recap previous year	All prior learning: + Use relative clauses to add detail to a noun or noun phrase. Use of brackets, dashes and commas to demarcate relative clauses.	All prior learning: + Accurate use of modal verbs to indicate degrees of possibility. Accurate use of commas to demarcate clause boundaries.	All prior learning: + Develop cohesion within and across paragraphs through use of pronouns, conjunctions and fronted adverbials.	All prior learning: + Use of parenthesis Use of brackets, dashes and commas to demarcate parenthesis.	All prior learning: +
	Handwriting	All activities completed first on the sheet and then in books. Recap correct posture for handwriting. Accurate formation of joins: - Diagonal joins plus related words - Horizontal joins plus words - Double letters plus words - Tricky letter joins plus words. Accurate formation of all letters in words in the groups: - i l t, u w e, c o, a d, n m h, - j y, g q, b p k, v s r, f z x	All activities completed first on the sheet and then in books. Continue to build fluency through: Statutory Spellings Y5/6 Cloze Sentences Y5/6	All activities completed first on the sheet and then in books. Continue to build fluency through: KS2 Spelling lists and Spelling sentences for: - cious/tious - tial/cial - ible/able - ie/ei - ent/ant - silent k and w - silent b and t - silent u and g	All activities completed first on the sheet and then in books. Continue to build fluency through: KS2 Punctuation Revision Section	All activities completed first on the sheet and then in books. Continue to build fluency through: KS2 Grammar Revision Section	All activities completed first on the sheet and then in books. Continue to build fluency through: Dictated sentences Development of own writing style for writing at speed.

Year 6	Spelling Patterns Cycle B	-able ending -ible ending Prefixes im-, super- and il- LKS2 revision Prefixes inter-, auto- and anti- LKS2 revision -ant pattern -ent pattern	Homophones -ous pattern -tion and -sion LKS2 revision Silent letters b -ough phoneme Statutory words	-ably ending -ible with a prefix Hyphens Double f with a r -ance pattern -ence pattern	Homophones -tious pattern -tial pattern Silent letters g and d ei phoneme exceptions Statutory words	-able and -ably with prefix -ibly with a prefix Hyphens Single f and double r -ancy pattern -ency pattern	Homophones -cious pattern -cial after a vowel Silent letters n and g Statutory words y for 'ee' sounds Statutory words
	Statutory Spellings Cycle B	competition correspond criticise curiosity definite develop dictionary equipment familiar forty	mischievous muscle necessary nuisance occupy opportunity programme recommend rhyme sacrifice	variety vegetable vehicle yacht amateur ancient apparent appreciation cemetery conscience	excellent existence pronunciation recognise restaurant rhyme relevant privilege profession aggressive	accommodation accompany existence harass prejudice persuade conscious conscience sufficient suggest	Consolidate year's spellings
	GPS	Recap previous year	Recap previous year	All prior learning: + Build on the use of cohesive devices within and across paragraphs, including linking statements, repetition and use of synonyms.	All prior learning: + Accurate use of higher-level punctuation including colon for a list, semi-colon or dash to mark the boundary between 2 main clauses and a hyphen to create a new adjective.	All prior learning: +	All prior learning: + Accurate punctuation of bullet points in a list.
	Handwriting	All activities completed first on the sheet and then in books. Recap correct posture for handwriting Accurate formation of joins: Diagonal joins plus related words Horizontal joins plus words Double letters plus words Tricky letter joins plus words. Accurate formation of all letters in words in the groups: i l t , u w e , c o , a d , n m h , j y , g q , b p k , v s r , f z x	All activities completed first on the sheet and then in books. Continue to build fluency through: Statutory Spellings Y5/6 Cloze Sentences Y5/6	All activities completed first on the sheet and then in books. Continue to build fluency through: KS2 Spelling lists and Spelling sentences for: cious/tious tial/cial ible/able ie/ei ent/ant silent k and w silent b and t silent u and g	All activities completed first on the sheet and then in books. Continue to build fluency through: KS2 Punctuation Revision Section	All activities completed first on the sheet and then in books. Continue to build fluency through: KS2 Grammar Revision Section	All activities completed first on the sheet and then in books. Continue to build fluency through: Dictated sentences Development of own writing style for writing at speed.

The Trentside Writing Plan

At Trentside, we ensure pupils have the opportunity to experience 12 writing units per year. Each writing unit lasts for 3 weeks and incorporates a range of sessions focused on text, grammar and developing extended writing. Throughout each unit, pupils will have the opportunity to develop their writing stamina and skills through the production of short-burst and extended writing, providing a wealth of practice for pupils as well as evidence of their ability.

Stimuli for writing is to come from both quality literature as well as a selection of film literature. There is to be an equal balance of these throughout the year to enable the pupils to develop their interpretation of a range of texts. Where literature is chosen, this may be linked to the class guided reading text, a fiction/non-fiction text linked to wider curriculum learning or a quality picture book.

Genre Coverage Expectations in Each Year Group

	Entertain	Writing to Inform	Writing to Persuade	Writing to Explain
Year 1/2 (Year 1 focus on transcription skills taught through the vehicle of text until ready to move on)	- Setting description - Character description - Narrative	- Fact file - Recount - Non-chronological report - Letter in character - Diary	- Persuasive letter in character - Missing/Wanted poster	- Recipe - Instructions
Year 3/4	- Contrasting character descriptions - Setting description - Narrative	- Diary - Non-chronological report - Series of/contrasting diary entries - Eye-witness account - Interview	- Persuasive letter - Radio/TV advert	'How to' guide - Instructions
Year 5/6	- Contrasting setting descriptions - Narrative - Flashback narrative	- Police incident report - Travel journal entries - Diary - Non-chronological report - Letter in role	- Travel brochure - Persuasive letter	- Survival guide 'How to' guide
Y3/4/5/6 - WB	- Character description - Contrasting setting descriptions - Narrative	- Non-chronological report - Contrasting diary entries - Letter in role - Eye-witness account - Travel journal entries	- Travel brochure - Persuasive letter	- Instructions 'How to' guide

The Teaching Sequence

Three-Week Teaching Sequence - KS1		
Week 1	Week 2	Week 3
Key stimulus picture/genre/grammar focus heading page stuck in book to mark start of unit 1) Read and discuss key text 2) Identify and use new vocabulary - oracy-based task (Widgit) 3) Develop understanding of the key text 4) Slow write - transcription/prior grammar focus 5) Grammar teaching - Recap prior learning/introduce key focus	1) Grammar teaching - expanding on key focus 2) Grammar teaching - embedding key focus 3) Generate ideas for short burst write, based on stimulus 4) Short-burst write - transcription/new grammar focus 5) Text Analysis - model text	1) Oral rehearsal in preparation for extended writing 2) Extended write 3) Extended write 4) Extended write 5) Spelling / editing words in long write Time made for publishing writing - final, best piece stuck in English book to mark end of the unit

Three-Week Teaching Sequence - KS2		
Week 1	Week 2	Week 3
Key stimulus picture/genre/grammar focus heading page stuck in book to mark start of unit 1) Read and discuss key stimulus - book or film clip 2) Identify, address, introduce and use new vocabulary (Widgit) 3) Developing understanding of key aspect at text level- story mapping/sequencing/ summarising/verbal task/ drama 4) Slow write - text linked and vocabulary embedded 5) Grammar teaching - Recap prior learning/introduce key focus	1) Grammar teaching - expanding on key focus 2) Grammar teaching - embedding key focus 3) Short-burst write - grammar embedded (7-minute write/3-minute edit) 4) Editing/redrafting linked to grammar focus 5) Text Analysis - model text NB: timed tasks focus on building writing stamina	1) Plan long write 2) Extended write (10-minute write/5-minute edit) 3) Extended write (10-minute write/5-minute edit) 4) Extended write (10-minute write/5-minute edit) 5) Editing and Redraft Time made for publishing writing - final, best piece stuck in English book to mark end of the unit

Example Planning

Stage 1: Familiarisation with Key Text	Content
Pre-Lesson: Stick unit-header into book to show stimulus, genre and grammar focus to bookmark start of writing unit.	
Lesson 1 Read and discuss key stimulus - book or film clip	Introduction to new text/clip - including title, author, illustrator, genre Modelled and shared reading of new text Book talk including vocabulary Discussion of character/setting/plot Likes, Dislikes, Patterns, Puzzles
Lesson 2 Identify, address, introduce and use new vocabulary	Re-read key text with a focus on new vocabulary Use new vocabulary in context - oracy focus, sentences, definitions, word maps, synonyms/antonyms
Lesson 3 Developing understanding of key aspect at text level- story mapping/sequencing/ summarising/verbal task/ drama	Fiction: Map or sequence the story or key parts as needed. 100-word summary Drama focus - hot-seating, freeze framing Non-Fiction: Focus on a specific part of the text that will inspire writing - through discussion, role-on-the-wall, note-taking Drama focus - re-enactment, conscience alley
Lesson 4 Slow writing linked to text	Slow write linked to text using previously taught grammar Provide criteria - different for different year groups. Orally rehearse sentences Write one at a time Transcriptional edit

Stage 2: Focused Grammar Teaching and Editing	Content
Lesson 5 Grammar teaching - Recap prior learning/introduce key focus	Prior grammar knowledge (Show Me) New grammar vocabulary and new grammar learning - what it is and how it's used Read, find and discuss grammar examples (use or adapt class book) Adding new grammar to sentences (I do, We do, You do) Transcription/grammar edit
Lesson 6 Grammar teaching - expanding on key focus	Prior grammar knowledge (Quizzing) New grammar vocabulary and new grammar learning Read, find and discuss grammar examples (use or adapt class book) Model (I do, We do, You do) Transcription/grammar edit
Lesson 7 Grammar teaching - embedding key focus	Prior grammar knowledge (Show Me) New grammar vocabulary and new grammar learning Discussion around an illustration from the key text Write sentences with the new grammar (I do, We do, You do) - based on illustration - to use in next lesson
Lesson 8 Short-burst write - grammar embedded (7-minute write/3-minute edit)	Prior grammar knowledge (Quizzing) New grammar vocabulary Discussion around an illustration from the chosen text Short burst writing to include new grammar - using ideas generated in previous lesson Edit as part of process - 7 minute write/3 minute edit
Lesson 9 Editing/redrafting linked to grammar focus	Edit short burst writing - following editing lesson structure guidance

Stage 3: Text analysis, planning, writing and redrafting	Content
Lesson 10 Text Analysis - model text	Read, analyse and discuss model text Create Writers' Toolkit and add to teaching flipchart and working wall
Lesson 11 Plan long, write	Plan writing - using an appropriate scaffold / template Orally rehearse using planning and edit plans as needed
Lesson 12 Long write (10-minute write/5-minute edit)	Orally rehearse using planning Modelling of using plan to write Write first section of extended outcome - using features identified in Writers' Toolkit Transcriptional/grammar edit
Lesson 13 Long write (10-minute write/5-minute edit)	Orally rehearse using planning Modelling of using plan to write Write second section of extended outcome - using features identified in Writers' Toolkit Transcriptional/grammar edit
Lesson 14 Long write (10-minute write/5-minute edit)	Orally rehearse using planning Modelling of using plan to write Write final section of extended outcome - using features identified in Writers' Toolkit Transcriptional/grammar edit
Lesson 15 Editing and Redraft	Transcriptional edit Redraft - see progression, using the acronym MARC (Move, add, remove, change) to redraft a sentence/paragraph/section
Post-lesson: publish writing on paper and stick into books to bookmark end of unit	

The Range of Writing Throughout a Unit

Slow Writing:

Slow writing is a teaching strategy that encourages pupils to take a deliberate, step-by-step approach to crafting their writing. By focusing on one sentence at a time, pupils can concentrate on the essential building blocks of strong writing: grammar, vocabulary, punctuation and spelling. The emphasis is on quality over quantity.

This lesson gives children an opportunity to practise skills they have already been taught. It supports retrieval practice and allows teachers to assess which aspects of the writing curriculum are secure, and which may need further teaching or consolidation for individuals, groups, or the whole class.

By carefully planning the prompts for each sentence, teachers can ensure they are deepening children's understanding of grammar and sentence structure. When generating prompts, teachers need to consider how much guidance their cohort will need and make adaptations for individuals where appropriate.

Slow writing is a natural progression from dictation, shifting the responsibility to pupils to construct their own sentences within guided parameters. This transition helps children move from practising the basics to mastering the art of composition. It is important to note that the outcomes of slow writing lessons cannot be used for formal assessment and moderation purposes.

Lesson structure

- Begin by recapping the purpose of slow writing: to help children to focus on vocabulary, spelling, punctuation and grammar, writing one sentence at a time.
- Introduce the writing outcome and share the stimulus for writing. Collect any useful language together as a class.
- Share the prompt for the first sentence (see examples below). Model writing this first sentence, using oral rehearsal, think-aloud strategies, and editing and revising techniques.
- Give children a few minutes to orally rehearse, draft, revise and write their first sentence.
- Share the second prompt. Again, model the sentence first, then allow pupils time to write their own.
- Share the next 3-4 prompts, one at a time, giving children time to orally rehearse, draft and write each sentence. Where possible, teachers should refrain from modelling these sentences, as observing how pupils apply what they've learned independently helps to inform future planning.

Example prompts

Example 1	Example 2	Example 3
1. Introduce the character. Use the power of 3. 2. Describe her hair. Use a noun phrase with two adjectives. 3. Describe her clothes. Use 'so' to tell the reader why she wears this. 4. Describe her personality. Use 'because'. 5. Describe her friendship with another character. Use 'when'.	1. Introduce the setting using a noun phrase. 2. Use a fronted adverbial for when. 3. Use a subordinating conjunction. 4. Use a preposition to express time or place. 5. Use a fronted adverbial for manner. 6. Finish with an exclamation sentence.	1. Start your sentence with an adverb for manner. 2. Use personification. 3. Use only three words. 4. Include a relative clause. 5. Use a modal verb. 6. Use a rhetorical question.

Short -Burst Writing

Short-burst writing outcomes are embedded in each unit to provide children with the opportunity to apply newly taught grammar in context. These tasks involve familiar text types (e.g. character description, diary entry, Newsround bulletin), keeping cognitive demand low so that children can focus on using the new grammar accurately and confidently. Where possible, the short-burst writing shares the same purpose as the extended writing outcome later in the unit. If independent, this writing can be used for formal assessment and moderation purposes.

Extended Writing

Each 3-week unit includes an opportunity for children to produce an extended piece of writing. In each year group, children write for a range of purposes - to entertain, to inform, to argue and to explain.

The extended writing portion of the teaching sequence begins with a text analysis lesson. Here, children explore a model text identifying the organisational, language and grammatical features of the text type, relevant to their year group expectations. For narrative, the focus should be on either character, setting, dialogue or plot, depending on the main focus for children's writing. The progression documents outline the key features that should be included in the model text for children to identify and discuss. The text analysis lesson supports with the creation of a writer's toolkit.

The second lesson focuses on planning. Teachers select a suitable planning scaffold and model how to plan each section of the writing. Once plans are drafted, children work with their peers to orally rehearse and edit plans as needed.

Children then complete their extended writing over three lessons. This structure allows the task to be broken into smaller, more manageable 'chunks' for children - typically writing one or two paragraphs or sections per day. This emphasises quality over quantity.

Teachers model how to use their plan, alongside the writer's toolkit, to write up to three sentences of the extended writing outcome, demonstrating how grammar and vocabulary choices link back to the purpose and audience.

Children complete quick transcriptional edits of their extended writing each day. The final lesson of a unit enables children to redraft a section of their extended piece, following modelling and teacher guidance where needed.

Throughout the extended writing process, teachers explicitly highlight the importance of coherence, cohesion and appropriate formality.

Vocabulary Teaching

Key vocabulary is selected and explicitly taught during the initial text immersion lesson. The follow lesson is designed to support children in further embedding this vocabulary, ensuring they understand word meanings and can use the words accurately in context.

The lesson begins with a recap of the dual-coded vocabulary introduced previously - reading each word aloud and briefly discussing its meaning. The key text is then re-read with strategic pauses to highlight and reinforce the vocabulary. The main outcome of this lesson is for children to apply new vocabulary in context by constructing accurate and meaningful sentences.

We use the 'I Do, We Do, You Do' model: teachers orally rehearse and write a sentence using one or more of the new words; the class co-constructs a sentence together, orally and in writing; children independently write their own sentences using the key vocabulary.

Adaptive teaching strategies during this lesson may include word-image matching or working with a reduced number of focus words. Dual-coded word banks, produced using Widgeit, are provided to support all children in spelling and applying the new vocabulary correctly throughout the unit of work.

Wherever used, vocabulary is stuck in pupil books as a visual reminder. This also serves as a progression documents of the vocabulary used over time.

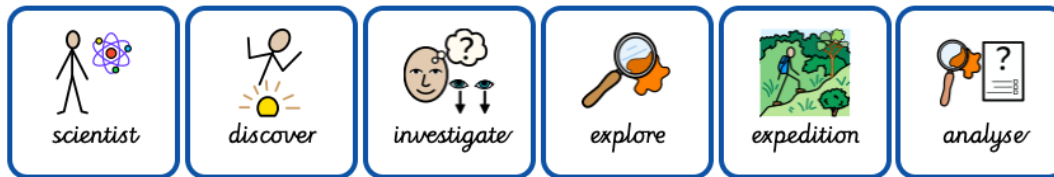
This vocabulary is also added to the English working wall as a continual reference for all learners.

Examples of Dual-Coded Vocabulary

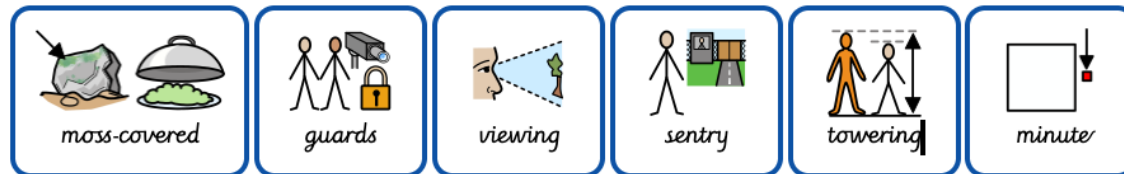
Complaint Letter:



Diary in role:



Description:



Text Analysis Lessons - Years 2 and 3

Part of the Lesson	What is the Teacher Doing?	What are the Pupils Doing?
Before the Lesson	Writing the selected text with reference to the language, organisational and grammatical features and expectations of the year group, also including genre features as required. When writing, focussing on colour coding the text for clear analysis in the session and a key to go alongside it.	
Introducing the Text	We are writing ... (fiction/non-fiction) We will be writing a ... (text type/form) We are writing to ... (purpose). We will be writing for ... (audience) This text is ... (formality)	Recognising fiction and non-fiction texts. Drawing on prior knowledge on purpose, audience and form. Articulating purpose, audience, form and formality.
Reading the Text	Teacher reads whole text under the visualiser - modelling using reading ruler and using prosody.	Following along with reading rulers.
Debrief	Surface-level discussion What was that text about? Revisit purpose, audience & form.	Starting to think about how this text looks & sounds.
Organisational Features	Rereading text and stopping at each feature. 'I am just looking at the features highlighted in yellow now.' Under the visualiser, the teacher points out one organisational feature at a time. 'I can see a subheading. A subheading introduces each section. Can you see any other subheadings? Tell the person next to you what a subheading does.'	Following the teacher to identify each organisational feature. Identifying further examples of each feature using colour-coding to support. Orally rehearsing what each feature does.

Language Features	Rereading text and stopping at each feature. 'I am just looking at the features highlighted in green now.' Under the visualiser, the teacher points out one language feature at a time. e.g. Tense Person Verb forms 'This is written in the past tense because it is about something which has already happened. I can tell because they used words like ran, was, jumped. Can you find any other past tense verbs?'	Following the teacher to identify each language feature. Identifying further examples of each feature. Orally rehearsing why the language is used.
Grammar Features	Rereading text and stopping at each feature. 'I am just looking at the features highlighted in blue now.' Under the visualiser, the teacher points out one grammatical feature at a time. e.g. Punctuation, Word Classes, Cohesive devices. 'I can see that they have used the conjunction 'if' to show possibility. Can you find another time they have used the word 'if'? Why have they done that?'	Following the teacher to identify each grammar feature. Identifying further examples of each feature. Orally rehearsing what the grammar is and why it has been used.
Writer's Toolkit	'Let's think about everything we have seen in this text so we know what we should be using in our writing.' Generate writer's toolkit together - add to working wall and slides for future lessons.	Revisiting each feature and being reminded of their purpose and importance. Generating writer's toolkit together.

Text Analysis Lessons - Years 4, 5 and 6

Lesson Part	What is the Teacher Doing?	What are the Pupils Doing?
Before the Lesson	Writing the selected text with reference to the language, organisational and grammatical features and expectations of the year group, also including genre features as required. When writing, create a key to go alongside the text for the pupils to populate when working. Decide which features will be discussed but not colour-coded (tense, person, simple organisational features).	
Introducing the Text	We are writing ... (fiction/non-fiction) We are writing to ... (purpose). We will be writing a ... (text type/form) We will be writing for ... (audience) We are writing as ... (an expert in .../ an explorer) Who we are and who we are writing for means our formality will be ... (formality)	Recognising fiction and non-fiction texts, and the forms within those categories. Drawing on prior knowledge on purpose, audience and form and how this effects formality. Articulating purpose, audience and form and understanding which persona they are taking on as the author.
Reading the Text	Teacher reads whole text under the visualiser - modelling using reading ruler and using prosody.	Following along with reading rulers or fingers.
Debrief	Surface-level discussion What was that text about? Revisit purpose, audience & form. First impressions - What is effective about this text? What did you like about how it was crafted?	Starting to think about how this text looks & sounds. Recognising and verbalising what they thought was effective and why.

Organisational Features	Rereading text and stopping at each feature. Under the visualiser, the teacher points out one organisational feature at a time. ‘I can see a subheading. A subheading introduces each section. Can you see any other subheadings? Tell the person next to you what a subheading does.’ Collect examples as a class and model underlining under the visualiser to ensure that they all have the correct features underlined in their copy. Address misconceptions in the moment. The class should be kept together when underlining to ensure accuracy.	Following the teacher to identify each organisational feature. Identifying further examples of each feature, share as a class, then underline together - one colour per feature. Orally rehearsing what each feature does.
Language Features	Rereading text and stopping at each feature. Under the visualiser, the teacher points out one language feature at a time, e.g. tense, person, verb forms, formality ‘This is written in the past tense because it is about something which has already happened. I can tell because they used words like ran, was, jumped. Can you find any other past tense verbs?’ Collect examples as a class and model underlining under the visualiser to ensure that they all have the correct features underlined in their copy. Address misconceptions in the moment. The class should be kept together when underlining to ensure accuracy.	Following the teacher to identify each language feature. Identifying further examples of each feature, share as a class, then underline together - one colour per feature. Orally rehearsing why the language is used.
Grammar Features	Rereading text and stopping at each feature. Under the visualiser, the teacher points out one grammatical feature at a time, e.g. Punctuation Word Classes Cohesive devices ‘I can see that they have used a relative clause - How did I know that was a relative clause? Why is that effective? Can you find another example of a relative clause?’ Collect examples as a class and model underlining under the visualiser to ensure that they all have the correct features underlined in their copy. Address misconceptions in the moment. The class should be kept together when underlining to ensure accuracy.	Following the teacher to identify each grammar feature. Identifying further examples of each feature, share as a class, then underline together - one colour per feature. Orally rehearsing what the grammar is and why it has been used.

Writer's Toolkit

'Let's think about everything we have seen in this text so we know what we should be using in our writing.'

Generate writer's toolkit together - add to working wall and slides for future lessons.

Revisiting each feature and being reminded of their purpose and importance.

Generating writer's toolkit together.

Editing Lesson Structure

Step 1	Marking	When marking books, identify common errors across the class to use in the teaching of editing. Errors to be from punctuation, grammar and spelling. If there are common handwriting errors, identify these as well.
Step 2	Prepare an Example	This could be from a child's book or one you have written yourself to highlight common errors across the class.
Step 3	Editing partners	Pair children for editing. These should be mixed ability pairs who will support each other to edit their writing. Use 'Peer Critique' to support the editing process - be kind, be specific, be helpful.
Step 4	Punctuation	I Do: Model how to first read the example without spotting errors. Discuss purpose, audience and form and get a sense for what has been written. Check for coherence. Share common punctuation errors list that the children should be looking for and model how to find and correct one or two mistakes. We Do: Continue to read through the example. Ask children to put their hand up when they spot an error with punctuation. Work together to correct errors. You Do: In pairs children look at first book - correcting punctuation errors. Children to refer to common errors list to support this process. The author (the child who the book belongs to) uses a green pen to make edits following advice from the audience (the partner). We use our Talk Together protocols when children are working in pairs.
Step 5	Grammar	I Do: Re-read the same example. Share common grammatical errors that we need to look for e.g. tense, subject verb agreement, person (any that are specific to year group). Model finding and correcting a grammatical error. We Do: Next re-read asking the children to put their hands up when they spot an error with grammar. Work together to correct error. You Do: In pairs children look at first book - reading and correcting errors to improve coherence, cohesion and grammar. Children to refer to common errors list to support this process. The author (the child who the book belongs to) uses a green pen to make edits following advice from the audience (the partner).

Step 6	Spelling	I Do: Re-read the same example. Reading work backwards supports children to spot spelling errors. Share common errors list that the children should be looking for and model how to find and correct one or two mistakes. We Do: Continue to read through the example. Ask children to put their hand up when they spot an error with spelling. Work together to correct errors. You Do: In pairs children look at first book - correcting spelling errors. The author (the child who the book belongs to) uses a green pen to make edits following advice from the audience (the partner). Statutory, word mats, bespoke Widgit word lists and devices for spelling checking should be available to the children at this point.
Step 7	Edit Second Book	You Do: In pairs children now look at the second book. Work through each step as before: - Read through and check for coherence. - Edit grammatical errors (e.g. tense, subject/verb agreement, person) - Edit errors with punctuation - Edit spelling errors

Revising Lesson Structure

Step 1	Marking	Use MARC progression to identify and highlight a section of each child's work for them to revise. If needed, provide guidance for children around how they can improve their writing (MARC progression)
Step 2	Prepare an Example	This could be from a child's book or one you have written yourself.
Step 3	Organise Revising Partners	Pair children based on outcomes: - Children who have the same revising focus - Children who have different revising focus that can support each other with improvements
Step 4	I do	Read the example aloud and discuss whether it meets purpose, audience and form. Discuss where improvements could be made using MARC, model making 1 or 2 year-group-specific changes. Think aloud related to audience and purpose throughout.
Step 5	We do	Children discuss how to further improve the example, articulating how something has improved for the audience and meets the purpose. Shared revising.
Step 6	You do	Teachers to display relevant MARC for year group. In pairs children look at one book at a time - identifying how to improve the writing based on MARC for year group. One child is the author, making revisions on a whiteboard, and the other is supporting as the audience. Children swap roles and look at the second book. Repeat the process. Both children write their revised sentence/section/paragraph into writing book (KS2 to use revising flap - to be stapled into book overlaying the paragraph being revised). During the revising process, we remind pupils to - be kind, be specific, be helpful

Editing Progression of Skills

	Punctuation	Grammar	Spelling
Year 1	Full stops Capital letters - starts of sentences Capital letters - proper nouns	Verbs are correct - past tense	Year 1/2 words mostly correct Words provided are correct Phonics mats used for spelling
Year 2	Full stops Capital letters - starts of sentences Capital letters - proper nouns Apostrophes for contractions	Verbs are correct - past tense Contractions correct	Year 1/2 words all correct Words provided are correct Mistakes identified and corrected
Year 3	Full stops Capital letters - starts of sentences Capital letters - proper nouns Apostrophes for contractions	Verbs are correct - past tense Contractions correct	Year 1/2 words all correct Year 3/4 words mostly correct Words provided are correct Mistakes identified and corrected
Year 4	Full stops Capital letters - starts of sentences Capital letters - proper nouns Apostrophes for contractions Apostrophes for possession Commas after SC Commas after fronted adverbials **Speech punctuation	Verbs are correct - past tense Contractions correct Fronted adverbials make sense	Year 1/2 words all correct Year 3/4 words all correct Words provided are correct Mistakes identified and corrected
Year 5	Full stops Capital letters - starts of sentences and proper nouns Apostrophes for contractions Apostrophes for possession Commas after SC Commas after fronted adverbials Brackets, dashes or commas - relative clauses and parenthesis **Speech punctuation	Verbs are correct - correct tense throughout writing Contractions correct Fronted adverbials make sense Relative clauses and parenthesis make sense Accurate modal verbs	Year 1/2 words all correct Year 3/4 words all correct Year 5/6 words mostly correct Words provided are correct Mistakes identified and corrected

Year 6	Full stops Capital letters - starts of sentences and proper nouns Apostrophes for contractions Apostrophes for possession Commas after SC Commas after fronted adverbials Commas before -ing clause Brackets, dashes or commas - relative clauses and parenthesis Semi colons, colons and dashes to mark clauses Hyphens **Speech punctuation	Verbs are correct - correct tense throughout writing Contractions correct Fronted adverbials make sense Relative clauses and parenthesis make sense Accurate modal verbs Passive sentences	Year 1/2 words all correct Year 3/4 words all correct Year 5/6 words all correct Words provided are correct Mistakes identified and corrected
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Revising Progression of Skills

	Move	Add	Remove	Change
Year 2		Adjectives Adverbs		Vocabulary choices
Year 3		Coordinating conjunctions and clauses Subordinating conjunctions and clauses Adverbial phrases		Vocabulary choices Sentence starters
Year 4	Clauses	Conjunctions and clauses Fronted adverbials		Vocabulary choices Sentence starters
Year 5	Clauses	Conjunctions and clauses Fronted adverbials Relative clauses Parenthesis		Vocabulary choices Sentence starters
Year 6	Clauses	Conjunctions and clauses Fronted adverbials Relative clauses Parenthesis Passive Sentence	Unnecessary words or clauses	Vocabulary choices Sentence starters Sentence types - short/medium/long

Working Walls

Every classroom has an English 'Working Wall' which is used to support children's writing throughout each unit of work. The 'Working Wall' is built up over the course of a unit, with different elements added as they have been taught and explored with children.

Focus for Learning: Information for pupils on the coverage of learning in the unit.

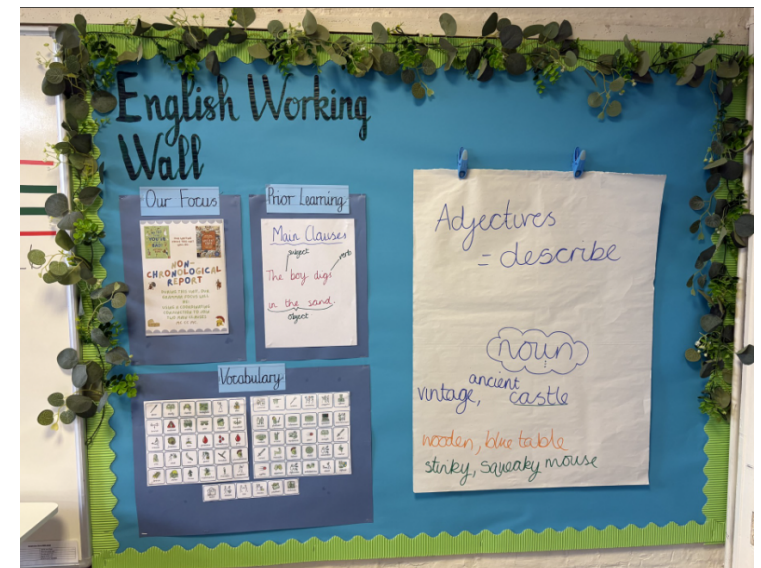
Prior Learning: A list of learning covered during the year as well as key non-negotiable learning from prior year groups. This is added to frequently as pupils progress through the year.

GPS knowledge: This section highlights the key grammar focus for the unit. The concept is clearly explained and revisited regularly, with multiple opportunities provided for children to apply it in their writing.

Vocabulary: Key vocabulary from the text is displayed in dual-coded form (i.e. with images of symbols), sized appropriately and is regularly referred to throughout the unit. Teachers model how to use these words in context, support children with spelling, and encourage them to apply the vocabulary in their own writing.

Writer's Toolkit: During the text analysis session, pupils will work together to produce a success criteria of expectations for their own writing. This becomes the writer's toolkit. Preferably, this also has examples for pupils to be able to draw on independently when working.

Alongside the English working wall, the room also holds examples of 'best' writing, celebrating successes and demonstrating year group 'expected' writing for all to see.



Marking and Feedback

Marking and feedback is a vital tool for both the teacher and the pupil. For teachers, the opportunity to look at a pupils' writing is a necessary cog in the machine to support accurate planning, whole class and group teaching and personalised support. For pupils, marking and feedback is vital to ensuring they know how they are doing well and what changes they need. To make to maximise their progress.

During lessons, staff aim to speak to the majority of pupils, to provide in the moment feedback in relation to the basic transcriptional skills and the session's learning objective. This is coded in pupil's books so point of intervention by adults can be seen and progress from this point evidenced. Where pupils do not receive feedback on their learning in lessons, their books are seen beyond the lesson in preparation for the next session.

Where gaps are found in a pupils' understanding either against the learning objective for the session, prior learning skills or basic transcriptional skills, these are actioned for pupils, either through changes to future English lessons, planned group support or personalised support.

During independent writing, staff intervention is less focused to enable pupils the chance to have their writing be used for assessment. During these sessions, staff are modelling, guiding and supporting but from a whole class perspective. Support is offered during editing and revising sessions explaining how but not where changes can be made. After these sessions, pupil writing is marked in detail ready for personalised feedback.

Pupil conferencing takes place after each piece of extended writing to ensure pupils are clear in their successes, their progress and their next steps in learning.

Adaptations

Adaptive teaching advocates teaching the same lesson to all, by providing scaffolds to those who need additional support in order to access the same ambitious curriculum and meet the same high expectations. It is a responsive approach that draws on ongoing assessment and observation, enabling teachers to adjust instruction to better meet children's needs. Importantly, adaptive teaching strategies should not be used in a fixed way for specific children. Instead, they should be used flexibly to support any child showing a particular area of need.

The most effective adaptive teaching occurs when adults anticipate potential barriers and plan appropriate strategies in advance. However, in-the-moment adaptations can also be valuable when unforeseen challenges arise.

In the context of Writing, it is important to consider the following:

- Adaptations may target composition or transcription.
- Final writing outcomes can be adapted, though all pupils should, wherever possible, write for the same purpose.
- Adaptations can be made throughout a unit of work so that all grammar practice tasks and short-burst writing outcomes have the same key features as the final piece (e.g. same tense, same person).
- Adaptive teaching needs to focus on the progression of the skills being taught.

Adaptations made to writing learning are well-planned and considered by teachers as part of the planning process. After each piece of independent writing, staff interrogate each pupil's writing to identify their personal needs for the coming unit of teaching. Where there are gaps in a pupil's understanding, adaptations are made to ensure pupils can access the learning and narrow their gaps.

For those pupils with gaps in transcriptional skills such as spelling, handwriting and basic sentence punctuation, as these skills are the basis for all writing, pupil learning is adapted to prioritise these needs.

We use the EEF guidance of the 'five-a-day' principle to support the adaptations made for our learners.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Spelling

At Trentside, we use the Active Spelling approach to teaching spelling produced by L.E.A.D Teaching School Hub, Lincolnshire. This approach enables spelling to be taught for 15/20 minutes each day with four distinctive phases. Sessions are fast-paced, visual and active for pupils. Each lesson follows the same structure: recall, learn, correct and apply, with pupils encouraged to use either orthography, phonology, morphology, etymology or graphology to support their learning of the spellings.

Spelling patterns are broken down into year groups and into terms, starting in year 2 as pupils conclude their phonics learning. Where pupils are learning in mixed age groups, pupils will access the resources on a rolling programme.

Handwriting

At Trentside, we actively teach handwriting from the earliest point to ensure pupils can begin their journey to become skilled and efficient writers. From the earliest stages, we teach pupils how to form letters correctly using the Read Write Inc rhymes. When pupils are ready, they begin producing their letters with exit strokes in anticipation of the joining they will undertake. Once pupils have mastered letter sizing and formation, we begin by teaching diagonal and horizontal strokes first, in bespoke handwriting sessions using the handwriting scheme LetterJoin, and then embedding the skills in all writing produced across the curriculum. This practice continues until pupils have developed their legibility and fluency as a writer, whereby they begin to choose their handwriting style to best suit the needs of the task and speed with which they have to write.

We teach handwriting through a range of techniques: lined paper, line guides, handwriting lined books, colour coded pages and bubble writing paper. All of these help to personalise the learning for each pupil to ensure that all leave us with the skills required to support them in the future learning.

Progression in Handwriting Skills

The Trentside sequence of learning for the teaching of handwriting follows initially the Read Write Inc scheme, alongside phonics. Across EYFS and KS1, pupils accessing daily sessions focussing initially building first their gross motor skills and then fine motor skills through a range of practical activities. Beyond this, pupils begin to experiment with pattern making to begin forming the shapes which will become letters. Pupils across KS1 access daily handwriting lessons at the start of English sessions to enable them to learn the skill and then apply it immediately.

Once pupils are ready for cursive writing, we progress to the LetterJoin program, where pupils work through the range of progression activities to enable them to become fluent writers. Sessions take place daily to enable skills to be embedded securely. Staff work alongside pupils in these sessions, correcting errors wherever they occur so they can be fixed in the moment rather than embedding inaccuracies.

Writing Expectations and Progression of Skills for Genre

These genres of writing (and the accompanying Grammar) are to be taught through exposure to the genre through quality text choices and a clear understanding of the intended audience and purpose of their own written work. Children should also have the opportunity to apply the skills from other genres they have developed to write cross-curricular topic pieces for a purpose.

	Genre: Instructions					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	List:					
	Items written one underneath the other	'How to' Title 'You Will Need' section - Numbers - Sentences which are 'bossy' Imperative Verbs	'How to' Title 'You Will Need' section - Numbered list - Sentences which are 'bossy' Imperative Verbs - Conjunctions (First, then, next, after, finally)	'How to' Title - List of equipment /ingredients + bullet points/quantities/measurements - Numbers to help you with the order - Conjunctions to sequence - Sentences which are 'bossy' - Imperative Verbs - Tips to the reader	'How to' Title - Introduction - List of equipment/ ingredients + bullet points with quantities/measurements stated clearly - Chronological order - Numbering - Present Tense - Sentences which are 'bossy' Imperative Verbs - Conjunctions to sequence - Adverbs - used for CLARITY, not effect - Top Tips added either within points or separately - Conclusion	'How to' Title - Introduction - Questions for reader - List of equipment/ ingredients + bullet points with quantities/measurements stated clearly - Chronological order - Sequences steps: Numbering - Present Tense - Imperative verbs - Conjunctions for sequencing - Subjunctive - Adverbs - used for CLARITY, not effect - Top Tips added either within points or separately - Conclusion
Skills and Expectations	A set of Instructions:					
	- Sentences which are 'bossy' Imperative Verbs - Numbers to show the order	Conjunctions (First, then, next, after, finally)				

	Genre: Recount - biography / autobiography / diary / review / newspaper article					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	- Use Conjunctions (First, then, next, after, finally) - Events in the correct order / sequence	- Set the scene (Use SOME of 5 Ws - who, where, what, why, when?) - Events in correct order / sequence - Use Conjunctions (First, then, next, after, finally)	- Introduction sets the scene (Use SOME of 5 Ws - who, where, what, why, when?) - Events in correct order / sequence - Conjunctions - for sequencing and structure (First, then, next, after, finally) - Conclusion	- Introduction sets the scene (Use SOME of 5 Ws - who, where, what, why, when?) - Events in chronological order - Paragraphs - Past Tense - Conjunctions - for sequencing and structure (First, then, next, after, finally) - Apply recount skills to write a drama recount based around 'a day in the life of'. - Conclusion	- Introductory Paragraph (who, where, what, why, when?) - Chronological Order - Paragraphs to show chronological order - Past Tense - First Person / Third Person - Conjunctions - for sequencing and structure chronological order - Apply recount skills to write a drama recount based around 'a day in the life of'. - Conclusion - Closing statement	- Introductory Paragraph (who, where, what, why, when?) - Chronological Order - Paragraphs to show chronological order - Past Tense - First Person / Third Person - Conjunctions - for sequencing and structure chronological order - Passive voice - Apply recount skills to write a drama recount based around 'a day in the life of'. - Conclusion - Closing statement

	Genre: Report - non-chronological / information text					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	Information about...	- Information about...TITLE - Subheadings - Topic sentences under subheadings - Conjunctions (and, so, but, because, then)	- Title - Introduction sentences - Subheadings - Paragraphs - Fact not opinion - Conjunctions (and, so, but, because, then)	- Title - Introduction - what is it about paragraph - Subheadings - Paragraphs - Give facts - Conjunctions - (mostly ADDING) - Conclusion	- Introduction - Subheadings - Paragraphs - Non-chronological order - Present Tense (not Historical Reports) - Technical Vocabulary - Facts, not opinion - Conjunctions to add information - Conclusion - summary of information	- Introduction - Subheadings - Paragraphs organised into clear structure - Non-chronological order - Present Tense (not Historical character / item) - Technical - Vocabulary - Facts, not opinion - FORMAL, not 'chatty' - Conjunctions to add information - Conclusion - summary of information

	Genre: Persuasion - adverts / speeches / letters / applications					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	• Give reasons • Use conjunctions (because, if, and)	• Sentences that give reasons • Describing words • Conjunctions (because, if, and) • A sentence to sum it up	• Introduction sentence - what are you persuading reader to do? • Each point made is backed up with evidence • Describing words + commas in list of adjectives • Questions to reader • Conjunctions (because, if, and, therefore) • Conclusion sentence	• Introduction sentence - what are you persuading reader to do? • Clear arguments made in paragraphs • Back up arguments with evidence • Conjunctions - CAUSAL and ADDING mainly • Adjectives to describe • Special phrases - 'surely...', 'Everybody knows that...' • Conclusion	• Introduction • Present Tense • ADDING and CAUSAL conjunctions • Paragraphs - arguments clearly stated in TOPIC SENTENCES • Persuasion backed up with evidence and facts • 'Stupid reader or clever reader' tricks / special phrases (surely, it is clear to see that, everybody knows that, an intelligent person like you..) • Powerful language (adjectives, adverbs, verbs) • Questions to the reader make a point) • Conclusion - summarises	• Introduction • Present Tense • ADDING and CAUSAL conjunctions • Paragraphs - arguments clearly stated in TOPIC SENTENCES • Persuasion backed up with evidence and facts • Use of RESEARCH for evidence - give facts and figures • CONSTRUCTIONS 'Stupid reader or clever reader' • Powerful language (adjectives, adverbs, verbs) • Questions to the reader make a point) • REPETITION for effect (especially advertisements) • Conclusion - ends with restatement of case argued

	Genre: Argument - debate / discussion					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	- Give reasons - Use conjunctions (because, if, and) * Orally - Two points of view (could be linked to a story character), two opinions.	- Introduction sentence - Give reasons - Use conjunctions (because, if, and) * Orally - Two sides / opinions	- Introduction sentences - Points FOR (+ reasons) - Points AGAINST(+ reasons) - Paragraphs separate For and Against - FACTS - not opinions - Conjunctions (but, HOWEVER, and, if) - Conclusion	- Introduction paragraph - Points FOR (+ reasons) - Points AGAINST (+ reasons) - Paragraphs separate for and against - FACTS - not opinions - OPPOSING conjunctions - THIRD person - (some might say...others would argue that...) - FORMAL writing - Conclusion	- Introduction - what are we discussing - For and against clearly separated - paragraphs - Each argument stated clearly and BACKED UP with EVIDENCE - Conjunctions - especially adding and opposing - Fact - no personal opinions - Present Tense - Third person (some would say...others would argue that...) - Formal vocabulary - not chatty - Conclusion	- Introduction - what are we discussing - For and against clearly separated - paragraphs - Each argument stated clearly and BACKED UP with EVIDENCE - Conjunctions - especially adding and opposing - Fact - no personal opinions - Present Tense - Third person (some would say...others would argue that...) - Subjunctive (If I were to pick a side...) - Formal Vocabulary - not chatty - Conclusion / Summary

	Genre: Letter - informative / persuasive / narrative					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	- Start formal letter with 'Dear' - End letter with 'from'	- Start formal letter with 'Dear' with comma after name - End letter with 'from' - Date letter	- Start formal letter with 'Dear' with comma after name - Use spaces between paragraphs to denote new points made - Formal, not chatty - Date letter - End letter (Yours sincerely)	- Write own address in top right corner - Write date below own address - Start formal letter with 'Dear' with comma after name - End letter with 'Yours sincerely' - Use spaces between paragraphs to denote new points made - Formal, not chatty	- Write own address in top right corner - Write date below own address - Start formal letter with 'Dear' with comma after name - End letter with 'Yours sincerely' - Use spaces between paragraphs to denote new points made - Formal, not chatty	- Write own address in top right corner - Write addressee's address in top left - Write date below own address - Start formal letter with 'Dear' or 'To whom it may concern' with comma after name - End letter with 'Yours sincerely' or 'Yours faithfully' - Use spaces between paragraphs to denote new points made - Formal not chatty

	Genre: Interview					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	NB: Delivered orally • Open question • Answer developed linked to question	• Open questions • Answers developed linked to questions	• Introductory statement • Open questions • Answers developed linked to questions	• Introduction to interviewee • Open questions • Answers developed linked to questions • Concluding statement	• Introduction to interviewee • Open questions • Answers developed linked to questions • Evidence of change in register form formal to informal between interviewer and interviewee • Conclusion	• Introduction to interviewee • Open questions • Answers developed linked to questions • Evidence of change in register form formal to informal between interviewer and interviewee • Passive sentence • Subjunctive form • Conclusion

	Genre: Narrative - complete/ partial / description					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	- Beginning - Middle - End - Some well-chosen adjectives ** plus ongoing success criteria, depending on time of year:	- Openings for effect (a question, or a noise for example). - Beginning - Middle - End - Adjectives for detail - Some speech	- Openings for effect (a question, or a noise for example). - Build Up - Climax / Problem - Resolution - Ending - Conjunctions - Adjectives - Phrases to add depth to sentences - Speech (3 max.) - Speech marks and conventions of speech layout beginning to be evidenced	- Openings for effect (a question, a noise or speech for example). - Build Up - Climax / Problem - Resolution - Ending - Conjunctions - all types - Adjectives - Phrases to add depth to sentences - Simile - Consistent tense - Speech (5 max.) - Speech marks and conventions of speech layout - Show not tell (sentences)	- Openings for effect (a question, a noise or speech for example). - Build Up - Climax / Problem - Resolution - Ending - Conjunctions - all types - Adjectives - Powerful verbs - Adverbs (how someone is doing something) - Range of phrases to add depth to sentences - Speech - 5 max. - Consistent tense - Similes and metaphors - Range of sentence types - Show not tell sentences and paragraphs	- Opening to grab attention (question to reader or a noise or SPEECH) - Build Up - Climax / Problem - Resolution - Ending - Conjunctions - Adjectives - Powerful verbs - Adverbs (how is someone doing something) - Range of phrases to add depth to sentences - Speech - 5 max. - Similes, metaphors and other figurative language - Verb forms are consistent - Show not tell sentences and paragraphs

NB: Telling Sentence: *It was an unusual cat.*

Showing Sentence: *With yellow eyes glowing red, long, black fur that stood on end, a mouth full of sharp pointed teeth that emitted a yowl like a tiger. I knew that the small animal before me was no ordinary cat.*

	Genre: Poetry					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	• Use of patterns, rhyme and repetition • Select words linked to senses	• Internal rhythm • Use of patterns, rhyme and repetition • Select words linked to senses	• Half or near rhyme • Internal rhythm • Use of patterns, rhyme and repetition • Select words linked to senses • Explore poetry in reading sessions	• Half or near rhyme • Internal rhythm • Alliteration and onomatopoeia • Use of patterns and repetition • Select words linked to senses	• Half or near rhyme • Internal rhythm • Alliteration and onomatopoeia • Use of structure, patterns and repetition • Select words linked to senses • Make each word count • Opening and Closure	• Half or near rhyme • Internal rhythm • Alliteration and onomatopoeia • Metaphors & similes for personification • Use of structure, patterns and repetition • Unusual word combination • Select words linked to senses • Make each word count • Opening and closure