



The Fairfield Talk for Writing Curriculum English Spine

Early Years

Foundation Stage

Texts	Genres and opportunities	Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
	<p><u>Main Focus:</u></p> <p>Rhyme Narrative- Traditional tales/ oral story telling Nursery rhymes and other rhymes</p> <p><u>Other opportunities:</u></p> <p>Following instructions and giving instructions orally.</p> <p>Recounts from visits.</p> <p><u>Through:</u> Mark play Role play Outdoor writing Focus writing</p> <p>SEE EYFS FOR STATUTORY COVERAGE</p>	<p>Introduce: Planning Tool --Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally.....happily ever after</i></p> <p>Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message</p>	<p>Introduce: Simple sentences</p> <p>Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> 'ly' openers <i>Luckily / Unfortunately,</i></p> <p>'Run' - Repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p>Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p>Introduce: Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p>Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using 'like'</p>	<p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p> <p>Handwriting: Nursery will model cursive and focus on gross and fine motor skill development.</p> <p>Reception will introduce each pre cursive grapheme with each phoneme taught. Still an emphasis on gross and fine motor skills.</p> <p>The rules are:</p> <ul style="list-style-type: none"> • Don't join capitals. • All lowercase letters start from the line. • Small letters are half the size of tall letters (f is the exception) • The tricky letter is x because you have to go back and cross it (from the line) <p>Rockin' Round Letters: a d g q</p> <p>Climb 'n' Slide Letters: i u w t</p> <p>Loopy Letters: e l h k b f j</p>	<p>Introduce: Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – 'like'</p> <p><u>Handwriting:</u> <u>Cambridge cursive writing</u> Modelled, displayed Reception will be taught each grapheme with the phoneme and each digraph as a unit of sound.</p>

Green: suggested text Blue: Reading objectives Red: writing objectives Black: Pie Corbett talk for writing Purple: genre coverage/hw- specific to cww

With grateful thanks to Pie Corbett for original document. Produced by Sarah Jew and Jane Howard and revised by Nikki Hurley for Fairfield.



The Fairfield Talk for Writing Curriculum English Spine

Year 1

Texts	Genres and opportunities (Reading into Writing)	Reading Word level	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them.</p> <p>discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Genre coverage Familiar and Fantasy settings Traditional stories</p> <p>Recounts</p> <p>Instructional</p> <p>Information text</p> <p>Poetry: Poetry needs to be recited and learnt as part of the wider curriculum</p> <p>Additional writing opportunities: diaries, retells, character description, letters</p>	<p>Pupils should be taught to: apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, not-ing unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Consolidate Reception list Sequence sentences to form short narratives</p> <p>Introduce:</p> <p>Fiction:</p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story Understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly.../ Unfortunately...</i></p> <p>Resolution <i>Fortunately...</i></p> <p>Ending <i>Finally...</i></p> <p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a them</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Consolidate Reception list Pupils should be taught to write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense</p> <p>Separation of words with spaces</p> <p>Introduce: Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i> -ly' openers <i>Fortunately.../Unfortunately... Sadly...</i></p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or / but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p>Consolidate Reception list</p> <p>Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as...as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes -s or -es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>Consolidate Reception list</p> <p>Introduce: Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points</p> <p>Spelling</p> <p>words containing each of the 40+ phonemes already taught common exception words the days of the week</p> <p>name the letters of the alphabet: (in order) using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes: using the spelling rule for add-ing -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quick-est]</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /j/ sound spelt n before k Division of words into syllables -tch The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change is needed to the root word Words ending -y (/k/ or /j/) New consonant spellings ph and wh Using k for the /k/ sound Adding the prefix -un Compound words Common exception words Plus vowels digraphs and trigraphs</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile - 'like'</p> <p>Introduce:</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile - 'as'</p> <p>Handwriting</p> <p>CCW-YR1- modelling of cursive in everyday teaching. Teaching of pre cursive letters separate to phonics. Still a focus on fine and where needed gross motor skills. Handwriting taught in shape groups. Autumn focus on Rockin' Round Letters: a d g q c Spring: Climb 'n' Slide Letters: i u w t and Loopy Letters: e l h k b f j Summer: Lumpy Letters: n m v x and Mix 'n' Match: p r s o ye</p>

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Texts	Genres and opportunities (Reading into Writing)	Reading Word level	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
	<p><i>Pupils should be taught to:</i> develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><i>Pupils should be taught to:</i> develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Genres: Familiar and fantasy settings Traditional tales Stories from other cultures</p> <p>Non chronological</p> <p>Poetry needs to be recited and learnt as part of the wider curriculum</p> <p>Additional writing opportunities: diaries, retells, book reviews, character description, letters, menus</p>	<p><i>Pupils should be taught to:</i> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Consolidate Year 1 list Introduce: Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away...</i> <i>One cold but bright morning...</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i> <i>Ending</i> e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings) Signposts document for Introduction and Endings) Introduce: Secure use of planning tools: Text map / washing line / 'Boxing-up' grid Introduce: Heading Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences / sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? Facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>'-ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: Adjectives e.g. <i>The boys peeped inside the dark cave.</i> Adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions) Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description E.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs... Some cats...</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives</p> <p>using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Consolidate Year 1 list Introduce: Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list</p> <p>Comma after -ly opener e.g. <i>Fortunately, ...Slowly, ...</i> Speech bubbles / speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i> Apostrophes to mark singular possession e.g. <i>the cat's name</i></p> <p>Spelling</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homo-phones</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>The /do/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /l/ or /bl/ sound spelt -le at the end of words The /l/ or /bl/ sound spelt -el at the end of words The /l/ or /bl/ sound spelt -al at the end of words Words ending -il The /aʊ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The /θ/ sound spelt a before l and ll The /θ/ sound spelt o The /i:/sound spelt -ey The /θ/ sound spelt a after w and qu The /θ/ sound spelt or after w The /θ/ sound spelt ar after w The /θ/ sound spelt s</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement</p> <p>question</p> <p>exclamation</p> <p>Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p> <p>Handwriting</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p> <p>CCW cursive joins .eg. ee ea igh etc model within phonics and in addition to.</p> <p>Rockin' Round Letters: a d g q c Climb 'n' Slide Letters: i u w t Loopy Letters: e l h k b f j Lumpy Letters: n m v x and Mix 'n' Match: p r s o y e</p>



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Texts	Genres and opportunities (Reading into Writing)	Reading Word level:	Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology (See appendix for teacher terminology and definitions)
	<p><i>Pupils should be taught to:</i> develop positive attitudes to reading and understanding of what they read by:</p> <p><i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (for example, free verse, narrative poetry)</p> <p><i>understand what they read, in books they can read independently, by:</i> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><i>Pupils should be taught to:</i> plan their writing by:</p> <p><i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> <i>discussing and recording ideas</i> <i>draft and write by:</i></p> <p><i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i> <i>organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</i> <i>evaluate and edit by:</i></p> <p><i>assessing the effectiveness of their own and others' writing and suggesting improvements</i> <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i></p> <p><i>proof-read for spelling and punctuation errors</i> <i>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i></p> <p>Genres: Myths and legends Report Instructional Information text</p> <p>Poetry: poems to perform</p> <p>Additional: leaflets, letters, setting description</p>	<p><i>Pupils should be taught to:</i> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p><i>Read further</i> exception words, and where these occur in the word.</p>	<p>Consolidate Year 2 list Sentence Signposts document for Introduction and Endings) Introduction: Secure use of planning tools: e.g. Text map, washing line, 'Boxing -up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. <i>Who...?</i> <i>What...? Where...?</i> <i>Why...? When...? How...?</i> Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Introduction: Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Non-Fiction (Refer to Connectives and Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p>	<p>Consolidate Year 2 list Introduce: Very long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverbial phrases used as a 'where', 'when' or 'how' EXT- as fronted adverbials <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina?</i> <i>In a strange way, he looked at me.</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences Expressing time, place and cause using CONJUNCTIONS (Subordination) with range of subordinating conjunctions (including when if because and so)</p> <p>'-ing' clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Begin to drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> Dialogue –powerful speech verb e.g. <i>"Hello," she whispered.</i></p>	<p>Consolidate Year 2 list Introduce: Present perfect form of verbs in contrast to the past tense.</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Proper nouns refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p><i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>	<p>Consolidate Year 2 list Introduce: Colon before a list e.g. <i>What you need:</i> Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech</p> <p>Spelling Adding suffixes beginning with vowel letters to words of more than one syllable The /I/ sound spelt y elsewhere than at the end of words The /A/ sound spelt ou More prefixes The suffix –ly Words with the /e./ sound spelt ei, eigh, or ey Words with the / /sound spelt ch (mostly French in origin)</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Bullet points Apoptrophe (contractions only) Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present, future) Connective Generalisers Alliteration Smile – 'as/ 'like' <p>Introduce: (Children)</p> <ul style="list-style-type: none"> Word family Conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Clause Subordinate clause Colon for instructions <p>Handwriting</p> <p><i>Pupils should be taught to:</i> Increase the legibility, consistency and quality of their handwriting. CCW Teach handwriting through SPAG and where needed in small short interventions: Focus on fluency. Teach Long vowel phonemes, digraphs and trigraphs as one unit of sound. For your information: Rockin' Round Letters: a d g q c Climb 'n' Slide Letters: i u w t Loopy Letters: e l h k b f j Lumpy Letters: n m v x and Mix 'n' Match: p r s o ye</p>



The Fairfield Talk for Writing Curriculum English Spine

Texts	Genres and opportunities (Reading into Writing)	Reading Word level:	Text Structure	Sentence Construction Consolidate Year 3 list	Word Structure/ Language	Punctuation	Terminology (See appendix for teacher terminology and definitions)						
	<p><i>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</i></p> <p><i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]</i></p> <p><i>understand what they read, in books they can read independently, by:</i></p> <p><i>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</i></p> <p><i>Pupils should be taught to: plan their writing by:</i></p> <p><i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by:</i></p> <p><i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by:</i></p> <p><i>assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i></p> <p><i>proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i></p> <p>Genres:</p> <p>Stories with historical settings Play script (light touch)</p> <p>Recounts: diaries Information text: non chronological reports Persuasion</p> <p>Poetry which creates images</p> <p>Additional writing opportunities: diaries fact files non chron reports, explanations, instructions, narratives, newspaper articles</p>	<p><i>Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i></p>	<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story</p> <table border="0"> <tr> <td>Introduction</td> <td>Build-up</td> </tr> <tr> <td>Problem / Dilemma</td> <td>Resolution</td> </tr> <tr> <td>Ending</td> <td></td> </tr> </table> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: Text map/ washing line/ 'Boxing-up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction Middle Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	Introduction	Build-up	Problem / Dilemma	Resolution	Ending		<p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly E.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile E.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p>Fronted Adverbials: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave...</i> Amazingly, small insects can... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina?</i> <i>In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>Begin to drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>'-ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded '-ing' clauses as starters e.g. <i>Griming menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in '-ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, and Enjoy!</i></p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - could, should, would</p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>The grammatical difference between plural and possessive -s</p> <p>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>)</p> <p>Nouns Phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 - description, action Colon - instructions Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Alliteration Simile - 'as' / 'like' Synonyms <p>Introduce: (Children)</p> <ul style="list-style-type: none"> Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe - plural possession Determiner
Introduction	Build-up												
Problem / Dilemma	Resolution												
Ending													
						<p>Spelling</p> <p>The suffix -ation Words with endings sounding like /lɔr/ɪ ə /-sure,-ture</p> <p>Endings which sound like /ʒən/- sion</p> <p>The suffix -ous</p> <p>Endings which sound like /n/,spelt /tion, /sion, /sion, /cian</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que(French in origin) league, tongue, antique, unique</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Possessive apostrophe with plural words Homophones and near-homophones</p>	<p>Handwriting</p> <p>Pupils should be taught to: Increase the legibility, consistency and quality of their handwriting. CCW Teach handwriting through SPAG and where needed in small short interventions. Focus on fluency. Teach Long vowel phonemes, digraphs and trigraphs as one unit of sound. For your information: Rockin' Round Letters: a d g q c Climb 'n' Slide Letters: i u w t Loopy Letters: e l h k b f j Lumpy Letters: n m v x and Mix 'n' Match: p r s o ye</p>						



The Fairfield Talk for Writing Curriculum English Spine

Texts	Genres and opportunities (Reading into Writing)	Reading Word level	Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
	<p><i>Pupils should be taught to:</i> maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.</p> <p><i>Pupils should be taught to:</i> plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors Perform their own compositions, using appropriate into-nation, volume, and movement so that meaning is clear.</p> <p>GENRES: Poetry: Rhyming, Haiku, Cinquain, rhyming patterns Narrative- openings and Closings Myths and legends Persuasion Non Chronological report</p> <p>Additional writing opportunities include: narrative, research, eye witness reports, diaries</p>	<p><i>Pupils should be taught to:</i> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain / grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description / action/dialogue</p> <p>Paragraphs: Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>) or tense choices (for example, <i>he had seen her before</i>)</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>	<p>Consolidate Year 4 list</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudly ...through the lonely streets ...at midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using adverbs, (perhaps, surely) modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor Personification Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p>Endings which sound like /ʃəz/ spelt -cious or -tious</p> <p>Endings which sound like /..ʌ/ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /t:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons Semi colons in lists</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement • question • exclamation • Command • Full stops/ • Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe/ contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Fronted adverbial Alliteration Simile – 'as' / 'like' Synonyms Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question <p>Handwriting</p> <p>Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</p> <p>CCW- MODELLED and taught through SPaG</p>



The Fairfield Talk for Writing Curriculum English Spine

Year 6

Texts	Genres and opportunities (Reading into Writing)	Reading Word level	Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
	<p><i>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</i></p> <p><i>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> <i>reading books that are structured in different ways and reading for a range of purposes</i> <i>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</i> <i>recommending books that they have read to their peers, giving reasons for their choices</i> <i>identifying and discussing themes and conventions in and across a wide range of writing</i> <i>making comparisons within and across books</i> <i>learning a wider range of poetry by heart</i> <i>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i> <i>understand what they read by:</i></p> <p><i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> <i>asking questions to improve their understanding</i> <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> <i>predicting what might happen from details stated and implied</i> <i>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i> <i>identifying how language, structure and presentation contribute to meaning</i></p> <p><i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <i>distinguish between statements of fact and opinion</i> <i>retrieve, record and present information from non-fiction</i> <i>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i> <i>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</i> <i>Provide reasoned justifications for their views.</i></p> <p><i>Pupils should be taught to: plan their writing by:</i></p> <p><i>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> <i>noting and developing initial ideas, drawing on reading and research where necessary</i> <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i></p> <p><i>draft and write by:</i></p> <p><i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <i>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i> <i>precising longer passages</i> <i>using a wide range of devices to build cohesion within and across paragraphs</i> <i>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i></p> <p><i>evaluate and edit by:</i></p> <p><i>assessing the effectiveness of their own and others' writing</i> <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> <i>ensuring the consistent and correct use of tense throughout a piece of writing</i> <i>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</i></p> <p><i>proof-read for spelling and punctuation errors</i> <i>Perform their own compositions, using appropriate into-nation, volume, and movement so that meaning is clear.</i></p> <p>Genres Extended narrative- 5 part story structure</p> <p>Discussion Explanations Poetry- the power of imagery</p> <p>Additional writing opportunities: news, diaries, explanations, instructions</p>	<p><i>Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</i></p>	<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>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 on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>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) as in <i>If I were you.</i></p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p> <p>Spelling: Consolidate all Year 5 spelling</p> <p>Spelling</p> <p>Revisit from Year 5 as needed: Endings which sound like /fəs/ spelt -cious or -tious</p> <p>Endings which sound like /..l/ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter string ough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p><i>Brackets, dashes and commas for parenthesis</i></p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity Alliteration Simile – 'as' / 'like' Synonyms Metaphor Personification Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis <p>Handwriting</p> <p>Pupils should be taught to: „ write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. <p>CCW- MODELLED and taught through SPAG</p>

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