

Elburton Primary School – English Grammar Coverage and Progression Document

Intent

Overall Intent (end of primary expectations):

The overarching aim for English is to

Our aim at Elburton Primary School is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Our approach to writing aims to instil the importance of transcription and composition, as required in the National Curriculum. Through our teaching, we aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We want children to:

- Develop understanding and skills to become independent, enthusiastic writers.
- Enjoy using language in different contexts and have the confidence and ability to do so.
- Develop a fluent, legible handwriting style and take care with the presentation of their work.
- Understand the impact their writing has on their audience and write with this in mind.

Implementation of Writing

Throughout the school, teachers are flexible in their selection of teaching models for English but the consistent thread throughout the school is that all classes are taught writing through books. Every class has a novel, or in some EYFS and KS1 lessons, a selection of picture books, that are chosen in relation to their topic and demonstrate high-quality language and writing skills. Teachers then plan their genre of writing which builds up to a final piece in this order:

- Read, respond and understand the text type
- Shared writing: show and do with you
- Independent writing and application of learnt knowledge and skills

A writer from Elburton Primary School will be able to:

- Communicate their ideas in a variety of forms by exposure to a wide variety of genres
- Take pride in their written work and write clearly, coherently and accurately and adapt their language and style for a range of purposes
- Acquire a wide vocabulary which they use with great effect in their own writing and when communicating orally
- Accurately spell words
- Edit their written work to improve the standard of writing
- Develop a cursive style of handwriting which they use in all their written work.

Implementation

Teachers plan high quality sequences of written work which is linked to high quality texts and the English core text spine at Elburton which ensures a variety of texts are used to challenge children and actively engage them in the writing process. These texts are listed in our document – English Curriculum Map – 2022 - 2023.

In Early Years, we use key texts to support our writing and base either weekly or fortnightly writing plans around these focus texts. There are opportunities for writing within daily phonics lessons.

Across Key Stages 1 and 2, we teach two-week and three-week writing units. The two-week units incorporate an imitation phase aimed at immersing our pupils in the genre they are studying and typically include text mapping (Year One only), feature spotting, oracy tasks and discrete grammar sessions. The children then move onto the application phase of their writing journey where they apply the skills taught during implementation before more onto independent writing. This includes developing vocabulary, planning, drafting and editing. Pupils then have an opportunity to publish their final, edited writing. The three-week units follow a typical ‘Talk for Writing’ structure of imitate, innovate and independent. As per the two-week unit, pupils explore a high quality text with the addition of story mapping in all year groups. Furthermore, greater emphasis is placed on the innovate stage with teacher modelling and shared writing at the heart of this stage. The children are then given the opportunity to produce an independent piece of writing within the taught genre and are able to plan, draft and edit an independent piece of writing.

Teachers use a combination of Jane Considine English Unit Plans, Literacy Shed+ writing unit plans and CLPE resources to support them in the planning process.

	Children receive 4 unit lessons per week which incorporate grammar outcomes linked to the text and the units studied typically last between 10 and 15 sessions.					
	The writing sequence involves the children being immersed in a text and familiarisation with the genre, modelled writing and independent writing.					
	Writing is recorded in the children’s English books where appropriate and drafting is completed in a note book to aid the thought process – this is because drafting is an important part of the writing process.					
	Children have dedicated time to edit their writing and use ‘purple polishing pens’ to do this.					
	Each term, a piece of work is published in the children’s writing progress books and assessed using the Horizon Mat Evidence Gathering Grids. This is an independent piece and has not been supported for the children.					
<u>Progression</u>						
Planning writing						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it	<ul style="list-style-type: none">• planning or saying out loud what they are going to write about	<ul style="list-style-type: none">• discussing and recording ideas• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	<ul style="list-style-type: none">• noting and developing initial ideas, drawing on reading and research where necessary		
Drafting writing						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none">• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense	<ul style="list-style-type: none">• writing down ideas and/or key words, including new vocabulary• encapsulating what they want to say, sentence by sentence	<ul style="list-style-type: none">• organising paragraphs around a theme• in narratives, creating settings, characters and plot• in non-narrative material, using simple organisational devices (headings & subheadings)		<ul style="list-style-type: none">• 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• précising 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	

Editing Writing						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	discuss what they have written with the teacher or other pupils	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils 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 proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> 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 proofread for spelling and punctuation errors 		<ul style="list-style-type: none"> 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 proofread for spelling and punctuation errors 	
Performing Writing						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	

			• Assess effectiveness of own and others' writing			
Vocabulary						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	leaving spaces between words <ul style="list-style-type: none"> • joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) Use varied rich vocabulary		<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	
Grammar Expectations for writing						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • Use range of conjunctions • Use perfect tense • Use range of nouns & pronouns • Use time conjunctions • Introduce speech punctuation 	<ul style="list-style-type: none"> • Use wider range of conjunctions • Use perfect tense appropriately • Select pronouns and nouns for clarity • Use & punctuate direct speech 	Use expanded noun phrases <ul style="list-style-type: none"> • Use modal & passive verbs • Use relative clauses • Use commas for clauses • Use brackets, dashes & commas for parenthesis 	<ul style="list-style-type: none"> • Select grammar & vocabulary for effect • Use a wide range of cohesive devices • using the perfect form of verbs to mark relationships of time and cause

	<ul style="list-style-type: none"> sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun ('I') 	<ul style="list-style-type: none"> some features of written Standard English <ul style="list-style-type: none"> suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> Know language of clauses use the correct form of 'a' or 'an' using fronted adverbials Standard English verb inflections (I did vs I done) appropriate choice of pronoun or noun to create cohesion Write simple dictated sentences Rehearse sentences orally for writing Create simple settings & plot 	<ul style="list-style-type: none"> Use commas after front adverbial difference between plural and possessive – s extended noun phrases, including with prepositions 	<ul style="list-style-type: none"> pronoun or noun to create cohesion using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun converting nouns or adjectives into verbs Develop character, setting and atmosphere in narrative Use organisational & presentational features Use consistent appropriate tense 	<ul style="list-style-type: none"> differences in informal and formal language Ensure grammatical consistency recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use appropriate register/ style Use the passive voice for purpose Use features to convey & clarify meaning Use full punctuation Use language of subject/object
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						<ul style="list-style-type: none"> • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
<u>Impact</u>	<p>Children’s writing is marked regularly by teachers at various stages of the editing process. Feedback marking gives children next steps in terms of their written work and this is done both orally and in written form.</p> <p>Writing which is linked to units is completed in the English book. However, the same standard of writing is expected in all written outcomes.</p> <p>Teachers use writing moderation materials six times year in all year groups to identify which objectives have been met and to inform future planning. These help support judgements in the school’s data drop window.</p> <p>In Year 2 and 6, writing assessment sheets are updated 6 x a year as part of the moderation process to gather evidence of standards.</p> <p>Year 2 and 6 teachers attend LEA moderation sessions annually which informs the standardisation process at the end of each key stage.</p> <p>The school works closely with other schools in the Horizon MAT and work collectively to moderate writing across all year groups to ensure consistency across the school and MAT.</p> <p>Teachers use a colour coding system to highlight objectives taught each term against those written above to ensure coverage and progression across the whole school.</p>					