



Gosberton Academy
Writing Portfolio



Writing at Gosberton Academy

At Gosberton Academy, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately, coherently, and creatively, adapting their language and style for a range of meaningful contexts, purposes and audiences.

Handwriting, spelling and grammar will be explicitly taught to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader.

We believe that all pupils should be encouraged to take pride in the presentation of their writing. From Y1, children will learn the cursive script using the Nelson Handwriting scheme and will present their writing in variety of ways and write for a variety of genres for both English lessons and the wider curriculum.

Our Writing Curriculum develops pupils' ability to listen, speak, read and write for a wide range of purposes and across a wide range of experiences and text types. Pupils are encouraged to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Through the writing process, children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing. Our aim is to provide children with key transferrable writing skills to build on year on year, that can be used throughout each phase of their education and prepare them for secondary school and beyond.



Early Writing

Early writing is taught through early mark making, then when the children begin Little Wandle: Letters and Sounds phonics they are taught the letter formations. This begins with writing (whether with a writing tool or in the air)

CVC words, moving onto short sentences using the phonemes they have been taught: this process continues into Year 1. Little Wandle: Letters and Sounds also includes elements of spelling and has a specific writing focus linked to taught phonemes. As children move through the Phonics Scheme, they are taught the spelling of HFW and 'Tricky Words.' Children are then able to apply these to their writing

Children are introduced to 'Grow the Code' in EYFS, this then continues into KS1 and KS2. Grow the Code allows children to understand alternative graphemes when spelling words phonetically.

Grow the code grapheme mat Phase 2, 3 and 5

S	s	t	p	n	m	d	g	c	r	h
s	ss	tt	pp	nn	mm	dd	gg	k	rr	
c				kn	mb			ck	wr	
se				gn				cc		
ce								ch		
st										
sc										
b	f	l	j	v	w	x	y	z	qu	
bb	ff	ll	jj	vv	wh			zz		
	ph	le	dge	ve				s		
		al	ge					se		
								ze		
ch	sh	th	ng	nk	a	e	i	o	u	
tch	ch				ea		y	a	o-e	
ture	ti								ou	
	ssi									
	si									
	ci									

Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	y	y	oe	ou	ew		
aigh	ey		ow	ui			
ey							
ea							
or	ur	ow	oi	ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

*depending on regional accent



Teaching Mixed-Age Classes

Our teachers recognise that mixed aged teaching can be a challenge and they constantly adapt their approach to teaching and learning. They demonstrate a high level of flexibility and organisation to ensure that their provision caters for both age groups and includes all learners.

Mixed Aged classes generate a family of learners who support and care for each other. Older children have the opportunity to help others and be a leader, supporting younger learners to play and learn. At the same time, the older child is increasing an independence and competence.

At Gosberton Academy, we recognise learning happens individually, in small groups and as a whole class. Keeping children engaged, motivated and focused ensures they will learn regardless of the class they are in.

We have in place robust transition procedures which starts at the planning process, where teachers work collaboratively when planning writing. Good communication across classes fosters curriculum continuity. Teachers share information to ensure learners start confidently in their new class.



Our Vision, Values and Aims

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All pupils and families will feel supported and integrated into the school life.
- Every pupil, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.



H

Honesty – Honest to each other but also, honest to themselves.



A

Aspirational- Aspirational staff, children, parents and families



T

Togetherness- Friendships, support, stakeholders, community, parents and staff



E

Exceptional- Exceptional behaviour, effort, attitude, progress and opportunities



R

Resilient- Never giving up, always wanting to succeed.



Gosberton Goals



Cross Curricular Texts

2023 – 2024 CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS + Y1	Into the Woods		Fire, Fire!		The World Around Us	
Y1 + Y2	Forest Rangers		London's Burning		They Changed the World.	
Y3 + Y4	Stone Age to Iron Age		Our Active Planet		Ancient Civilisations (Egypt)	
Y4 + Y5	Ancient Greek Legacy		Anglo-Saxon Invasion	Viking Conflicts	Rivers and Mountains	
Y6	The Industrious Victorians		WW2: A Battle for Britain		Pushing Boundaries 'Earth Heroes'	

2022 – 2023 CYCLE B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS + Y1	Memory Box Foci: PSED/CLL	Home Sweet Home Foci: CLL/ PSED/ UW	Crowns and Castles CLL/ EAD/ UW		The Great Outdoors PD/UW	Roar! UW/ EAD
Y1 + Y2	Time Tardis	Where do we live?	Beyond 1066: The Norman Invasion		Be Wild	Jurassic World: Mary Anning
Y3 + Y4	The legacy of the Ancient Romans		Frozen Planet		The Mayan Civilisation	
Y4 + Y5	Tudor Discovery		Farming in Lincolnshire	Nature's Energy	The Benin Civilisation	
Y6	The Industrious Victorians		WW2: A Battle for Britain		Pushing Boundaries 'Earth Heroes'	

EYFS and Y1 Genre Coverage

2023 – 2024 CYCLE A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Into the Woods		Fire, Fire!		The World Around Us	
Narrative, Letter, Recount, Character and Setting Description, Diary Entry and Non- Chronological Report		Narrative, Persuasive Letter, Instructions, Newspaper Report, Fact File, Poetry		Narrative, Instructions, Letter, Non- Chronological Report and Poetry	

2022 – 2023 CYCLE B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Memory Box	Home Sweet Home	Crowns and Castles		Roar!	
Narrative, Invitations, Recount, Poetry	Letter, Narrative, Instructions and Letter	Character and Setting Descriptions, Narrative, Recount, Non-Chronological Report		Non-Chronological Report, Poetry and Narrative, Instructions	

Y1 and Y2 Genre Coverage

2023– 2024 CYCLE A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Forest Rangers		London's Burning		They Changed the World.	
Narrative, Persuasive Letter, Recount, Diary, Non-Chronological Report		Narrative, Instructions, Newspaper Report, Diary, Non-Chronological Report, Poetry		Narrative, Instructions, Letter, Non- Chronological Report and Poetry	

2022 – 2023 CYCLE B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Time Tardis	Where do we live?	Beyond 1066: The Norman Invasion		Jurassic World	
Alternative Versions, Narrative and Instructions	Newspaper Report, Poetry Diary Entry and Letter	Recount, Narrative and Non- Chronological Report		Non- Chronological Report, Instructions, Newspaper Report and Poetry	

Y3 and Y4 Genre Coverage

2023 – 2024 CYCLE A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stone Age to Iron Age		Active Planet		Ancient Egypt	
Instructions, Narrative, Diary Entry, Non-Chronological Report and Newspaper Report		Poetry, Narrative, Informal Letter, Persuasive Advert, Explanation Text		Biography, Narrative, Non- Chronological Report, Explanation Text	
2022– 2023 CYCLE B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Romans		Frozen Planet		Ancient Maya	
Instructions, Myths and Legends, Diary Writing and Poetry		Persuasive Letter, Narrative, Biography and Explanation Text		Instructions, Newspaper Report, Narrative and Non-Chronological Report	

Y4 and Y5 Genre Coverage

2023 – 2024 CYCLE A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ancient Greek Legacy		Anglo-Saxon Invasion		Rivers and Mountains	
Non-Chronological Report , Descriptive Writing, Diary Entry and Newspaper Report		Narrative writing , Explanation Text , Newspaper, Instructions and Performance Poetry.		Persuasive Letter, Recount, Discussion Text and Biography	
2022– 2023 CYCLE B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tudor Discovery		Farming in Lincolnshire	Nature's Energy	The Benin Civilisation	
Non- Chronological Recount, Narrative, Poetry and Biography		Explanation Text and Narrative	Persuasive Letter, Balanced Argument	Narrative, Newspaper Report and Poetry	

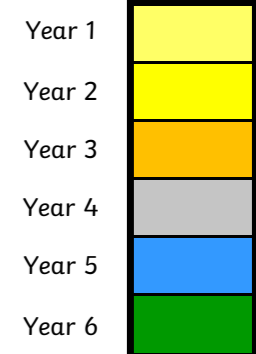
Y6 Genre Coverage

CYCLE A and B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Industrious Victorians		WW2: A Battle for Britain		Pushing Boundaries 'Earth Heroes'	
Free verse poetry, Narrative, Biography, Persuasive Speech, Diary and Setting Description		News report, Narrative, Poetry, Balanced Argument, Formal Letter, Non-Chronological		Persuasive Speech, Narrative, Newspaper Report, Explanation Text, Non-Chronological Report and Poetry	

Spelling, Punctuation and Grammar Progression

Spelling	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes <i>-s</i> or <i>-es</i> (e.g. <i>dog, dogs, wish, wishes</i>)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs where no change to the root is needed (e.g. <i>helping, helped, helper</i>)	How <i>and</i> can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters full stops, question marks and exclamation marks to demarcate sentences	Verb, tense, (simple past, simple present), adjective, noun, suffix, exclamation, apostrophe, comma, adverb, noun phrase, statement, question, command, compound
How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)	Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)	Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)	Capital letters for names and for the personal pronoun <i>I</i>	Word family, present perfect, conjunction, preposition, direct speech, inverted commas, (or 'speech marks'), prefix, consonant, vowel, clause, subordinate, determiner, clause, letter
Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding, e.g., <i>whiteboard</i>	Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	past and present perfect, Pronoun, possessive pronoun, adverbial, determiner
Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling annex)	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	Progressive tenses, Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity
Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g., <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>) or prepositions (e.g. <i>before, after, during, in, because of</i>)	Use of the present perfect form of verbs <u>instead of the simple past</u> (e.g. <i>I have written it down instead of I wrote</i>)	Introduction to over inverted commas to punctuate direct speech	Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points, ellipsis, subjunctive, antonym
Formation of nouns using a range of prefixes , such as <i>super-, anti-, auto-</i>	Noun phrases expanded by the addition of modifying adjectives, nouns, or preposition phrases	Use of paragraphs to organise ideas around a theme	Use of inverted commas and other punctuation to indicate direct speech. for example: a comma after the reporting clause/end punctuation with inverted commas.	
Use of the determiners/forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel (e.g. <i>a rock, or an open box</i>)	Fronted adverbials (e.g. <i>later that day</i>)	Appropriate choice of pronoun or noun within and across sentences to aid cohesion	Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boy's boots</i>)	
Word families based on common words	Relative clauses beginning with <i>who, which, where, why</i> or <i>whose</i>	Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)	Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)	
The grammatical difference between plural and possessive <i>-s</i>	Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g., <i>perhaps, surely</i>)	Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	Brackets, dashes or commas to indicate parenthesis	
Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)	Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken</i>)	Linking ideas across paragraphs using a wider range of cohesive devices ; semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in the contrast, or as a consequence</i>) and ellipsis	Use of commas to clarify meaning or avoid ambiguity	
Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, -ify</i>)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the subjunctive in some very formal writing and speech)	Layout devices, such as headings, sub-headings, columns, bullets, or tables to structure text	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma and <u>to mark the boundary between independent clauses</u>	
Verb prefixes (e.g. <i>dis-, do-, mis-, over-</i> and <i>re-</i>)			Punctuation of bullet points to list information	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing			Use of a colon to introduce lists and use of semi-colons in lists	
How words are related by meaning as synonyms and antonyms			How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)	



Writing Progression- Composition

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Syntax	Memorise a sentence before writing by saying it aloud. Compose and orally rehearse then write simple phrases and sentences that can be read by others.	Compose a sentence orally then independently write simple phrases and clauses in series.	Compose sentences and ideas orally then independently write main and subordinate clauses.	Compose and rehearse sentences orally before writing to include conjunctions, subordination, adverbs and prepositions.	Compose and rehearse sentences orally before writing, developing an increasing range of sentence structures.		
Sentence structures	Verbally connect one idea or action to another using a range of conjunctions.	Join words and clauses using 'and' appropriately.	Can form compound sentences that use co-ordination to join clauses e.g. or / and / but. Can create sentences that use some subordination to join clauses e.g. when/ if/ that/ because.	Use a variety of simple structured and complex sentences for clarity and effect using a wider range of conjunctions Consider the organisation of sentences with conjunctions; demarcate with openings and endings and attempt subordination; organise ideas related points next to each using adverbs and include prepositions	Use a variety of simple, compound and complex sentences for clarity and effect by using a wider range of conjunctions and the correct form of punctuation.	Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis. Use some features of sentence structure to build up detail or convey shades of meaning i.e including short phrases for suspense and impact	Confidently construct sentences in a variety of ways to clarify purpose; shape and organise text coherently, and contribute to the overall effect on the reader. Use more features of sentence structure to build up detail or express shades of meaning e.g. relative clauses, expanded noun phrases, repetition of short sentences for suspense.
Paragraphs		Make simple connections between ideas and events using phrases e.g. 'last week', 'first', 'next', 'then', 'after that' and 'finally', including those to indicate the start or end of a text e.g. 'Once upon a time', 'A long time ago', 'One day', 'The end' or 'They lived happily ever after'.	Group ideas into sections and sequence writing through the use of time conjunctions, headings and numbers.	Begin to use paragraphs independently to group related material.	Use paragraphs to organise ideas around a theme and whole texts with clear openings and closings for ideas. Organise ideas or material in a logical sequence and create links between paragraphs. Paragraph shifts indicate a change in setting, character, time rather than simply reflecting stages in planning.	Use devices to build cohesion between written paragraphs or verses e.g. secure use of pronouns, conjunctions. Link ideas across paragraphs or verses using adverbials of time, place and number, prepositional phrases etc.	Use a wider range of cohesive devices between and within paragraphs e.g. repetition of a word or phrase, ellipsis (change of time and missing information), conjunctions, adverbials of time and place, pronouns, synonyms. Construction of paragraphs support meaning and purpose of task.

Writing Progression- Composition

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisational and features of texts	Use some print and letter knowledge in early writing: writing a pretend shopping list that starts at the top of the page.	Record sentences in order to form a range of text genres linking ideas to a topic/interest/ personal experience.	Show an awareness of how to write for different purposes. Write about real events, recording these simply and clearly. Write simple, coherent narratives about personal experiences and those of others (real or fictional) including some variation in sentence openings.	Choose appropriate logical links for ideas when writing e.g to persuade Use headings, sub-headings and labelled diagrams to structure texts and aid presentation. Write about real events. In non-narrative texts, use simple organisational devices e.g. chronological order with some expanded detail. Draw on their experience of non-fiction texts to produce their own informative writing, using models to support. Write narrative structures to include a simple beginning, middle and end, and some development of setting and characters in one or more of the sections.	Choose appropriate layout devices when writing a range of writing and their features. Draw on their experience of non-fiction texts to produce their own informative writing incorporating the main features of the genre e.g. explanations and non-chronological reports. Use appropriate headings and sub-headings to structure texts and make information clear and cohesive. Write narrative structures using the main features, including an opening to establish settings and characters, a complication and resulting events, a resolution and/or endings	Use layout devices to structure non-fiction texts e.g. headings, subheadings, columns, bullets, tables and labelled diagrams. Independently select the appropriate features to include in their non-fiction writing. Write narrative structures to include most elements e.g. introduction, build-up, main event, resolution, ending developing character and settings, including direct/reported speech, using similar writing models to adapt their own ideas.	Independently select and use the most appropriate layout devices to structure a text effectively and guide the reader. Identify the audience for/purpose of a range of text types, making features clear and establishing an appropriate style. In narratives, describe settings, characters and atmosphere using dialogue effectively to create characters and move action forward.
Purpose and viewpoint			Give a simple viewpoint in their writing, when writing to persuade, using some words chosen for effect to promote this viewpoint e.g. it is/was great/fun/healthy/unhealthy.	Understand the purpose of writing, giving a viewpoint using chosen words for effect to entertain and engage the reader. Imitates authorial techniques gathered from reading narrative.	Establish a clear purpose throughout a piece of writing, using the main features of a range of genres appropriately, to interest, inform, entertain or engage the reader. Imitates authorial techniques gathered from the reading of age appropriate narrative texts.	Maintain a clear viewpoint and make clear choices about how to present writing. Maintain a clear purpose across a range of writing with all features of chosen form used appropriately to maintain readers' interest. Write effectively, drawing independently from what they have read	Maintain a clear viewpoint when writing to persuade and, in discussion texts, know how to present a balanced viewpoint or indicate author preference via tone or structure. Write effectively, drawing independently from what they have read use extracts from texts and models for their own writing
Poetry		Have an awareness of poetic features and performance poetry. Continues and uses an repeating pattern in poetry writing	Write, recite and perform poetry. Chooses words carefully for effect in poetry, e.g. uses alliteration. Writes poems following a modelled style	Write, recite and perform poetry. Writes poems using the features of poetic forms studied taking account of different audiences and purposes	Use an increasing range of poetic techniques e.g. rhyming couplets, onomatopoeia, similes, powerful words and phrases and poetic structures e.g. free verse, acrostic, calligrams, kennings, soliloquies, song lyrics.	Use poetic structures in a range of forms, including narrative and performance poetry.	Use poetic techniques in a range of forms taking account of different audiences and purposes

Writing Progression- Composition

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Draft and plan writing			Plan by writing down their ideas, what they are going to write about, key words and any new vocabulary.	Discuss, record and plan own writing.	Discuss, record, plan and draft own writing.	Discuss, record, plan and draft own writing.	Discuss, record, plan and draft own writing. Competently create précis longer passages.
Proof reading of own writing	Add marks to their drawings, which they give meaning to. Re-read what they have written to check that it makes sense.	Read aloud and re-read what they have written to check that it makes sense.	Check their writing with the teacher and other pupils. Begin to edit work for improvement.	Proof read own work and begin making independent edits for improvement	Proof read own work and make independent edits for improvement.	Proof read own work and make independent edits for improvement.	Proof read own work and make independent edits for improvement.

Writing Progression- Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word choice	Demonstrate an understanding of words and their meaning using their own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems	Use simple vocabulary appropriate to the purpose of writing e.g. simple scientific words and show evidence of this in context of writing.	Make some apt word choices including subject-specific vocabulary	Use generally appropriate vocabulary with words chosen for effect.	Use deliberate language choices with some expansion of general vocabulary to match the topic. Progressively use a more varied and rich vocabulary.	Use vocabulary for effect, with a reasonably wide range. Start to make vocabulary choices to reflect shades of meaning e.g. 'cutting edge', 'latest'.	Expand vocabulary and use subject-related words appropriately.
Descriptive language	Verbalise some simple description e.g. how something may feel (using touch) or look	Use some simple descriptive language e.g. colour, size, simple emotion	Add detail to interest the reader: adjectives, noun phrases, adverbs/ adverbial phrases	Use adjectives and noun phrases for effect. Choose suitable adverbs to enhance their writing.	Competently expand noun phrases by adding modifying adjectives, nouns and prepositional phrases e.g. 'the doctor is sat at his desk', is expanded to, 'the friendly, attentive doctor with copper-coloured hair sat behind his desk'.	Use a range of figurative language techniques e.g. similes, metaphors, expanded noun phrases, adjectives, adverbs Indicate degrees of possibility using : adverbs e.g. perhaps and surely; modal verbs e.g. might, could, should, would, will and must. Use modifiers to provide emphasis e.g. astonishing news becomes truly amazing news.	Use a range of figurative language across various text types. Explain how and use words that are related by meaning as synonyms and antonyms.
Genre specific vocabulary choices				Independently choose nouns or simple pronouns to avoid repetition and begin to make use of pronouns or nouns within and across sentences to avoid repetition. Use conjunctions, adverbs and prepositions to express time, place and cause e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because, of.	Increasingly accurate use of a range of language that suit the chosen genre e.g. persuasive writing-use flattery, text in capitals, powerful verbs/adjectives, appeal, exaggeration and statistics. Descriptions are elaborated using expanded noun phrases and adverbials.	Accurate use of a range of language that suit the chosen genre e.g. persuasive writing-use flattery, text in capitals, powerful verbs/adjectives, appeal, exaggeration. Aware of how to use vocabulary typical of informal and formal, choosing appropriate vocabulary for purpose and audience.	Use vocabulary typical of informal and formal, choosing appropriate vocabulary for purpose and audience which is generally varied and often ambitious e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility.

Writing Progression- Terminology

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use the terms: letter, capital letter, word, sentence, full stop.	Use the terms: letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, singular and plural. Continues to use terminology from previous year groups.	Use the terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe and comma Continues to use terminology from previous year groups.	Use the terms: adverb, preposition, conjunction, word family, prefix, suffix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). Continues to use terminology from previous year groups.	Use the terms: determiner, pronoun, possessive pronoun, fronted adverbial and adverbial, reported clause, expanded noun phrase, past perfect, present perfect. Continues to use terminology from previous year groups.	Use the terms: modal verb, modifier, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, hyphen, ambiguity, simple/perfect/progressive tense. Continues to use terminology from previous year groups.	Use the terms: subject, object, active, passive, subjunctive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet point. Continues to use terminology from previous year groups.

Sequence of Writing

At Gosberton Academy, we aim to provide opportunities for our learners to write for a variety of purposes and audiences. Our aim is for our learners to see a worthwhile purpose for writing, using written texts and high-quality literature as models for their own writing.

1. Explore as a reader (familiarisation with the text type)

- This stage uses high quality literary texts as models to stimulate quality writing, support the need for greater knowledge of literature and provide the scope for deeper learning.
- The genre of writing for the unit is established by immersing the learners into a text or introducing a 'hook'.
- The learners have opportunities to analyse the models in order to identify new vocabulary, genre-specific features, style choices and how the author's choices relate to the purpose and audience. We aim for our learners to have an understanding of what writing is about (that it conveys messages and that it serves a purpose).
- Collaboratively, the class create a child-friendly 'toolkit' which will act as a success criteria for their final piece of writing
- The exploration of texts will provide opportunities for learners to read aloud with prosody (which will be modelled by the teacher).
- Learners will develop a sense of how a grammar choice enhances a sentence through reading.
- Learners have opportunities to make interpretations about the text and authorial intent (which link with our focus on VIPERS *(E.g. What effect has been created and how did the writer do that? What words and phrases has the writer chosen to create the effects? How has the writer used different sentence structures?*)

Real audiences are encouraged (e.g. sharing work with poets/authors and audiences within the local community).

Sequence of Writing

2. Explore as a writer (developing and applying SPaG skills)

- Once the class have explored the texts (as readers), the next stage is to practise applying the genre-specific features into their own writing.
- With the involvement of daily 'SPaG' starters, teachers explicitly teach grammar and punctuation (in line with the National Curriculum).
- Children will have opportunities to apply the grammar being taught, orally rehearsing them before applying into their writing (e.g. through paired work, story-maps, acting, hot-seating and interviewing).
- The application of grammar and punctuation is incorporated within the context of the current text type being taught so learners can clearly see the links.
- Correct terminology must be used from EYFS- Year 6. A progression of the grammatical terms has been created for each class to support planning, teaching and assessment.
- A range of methods are used to teach explicit grammar features, including the use of WAGOLLS/WABOLLS for learners to see SPaG features used in context.

Both authorial and secretarial features are explored:

Authorial- *text structure, sentence and grammatical structures, vocabulary and word choice*

Secretarial- *spelling (including statutory spellings), punctuation, handwriting/legibility.*

Teachers use modelling to support the learners' understanding of the text type:

Modelled writing- The teacher 'thinks aloud' to show directly how to use a text, punctuation, spelling or grammar feature correctly. Modelled writing is a technique used by teachers to show children how they can carry out the thinking process as they write a text.

Shared Writing- Allows the children to be active participants in the writing process. Provides the class to refine ideas and focus on composition

Sequence of Writing

3. Planning

- This is the phase of the writing process when students brainstorm, research, gather and outline ideas, often using diagrams or skeletons for mapping out their thoughts.
- The audience and purpose is re-emphasised at this point.
- Learners have opportunities to develop ideas collaboratively, as well as independently.

4. Drafting

- They will now have the opportunity to write an extended piece using the features (including vocabulary, grammatical features and punctuation) that they have been focusing on. The learners will be encouraged to carefully consider the purpose and audience.
- A cyclical approach is encouraged rather than linear. Children are encouraged to improve and reflect at regular stages.
- Children have access to the toolkit, word mats and their plan to support their process.
- Learners will have opportunities to orally rehearse their sentences before writing.

5. Reviewing/Editing

- Editing stations are used to support this phase, which is a consistent whole-school approach. These have been implemented with the intention of reducing cognitive overload.
- At this point in the writing process, writers proofread, correct errors in grammar and edit to improve style and clarity.
- Children will experience praise and constructive criticism so that they gain confidence in themselves as writers.
- Learners are encouraged to read back their writing to themselves, to a partner or to adults.
- Peer-to-peer feedback is encouraged and high quality feedback from adults to support editing

Sequence of Writing

6. Publishing:

- In this last step of the writing process, the final writing is shared and celebrated.
- Sharing can be accomplished in a variety of ways. Throughout the year, there will be cross-curricular opportunities with the use of IT (e.g. Book Creator, Word, iMovie).

Real audiences are encouraged (e.g. sharing work with poets/authors and audiences within the local community).

To be effective writers, children need to-

- Possess a wider ranging and rich vocabulary, that enables them to articulate, recount and represent all facets of their experience; to construct narrative; to formulate sensible and coherent argument, to elaborate, be imaginative, to ask for answers, to speculate and hypothesise;
- Possess phonological awareness, including the ability to identify and reproduce rhyme and rhythm
- Have confidence in themselves as writers
- Gain mastery of reading, as this is an essential element when developing writing skills
- Develop skills that make for consistent spelling
- To have an understanding of what writing is about; that it conveys messages, that it serves a purpose
- Possess the capacity to form comfortable and confidently the letters of the alphabet
- To have a rich literacy experience of listening to stories, poems and non-fiction texts
- Acquire the secretarial skills to support writing- punctuation and grammar, and to know that spoken language is different from written language.

Handwriting

At Gosberton Academy, we follow the Nelson handwriting scheme. The programme begins as children start to form letter in Early Years and continues to develop throughout each key stage. Once children are forming letters clearly and accurately, we begin to focus on making accurate joins, ensuring that writing is legible and all lettering is formed at the correct size.

Handwriting is a discrete lesson, taught at least three times a week for sessions of 15 minutes. It is vital that teachers model Nelson font to the children, and explicitly teach letter formation and joins in each of these sessions.



**Nelson
Handwriting**

Spelling Shed Medium Term Plan– Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'dge' make a /j/ sound	Words where 'wr' makes a /r/ sound at the beginning of words	Words where 'y' makes an /igh/ sound	Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Words where 'ey' makes an /ee/ sound	Words that are homophones or near homophones
Week 2	Words where 'ge' make a /j/ sound	Words ending in 'le'	Words where '-es' is added to words ending in y	Words where '-ing' is added to single syllable words	Words where 'a' makes an /o/ sound	Words that are homophones or near homophones
Week 3	Words where g makes a /j/ sound	Words ending in 'el'	Words where '-ed' is added to words ending in 'y'	Words where '-ed' is added to single syllable words	Words where 'or' and 'ar' make an /er/ or/ or sound	Words ending '-tion'
Week 4	Words where 'c' makes a /s/ sound before 'e, i and y'	Words ending in 'al'	Words where '-er' and '-est' are added to words ending in 'y'	Words where 'a' makes an /or/ sound	Words where 's' makes an /z/ sound	Words containing an apostrophe for contraction
Week 5	Words where 'kn' and 'gn' makes a /n/ sounds at the beginning of words	Words ending in 'il'	Words where '-ing' is added to words ending in 'e'	Words where 'o' makes an /u/ sound	Words ending in '-ment' and '-ness'	Words containing an apostrophe for possession
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words ending in '-ful' and '-less'	Challenge

Spelling Shed Medium Term Plan– Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'ou' makes an /ow/ sound	Words with the prefix 're-'	Words with the 'ai' digraph	Words ending in 'al'	Words ending in '-er' when the root word ending in 'ch'	Words that end in 'sion'
Week 2	Words where 'ou' makes a /u/ sound	Words with the prefix 'dis-'	Words with the 'ei' digraph	Words ending in 'le'	Words where 'ch' makes a /k/ sound	Revision of spelling patterns
Week 3	Words where 'y' makes an /i/ sound	Words with the prefix '-dis'	Words where 'ey' makes an /ai/ sound	Adding '-ly' when the root word ends in 'le'	Words where 'que' makes a /k/ sound	Revision of spelling patterns
Week 4	Words ending in '-sure'	Words where '-ing' and '-ed' are added to multisyllabic words	Adding the suffix '-ly'	Adding '-ally' when the root word ends in '-ic'	Words where 'sc' makes a /s/ sound	Revision of spelling patterns
Week 5	Words ending in '-ture'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words that are homophones	Adding '-ly' when the words do not follow the spelling patterns	Words that are homophones	Revision of spelling patterns
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns

Spelling Shed Medium Term Plan– Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words than are homophones	Words ending in '-ation'	Words ending in '-sion'	Words where 'au' makes an /or/ sound	Words that are homophones	Challenge Words
Week 2	Words with the prefix 'in-'	Words ending in '-ation'	Words ending in '-ous'	Words ending in '-tion'	Words spelled with 'c' before 'i' and 'e'	Words containing an apostrophe for possession
Week 3	Words with the prefixes 'il-, im-' and 'ir-'	Words ending in '-ly'	Words ending in '-ous' where the ge from the root word remains	Words ending in '-sion'	Words containing 'sol' and 'real'	Revision of spelling patterns learned
Week 4	Words with the prefix 'sub-'	Words ending in '-lly'	Words where 'i' makes an /ee/ sound	Words ending in '-cian'	Words containing 'phon' and 'sign'	Revision of spelling patterns learned
Week 5	Words with the prefix 'inter-'	Words where 'ch' makes a /sh/ sound	Words ending in 'ious' and 'eous'	Words that are adverbs of manner	Words with the prefixes 'super-' 'anti-' and 'auto'	Revision of spelling patterns learned
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the prefix 'bi-'	Revision of spelling patterns learned

Spelling Shed Medium Term Plan– Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words ending in '-tious' and '-ious'	Words ending in '-ant'	Words ending in '-able' where the 'e' from the root word remains	Words spelled with 'ie' after c	Words that are homophones or near homophones	Words with hyphens
Week 2	Words ending in '-cious'	Words ending in '-ance' and '-ancy'	Words that are adverbs if time	Words where 'ei' makes an /ee/ sound	Words that are homophones	Challenge Words
Week 3	Words ending in /shul/ spelled '-cial'	Words ending in '-ent' and '-ence'	Words ending in '-fer'	Words where 'ough' makes an /or/ sound	Words that are homophones	Revision of spelling patterns
Week 4	Words ending in /shul/ spelled '-tial'	Words ending in '-able' and '-ible'	Words with 'silent' first letters	Words containing 'ough'	Words that are homophones or near homophones	Revision of spelling patterns
Week 5	Words ending in /shul/ spelled '-cial' and '-tial'	Words ending in '-ably' and '-ibly'	Words with 'silent' letters	Adverbs of possibility and frequency	Words that are homophones or near homophones	Revision of spelling patterns
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling

Spelling Shed Medium Term Plan– Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Challenge Words	Challenge Words	Adding the prefix '-over'	Words with a /f/ sound spelled 'ph'	Words with the suffix '-ably'	Adjectives to describe settings
Week 2	Challenge Words	Challenge Words	Words with the suffix '-ful'	Words with origins in other countries and languages	Words with the suffix '-ible'	Adjectives to describe feelings
Week 3	Challenge Words	Challenge Words	Words that can be nouns and verbs	Words with unstressed vowel sounds	Adding the suffix '-ibly' to create an adverb	Adjectives to describe characters
Week 4	Challenge Words	Challenge Words	Words with an /oa/ sound spelled 'ou' or 'ow'	Words ending with /shuhl/ spelled '-cial'	Words ending in '-ent' and '-ence'	Grammar Vocabulary 1
Week 5	Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with a 'soft c' spelled 'ce'	Words ending with /shuhl/ spelled '-tial'	Words ending in '-er', '-or' and '-ar'	Grammar Vocabulary 2
Week 6	Challenge Words	Words with the long vowel sound /igh/ 'y'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words beginning with 'acc'	Adverbs synonymous with determinations	Mathematical Vocabulary

Editing Stations

Editing station lessons allow the children with the opportunity to apply the skills gained in the editing lessons to improving their writing. This type of editing takes up the time of a complete lesson and takes place twice a half term. It is planned for in detail using the editing lesson planning format and resourced well to give the children support when improving their work. Within an editing stations lesson, the children rotate around 5 stations with a different focus on each. All children edit the same piece of writing during this time with areas of it chosen by the teacher for improvement.



GRAMMAR



PUNCTUATION



SPELLING



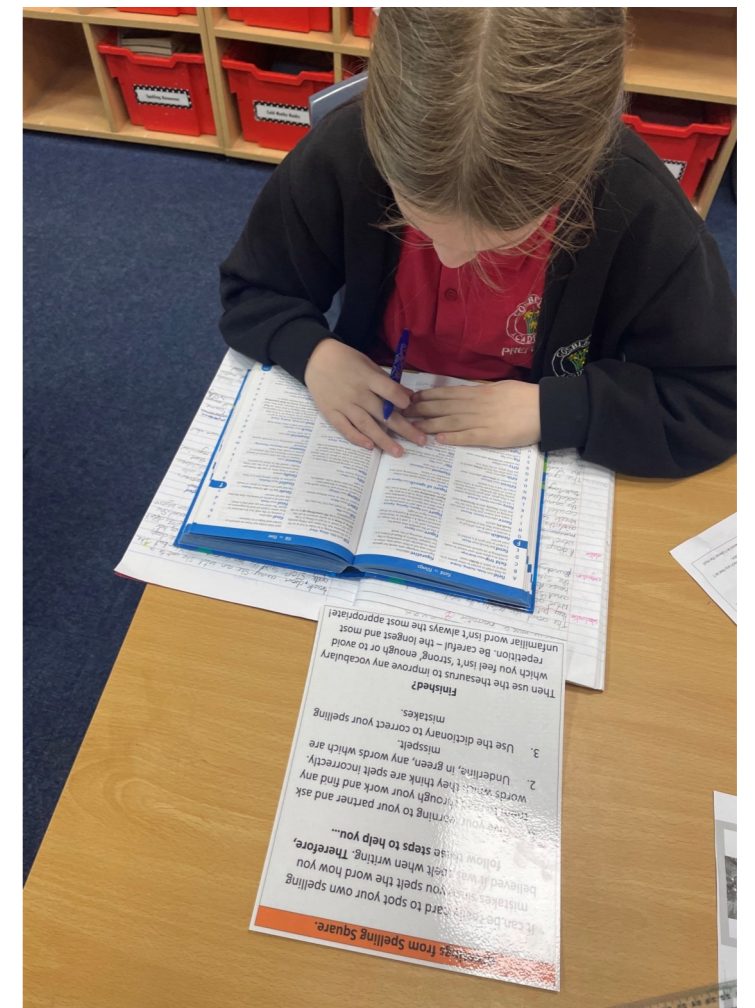
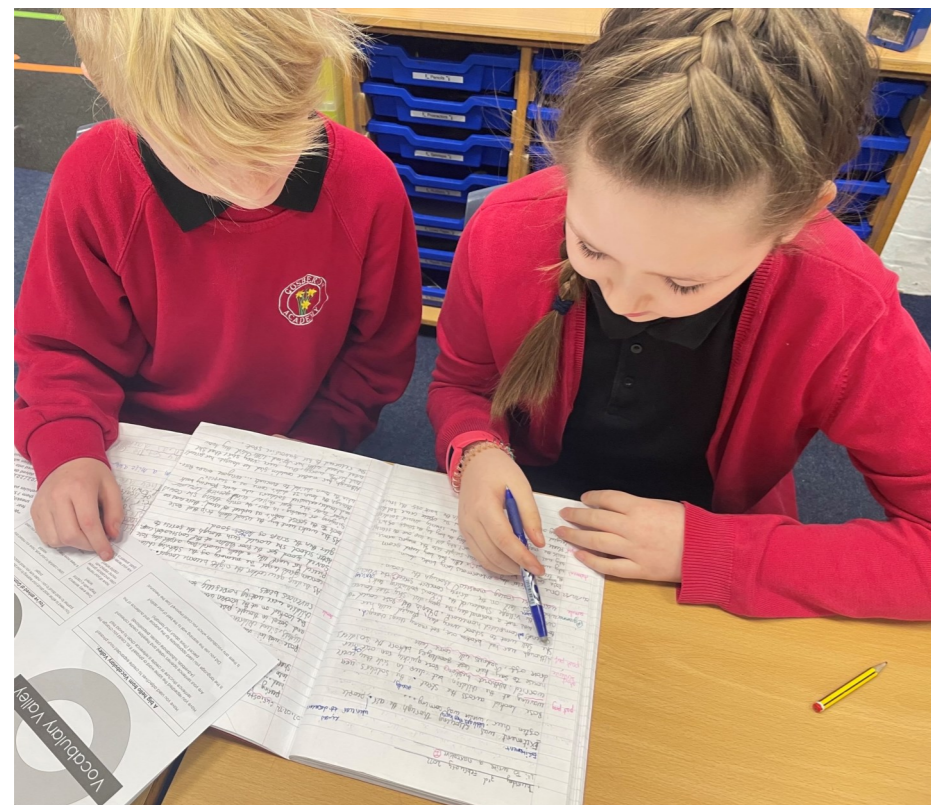
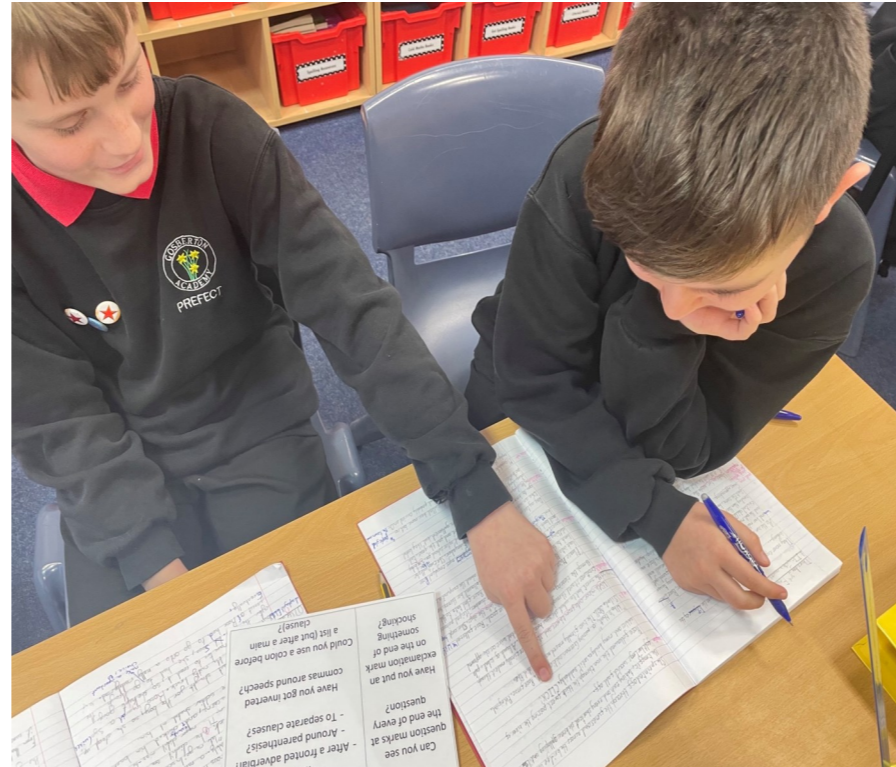
VOCABULARY



HANDWRITING



Writing at Gosberton Academy



"I have enjoyed writing about our trip to Jenny's Woods because I got to retell my experience in my own words."
Year 2

"I have enjoyed using our class novel 'Percy Jackson' as inspiration for our writing in Literacy. It has helped to improve my knowledge of Greek myths."

Year 4

What do we love about Writing at Gosberton?

"My favourite part of Literacy is when we act out a story before writing it. I loved pretending to be The Big Bad Wolf!"
Year 1

"I like that we have opportunities to write fiction and non-fiction texts. I enjoyed writing biographies about Thomas Barnardo (which links with our learning on The Victorians)."
Year 6

"The editing stations are really helpful. I enjoy working with a partner to proof-read my writing and improve it further."
Year 5

Progressive
Curriculum building on

Use of technology

Cross Curriculum
Writing

Writing
Competitions

Engagement

Application of knowledge
through cross curricular

Poet of the Term

Publishing
of Writing

Transition preparation for
Secondary School

Encouraging a love of
Writing

