

Bramcote Hills Primary School
'Make the future better for all'



English

Curriculum Depth Map

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Curriculum Depth Map – English

Aims

The overarching aim for English in the national curriculum is 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. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent

At BHPS, we provide children with a challenging and engaging English curriculum, which goes above and beyond the requirements of the National Curriculum outlined above.

Spoken Language

Spoken language is fundamental to learning, communication and self-expression. We aim for children to be confident and coherent communicators, who can speak for a range of contexts and audiences. At BHPS, we equip children with the confidence, vocabulary and syntax needed to discuss their ideas and opinions, explain their thinking and to ask pertinent questions.

Pupils will develop their spoken language by:

- Asking and answering questions
- Engaging in drama and roleplay
- Listening to and performing stories
- Participating in discussions and debates

Reading

Fluency in reading is perhaps the most important skill that children can develop. The ability to read provides a gateway to learning in other subjects and is one of the key indicators for success in the future. We aim to foster a love of reading by giving children a rich, diverse reading diet that will teach them about the world and will inspire them to find out more.

Pupils will develop their reading fluency and comprehension by:

- Learning to read through a validated systematic, synthetic phonics scheme
- Encountering increasingly challenging texts about a diverse range of topics
- Engaging in rich dialogue about the texts that they read
- Regularly listening to stories that challenge and inspire
- Having access to a carefully selected reading spine

Writing

Writing is a vital skill for communication, self-expression and creativity. We aim for pupils to develop a love for the written word, using it as a tool to entertain, inform, persuade and discuss for a range of purposes and audiences. We use 'hooks' that inspire children, making meaningful connections with our reading curriculum where appropriate.

Pupils will develop their skills in composition and transcription by:

- Writing for different purposes and audiences
- Encountering a broad range of engaging and relevant topics
- Developing syntax through a carefully planned grammar curriculum
- Learning to spell through an approach that builds on children's strong phonics knowledge

Implementation – Spoken Language

At BHPS, we recognise that oracy underpins the development of reading and writing and is a key element of the National Curriculum. We are committed to developing our pupils' speaking and listening skills across all areas of learning, ensuring that every child becomes a confident communicator by the end of Key Stage 2.

Spoken language is embedded throughout the curriculum and taught explicitly and implicitly from Early Years through to Year 6. Teachers provide frequent opportunities for pupils to develop their oracy skills through structured talk, collaborative learning, drama, storytelling, debates, discussion, presentations, and role play. We promote active listening, respectful dialogue, and the ability to articulate ideas clearly, using appropriate vocabulary and sentence structure for different audiences and purposes.

Our approach is inclusive and designed to support the needs of all learners, including those with English as an Additional Language (EAL) and those with identified speech, language and communication need. Targeted interventions, visual supports, and collaboration with speech and language specialists are used where appropriate to ensure every child can achieve their full potential.

The National Curriculum states that pupils in Years 1-6 should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

At BHPS, we have broken these objectives down into six key primary themes: Attention, listening and understanding; vocabulary; speech sounds; storytelling and narrative; conversations and social interactions. These key primary themes show a clear progression from Foundation to Year 6.

We also value performance and public speaking as powerful tools for building confidence and self-esteem. Whole-school events such as class assemblies and performances provide platforms for pupils to showcase their spoken language skills to wider audiences.

Through a consistent and purposeful approach to spoken language, we aim to equip our pupils with the communication skills they need for academic success, effective interpersonal relationships, and active participation in society.

Key Primary Themes – Spoken Language

	Attention, listening and understanding 	Vocabulary 	Speech sounds 	Sentence building and grammar 	Storytelling and narrative 	Conversations and social interactions 
By the end of...Early Years Foundation Stage	- Understands they need to look at who's talking to them and think about what they're saying. - Listens to and understands instructions about what they're doing. - Understands longer 2 to 3 part spoken instructions e.g. <i>Get your coat, then choose a partner and line up by the door</i>. - Understands 'how' or 'why' questions.	- Understands that words can be put into groups or categories e.g. <i>Animals: dogs, cats, rabbits</i>. - Understands a range of words to describe the idea of time, shape, texture and size. - Names objects, characters and animals from a description e.g. <i>It lives in the jungle and is fierce with big teeth and is stripy</i>. - Uses words more specifically to make their meaning clear e.g. <i>I didn't want my yellow glove, I wanted the spotty ones</i>.	- Produces speech that is clear and easy to understand, though may still have some immaturities. - Develops good knowledge and understanding of sounds and words, which are important for reading and spelling. - Breaks words up into syllables. - Recognises words that rhyme or sound similar. - Works out what sound comes at the beginning of a word.	- Uses well-formed sentences, longer sentences and sentences with more details e.g. <i>I made a big round pizza with tomato, cheese and ham on top</i>. - Uses some irregular past tense words e.g. <i>I drank all my milk</i>. - Joins phrases with words such as: <i>if, because, so</i>. - Asks and answers 'what', 'where', and 'what could we do next' questions. - Shows that they can use language to reason and persuade e.g. <i>Can I go outside because it's stopped raining?</i>	- Lists events with some detail e.g. <i>We went to the seaside and I made the biggest sandcastle and we ate fish and chips on newspaper</i>. - Retells favourite stories using some of their own words e.g. <i>...going on a bear hunt, going to catch a big one, we're not scared... and he chased them all the way home</i>. - Begin to add something that's gone wrong in their own stories. - Describes events, though not always in the right order. - Uses longer and more complicated sentences within their stories e.g. <i>When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was friendly</i>.	- Starts conversations with other people and joins in with group conversations. - Joins in and organises role play with friends. - Plays co-operatively and pretends to be someone else talking. - Uses language to communicate a wider range of things, such as to ask, negotiate and give opinions e.g. <i>Can we go to the park after school today – it's a lovely sunny day</i>. - Gives details that they know are important and will influence the listener e.g. <i>Ahmed fell over that stone, Javid didn't push him</i>.
By the end of...Key Stage 1	- Understands the key points they need to focus on in order to answer a question or follow an instruction. - Is aware of when a message is not clear and asks for an explanation. - Understands complex 2 to 3 part instructions e.g. <i>Choose a character from the story we've just read, then talk to your partner about how they feel at the end of the story</i>.	- Compares words – the way the look, sound or mean e.g. <i>It's weird that bare and bear sound the same but mean different things</i>. - Can guess a word when given clues about shape, size and function. - Uses newly learnt words in a specific and appropriate way.	- Uses speech that is consistently clear and easy to understand. - Shows good knowledge and understanding of sounds and words, which are important for reading and spelling. - Spots more complex rhymes e.g. <i>happy/snappy</i>. - Split short words into sounds e.g. <i>d-i-nn-er</i>. - Count syllables in words. - Uses sounds and letter links to read and spell unfamiliar words.	- Asks lots of questions to find out specific information, including 'how' and 'why'. - Uses an imaginative range of descriptive words in sentences. - Uses more complicated grammar including using different ways to join phrases to help explain or justify an event e.g. <i>It was scary because even the man with the dog looked worried so we decided to get out of there</i>.	- Tells a story with a basic plot that is generally in the right order. - Describes their own experiences in detail and in the right order. - Begins to be aware of what the listener knows already and makes checks while telling a story e.g. <i>You know Mr Jones, he's our caretaker, he always wears a hat, well he wasn't in school today</i>. - Accurately predicts what will happen in a story.	- Takes turns to talk, listen and respond in two-way conversations. - Uses language they hear other people using and begins to adapt their language for who they are speaking to. - Exaggerates in an implausible way to make stories more exciting e.g. <i>Last year on my summer holiday I made the biggest sandcastle in the world</i>.

By the end of... Lower Key Stage 2	• Listens to information, works out which elements are key and makes relevant comments. • Identifies clearly when they haven't understood and is specific about what additional information they need. • Infers meanings, reasons and makes predictions.	• Uses a range of words related to time and measurement e.g. <i>We're going on a school trip. The bus journey will be about an hour – that's not too bad, is it Mum?</i> • Uses a wide range of verbs to express their thoughts or explain cause and effect. • Joins in discussions about a visit or activity using topical vocabulary.		• Uses a whole range of regular and irregular grammatical word endings, with few errors being made e.g. <i>fought, fell, brought, geese, fish.</i> • Uses complex grammar and sentences effectively to communicate in different ways. • Uses intonation linked to grammar to help make sense of information.	• Puts interest into their voices to make storytelling exciting and come to life. • Adds detail or leaves information out according to how much is already known by the listener. • Understands the interests of the listener e.g. <i>Guess who I saw yesterday.</i>	• Uses formal language when appropriate in some familiar situations. • Keeps conversations going with a range of people in different situations by making relevant comments or by asking questions. • Uses language for a range of different reasons such as complimenting, criticising, clarifying, negotiating.
By the end of... Upper Key Stage 2	• Begins to appreciate sarcasm when it's obvious. • Understands the difference between open and closed questions. • Understands and enjoys simple jokes and recognises simple idioms, but can't really explain why they're funny or what they mean.	• Uses sophisticated words but meaning might not always be accurate. • Knows that words can have multiple meanings and uses them correctly in sentences e.g. <i>I want to watch TV, I put my watch on my wrist.</i>		• Uses long and complex sentence structures including more sophisticated connectives to join ideas together in conversation e.g. <i>meanwhile, therefore, yet.</i> • Uses questions to help conversations flow. • Explains some rules of grammar and knows when a sentence is not grammatically correct.	• Tells elaborate and entertaining stories which are full of detailed descriptions. • Uses everyday language to discuss experiences from the past and in the future. • Incorporates a subplot when telling stories and recalling events, before resolving the main storyline.	• Negotiates an agreement explaining other options and possible outcomes. • Manages and organises collaborative tasks with little adult supervision. • Realises when people don't fully understand and tries to help them. • Enjoys organising group games and can explain the rules effectively.

Impact – Spoken Language

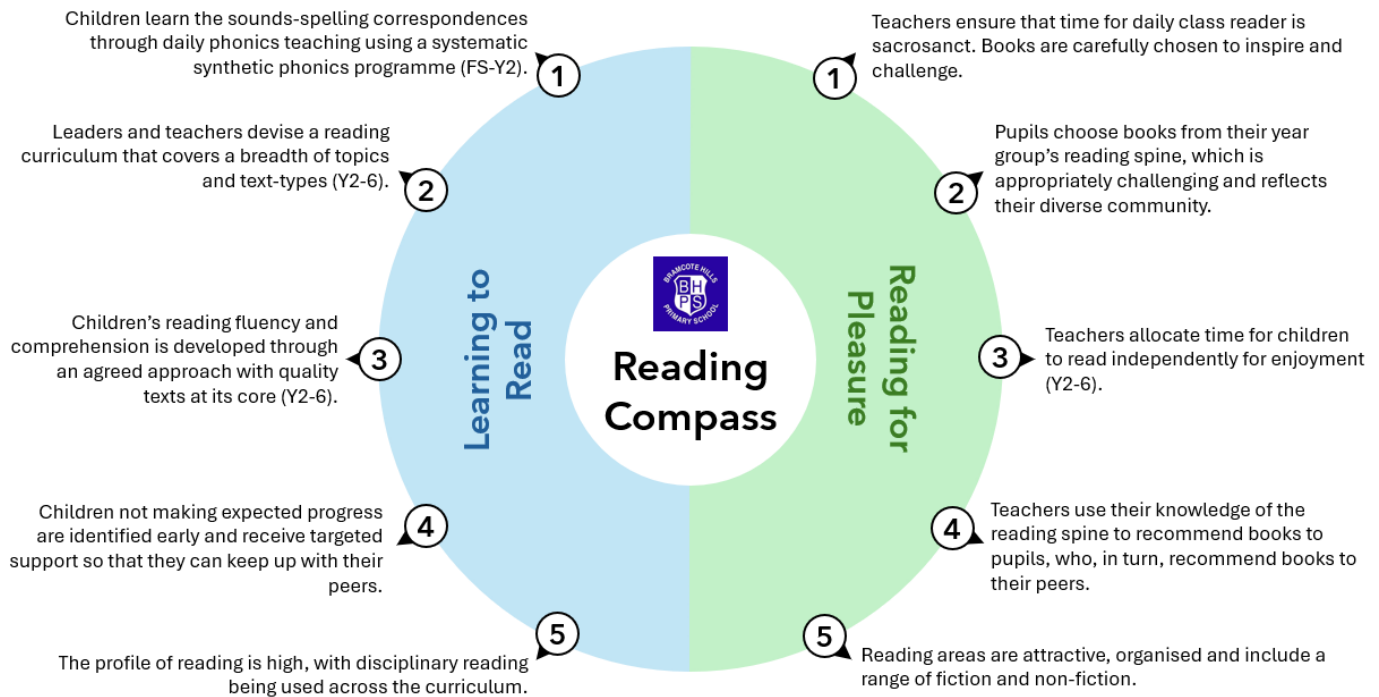
The expected impact on spoken language from following the English Curriculum Depth Map, focuses on: confidence, active listening, academic vocabulary, evidence-based discourse, audience adaptation, and celebrating linguistic diversity. Pupils will:

- Speak with increasing confidence across a range of contexts, from classroom discussions to formal presentations
- Actively listen to understand and respond thoughtfully, building on others' ideas collaboratively
- Use subject-specific vocabulary confidently across all curriculum areas to express complex ideas with precision
- Engage in sustained academic discourse, using evidence to support their viewpoints and challenge assumptions respectfully
- Adapt their register, vocabulary, and delivery style appropriately for different audiences and purposes
- Celebrate linguistic diversity within our school community, recognising that multilingualism is an asset

Implementation – Reading

Reading Compass

The Reading Compass offers an at-a-glance overview of the provision of reading at Bramcote Hills.



Reading Diet

A reading diet refers to a balanced and varied approach to reading that ensures children are exposed to different types of texts, genres, and reading experiences - much like a nutritional diet provides varied foods for healthy growth. The concept emphasises that children need a rich mix of reading materials and approaches to reading.

FS	Y1	Y2	Y3	Y4	Y5	Y6				
Monster Phonics										
			Sounds & Syllables							
		Reading Curriculum								
		Reading for Pleasure								
Reading Spine										
Class Reader / Story Time										

Phonics and Spelling

In EYFS and Year 1, children have a daily phonics session, following the **Monster Phonics DFE Validated Scheme**. 'Monster Phonics' is a rigorous, systematic synthetic programme developed by Ingrid Connors, a primary teacher, phonics specialist and audiological scientist. All the resources within the programme are mapped against Letters and Sounds phases 1 to 6 and the KS1 Spelling Curriculum.

In Year 2, children have Monster Phonics phonics/spelling sessions three times per week, revising previously taught phonics content and teaching spelling rules and strategies.

Sounds & Syllables

Across Key Stage 2, spelling is taught through the **Sounds & Syllables** curriculum. The founding concept behind spelling in Sounds & Syllables is the understanding that every word in the English language, from the simplest to the most complex, is constructed in the same way. Each word is a collection of spellings, each of which represents a speech sound. These sound-spelling matches are clustered into syllables.

The Phonemic Spelling Sequence

When spelling words, children follow a five-step sequence:

1. **Say** the word clearly in a spelling voice
2. **Snip** the word into syllables
3. **Say** sounds and write **spellings**
4. **Target** misspellings
5. **Link** to known words and patterns.

Sounds & Syllables Curriculum

The Sounds & Syllables components of learning have been organised into four tiers, each tier correlating to a year group within key stage two. Each tier consists of phases which group together similar objectives. The number of units varies between phases but there are 36 units within a tier.

Sounds & Syllables cover the requirements for spelling in the key stage two national curriculum. These objectives are in **bold** in the tier overviews. However, the content in Sounds & Syllables units goes beyond the National Curriculum content by revising content from key stage one; covering a larger number of prefixes and suffixes; and including Latin and Greek bases.

The Spelling Week

Each week, a new unit from the spelling curriculum is taught. 'The Spelling Week' is comprised of four spelling lessons, each lasting approximately 20 minutes. Whilst each unit is unique, the format of lessons is broadly the same.

Day 1 – Word Study: Children are introduced to a new list of core words. They examine these words carefully to identify a pattern and, where applicable, understand why words are spelled in this way e.g. etymology, morphology.

Day 2 – Whole Class Spelling: During this session, the teacher will explicitly model the phonemic spelling sequence for a selection of the core words with the children mirroring on mini-whiteboards. The teacher will slowly remove the scaffold, enabling children to spell the words more independently.

Day 3 – Spelling Practice: Children will complete a worksheet comprised of a number of tasks e.g. Word Map, Repeated Spelling, Mixed Up.

Day 4 – Test and Review: This session will begin with a small test of seven words (five words from the current unit's core words and two from the previous week). Following the test, the teacher will identify common misconceptions and address these in a review activity.

Statutory Spellings

In addition to the spellings taught in weekly units, children will practise the spellings of words from the Year 3 & 4 and Year 5 & 6 statutory word lists (found in Appendix 1 of the Primary English Curriculum or in Pupil Organisers). Words from these lists are taught and assessed in writing lessons, where children are expected to include them in their independent writing.

Reading Curriculum & Reading Lessons

When planning components of learning for reading in Years 2-6, teachers follow the BHPS Reading Curriculum. There are three principles behind the reading curriculum.

1. Texts vary in type and structure. They consist of aspirational tier 2 vocabulary and longer sentence structures
2. Children encounter a broad range of topics to increase their knowledge of the world around them.
3. Teachers create synergy by using multiple texts around a single subject or theme.

Two reading lessons are taught every week, each lasting 30-40 minutes.

The structure of these lessons are as follows:

1. Teacher shares the theme of the text with children.
2. Read the text, utilising suitable approaches, including teacher modelling, echo reading and control the game.
3. Teacher shares the meanings of tier 2 vocabulary in the context of the sentences they were written.
4. Children answer quick retrieval questions which promote a high success rate.
5. Teacher models / children answer a range of questions, either solo or partnered, that relate to the content domains.

Whilst the structure of lessons is the same across the school, the focus is different depending on the age of the children. Building fluency takes prominence in earlier year groups. As children enter UKS2, this shifts, with children being fluent enough to focus on comprehension. The following table offers a guide of lessons in different year groups should be structured. However, teachers should be led by the length and complexity of the text chosen.

	Fluency Practice	Retrieval Questions	Solo Questions	Partnered Questions
Year 2	25-30 minutes	3	1	1
Year 3	20-25 minutes	3	2	1
Year 4	15-20 minutes	4	3	1
Year 5	10-15 minutes	5	3	1
Year 6	10-15 minutes	5	3	2

During a reading lesson, the teacher may choose to make use of text marking. There are two types of text marking, and they should be used in isolations.

Text Marking for Fluency is introduced in Year 2. Led by their teacher, children draw horizontal and vertical lines which will support their prosody when reading aloud.

Text Marking for Comprehension is introduced in Year 3. This system is made up of more marks and allows children to draw their attention to specific words, sentences or sections.

Text Marking for Fluency		Text Marking for Comprehension	
	Indicates a pause e.g. If you went too near the edge of the chalk-pit the ground would give way.	<u>Underline</u>	Use to focus attention on a word, phrase or sentence.
		○	Use to identify and define unknown words.
—	Indicates emphasis e.g. If you went too near the edge of the chalk-pit the ground would give way.	[Bracket or Box]	Use to focus attention on an important section or paragraph.
		Margin note	Use to explain marks and make concise comments.

Reading Spines or 100 Books to Read

At BHPS, we value reading for pleasure and pupils are encouraged to discuss and recommend books that they have enjoyed. Pupils in all year groups are exposed to a variety of text, which they may want to explore. These are identified as “100 books reading spine”, which are recommended for pupils of their age. In EYFS and KS1, these books will accompany their book banded books. Curriculum coverage for reading is mapped out carefully from EYFS to Year 6 which allows some key primary themes to be developed at a deeper level of learning, understanding and mastery.

Impact – Reading

The expected impact on reading from following the English Curriculum Depth Map, emphasises the importance of fluency and expression, critical thinking, a love of reading, text diversity, making connections, and cross-curricular application.

Pupils will:

- Read age-appropriate texts with fluency and expression, accessing learning across all curriculum areas with confidence
- Move beyond surface-level understanding to engage with texts as critical thinkers, making sophisticated inferences and evaluating authors' choices
- Actively seek out books and texts for pleasure, demonstrating genuine enthusiasm and establishing lifelong reading habits
- Confidently engage with diverse text types, understanding their conventions and adjusting reading strategies accordingly
- Connect their reading to their own experiences, other texts, and the wider world, using reading to develop empathy and broaden their worldview
- Transfer reading skills seamlessly across all subjects, recognising that reading is the gateway to all learning

Implementation – Writing

When planning units of writing, teachers follow the BHPS Writing Sequence, which is comprised of five stages: Planning, Drafting, Revising, Editing and Publishing. In each stage, teachers use a range of strategies to equip children with the knowledge and skills they need in order to write effectively. These include:

- Use of hooks to inspire and motivate children
- Opportunities for vocabulary development, with the focus being precision, not ambition
- Explicit teaching of grammar using the Rainbow Grammar curriculum
- Modelling, with the teacher making their inner thoughts and decisions explicit to children
- Meaningful feedback, on both an individual and whole-class level.
- Discrete lessons on phonics (using Monster Phonics), spelling (using Sounds & Syllables) and handwriting.

Writing Components of Learning

When planning a unit of writing, teachers will carefully consider both the **purpose** and **audience**. The four purposes of writing include: to entertain, to inform, to persuade and to discuss. Teachers ensure there is a range of genres and purposes covered over the academic year. Where each of the purposes are taught, along with possible writing outcomes, can be seen below:

	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Year 1	✓	✓		
Year 2	✓	✓		
Year 3	✓	✓	✓	
Year 4	✓	✓	✓	
Year 5	✓	✓	✓	✓
Year 6	✓	✓	✓	✓
	• Stories • Traditional tales • Myths and legends • Fables • Setting and character descriptions • Flashbacks • Poetry • Playscripts	• Newspaper articles • Blog posts • Reviews • Podcasts • Diary entries • Formal and informal letters • Postcards • Emails • Fact files and reports • Instructions • Biographies	• Letters • Advertisements • Speeches	• Balanced arguments • Reviews • Debates

Writing Roadmap

The following *roadmap* should be followed when planning a unit of writing.

Choose the Starting Point

To begin with, choose a stimulus that will inspire and motivate children. This could include a text (either whole or extract), a picture, video or artefact. It is sometimes advantageous to choose a stimulus that links to a topic being learned about in another subject. However, this is not always necessary.



Set the Destination

Next, decide upon the writing that you want children to complete by the end of the unit, taking account of objectives which have yet to be taught. Carefully consider both the **purpose** of the writing (e.g. what are they writing for) and the **audience** (e.g. who are they writing for).



Plan the Milestones

Identify the knowledge and skills that children will need to successfully reach the destination. For example, if writing a third person narrative, children may need to use expanded noun phrases to describe settings and direct speech in dialogue.



Plot the Journey

Decide upon the sequence of lessons that include all the steps above. There should be opportunities for both word-level and sentence-level work before children plan their independent writing. At the end of the sequence, ensure there is time for children to edit their writing before publishing it.



BHPS Writing Sequence

When teaching units of writing, teachers follow the *BHPS Writing Sequence*, which outlines the five stages of the writing process proposed by the EEF in their 'Improving Literacy in Key Stage 2' document (2021).

Stage	Description	Example Strategies
Planning	In this stage: - Teacher shares a 'hook' that excites, engages and inspires. - Teacher shares the writing goal with children, identifying the purpose and audience. - Teacher uses exemplar texts to identify key features. - Teacher provides opportunities to build upon children's prior knowledge of grammar and vocabulary. - Children gather ideas for writing, either individually or as a class. - Whilst this is the 'Planning' stage, children should be given opportunities to write, albeit not at length.	'Hooks' can include texts (either whole or extracts), media such as videos or music, and artefacts. - Rainbow Grammar should be used to teach the sentence structures appropriate to this text type. - There are many ways in which vocabulary and ideas can be generated e.g. drama, conscience alley, hot seating, story maps, dual-coding, Descriptosaurus etc. Collected vocabulary should focus on precision, not ambition. - Slow writes could be used as a bridging activity so that children can apply the key skills learned in this stage.
Drafting	In this stage: - Children note down their key ideas, drawing upon work from the 'Planning' stage. They set out a logical order for their writing. - Teacher models first draft of their writing, making their inner thoughts and decisions explicit to children. The teacher will decide whether children will act as observers or participants in this process. - Children begin drafting their own writing. Although accurate spelling, grammar and handwriting are important, they are not the main focus at this stage.	- Graphic organisers could be used. In narrative writing, this could be a scale to identify positive/negative intent. In non-fiction writing, children could 'box up' the different parts of the text. 'Thesaurus thinking' should be modelled to children to improve their knowledge and understanding of vocabulary. - Providing children with checklists can support children's monitoring of their own writing. Over time, children can be prompted to develop their own checklists before starting to write, instead of using checklists provided by their teacher. - When acting as participants during the teacher's modelled writing, children could use 'Kind Calling Out' to share their ideas.
Revising	In this stage: - Teacher gives regular feedback to children, both at an individual and class level, whilst children continue to draft their writing. - Teacher models re-reading their writing, making changes based on their self-evaluation. - Children re-read their writing, make changes in light of feedback given and their own self-evaluation.	- During writing lessons, the teacher should give verbal feedback to children through live marking. This could be on an individual or group level. - During live marking, the teacher should make note of common strengths and areas for development which can later be shared with the whole class.
Editing	In this stage: - It is expected that children will have finished their first draft at this point. Teacher will model editing their writing against specific criteria. - Children edit their writing using specific criteria so not to overload working memory. Spelling and grammar assume greater importance at this stage.	- Editing Stations are a useful approach to editing as each station provides children a specific area to focus on e.g. capital letters, speech, fronted adverbials. This process should be done in mixed ability groups so that more literate children can support their peers. - Teacher could work with individuals or a focus group e.g. EXS or GDS.
Publishing	In this stage: Children present their work so that the intended audience can read it. Whilst this may not be appropriate for every piece of writing, it can provide a strong incentive for children to produce high quality writing.	- Children should publish their writing into their Publishing books (either on a template or directly). - Children's published writing could be displayed in school, sent home to parents/carers or emailed/tweeted to a person of interest.

Children will move back and forth through the 'Drafting' and 'Revising' stages during their independent writing. For example, after children have written their first paragraph, they will make improvements suggested by their teacher before moving onto the second.

Impact – Writing

The impact of our English teaching of writing can be constantly monitored through AfL in each session and feedback is given to children verbally, through self/peer assessment and through marking. Teachers then use this assessment to influence their planning. Children are rapidly identified as needing further challenge or additional support, and we ensure that this is provided in a timely manner. Pre-teaching is used to support children in building up the essential knowledge needed for the upcoming lesson. Intervention is designed to be a short input delivered by either a teacher or TA.

In Years 2 and 6, children's writing is assessed using the teacher assessment frameworks and exemplification materials. Checklists for Years 1, 3 and 5 have been created to assess children's writing in these year groups. All teachers assess children's writing across the year and attend termly moderation meetings to ensure consistency and accuracy of judgements.

The expected impact on writing from following the English Curriculum Depth Map:

- Develop a love for writing, with the ability to write for a range of genres, purposes and audiences
- Pupils drawing from a wide vocabulary
- Pupils constructing clear and coherent simple and complex sentences
- Pupils spelling the majority of words correctly and, when coming across unfamiliar words, being able to confidently utilise their phonics to attempt to spell them correctly
- High aspirations, which will see them through to further study, work and success in their adult life.

During the following **Staging Points** these will be identified as:

Staging Point: Writing Year 1

Date:								
Working towards the expected standard								
The pupil can, after discussion with the teacher:								
- use their phonic knowledge to write words in ways which match their spoken sounds								
- write some common exception words correctly								
- form some lower-case letters in the correct direction, starting and finishing in the right place								
Working at the expected standard								
The pupil can, after discussion with the teacher:								
- demarcate some sentences with capital letters and full stops								
- use capital letters for proper nouns								
- use 'and' in sentences								
- segment spoken words into phonemes and representing these by graphemes, spelling some correctly								
- make singular nouns plural by adding -s or -es								
- use the prefix -un								
- use -ing, -ed and -est where no change is needed in the spelling of root words								
- spell many common exceptions words correctly								
- form lower-case letters in the correct direction, starting and finishing in the right place								
- form lower-case letters of the correct size relative to one another in some of their writing								
- use spacing between words								
Working at greater depth								
The pupil can, after discussion with the teacher:								
- write simple, coherent narratives about personal experiences and those of others (real or fictional)								
- begin to expand nouns by using determiners and adjectives								
- use present and past tense mostly correctly and consistently								
- use coordinating conjunctions (and / or / but) correctly								
- spell most common exception words correctly								

Staging Point: Writing Year 2

Date:								
Working towards the expected standard								
The pupil can, after discussion with the teacher:								
- write sentences that are sequenced to form a short narrative (real or fictional)								
- demarcate some sentences with capital letters and full stops								
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others								
- spell some common exception words correctly								
- form lower-case letters in the correct direction, starting and finishing in the right place								
- form lower-case letters of the correct size relative to one another in some of their writing								
- use spacing between words								
Working at the expected standard								
The pupil can, after discussion with the teacher:								
- write simple, coherent narrative about personal experiences and those of others (real or fictional)								
- write about real events, recording these simply and clearly								
demarcate most sentences with:	- Capital letters							
	- Full stops							
	- Some use of question marks							
	- Some use of exclamation marks							
- use present and past tense mostly correctly and consistently								
- use coordination (e.g. or / and / but) and some subordination (e.g. when / if / because) to join clauses								
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others								
- spell many common exception words correctly								
- form 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								
Working at greater depth								
The pupil can, after discussion with the teacher:								
- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing								
- make simple additions, revisions and proof-reading corrections to their own writing								
- use the punctuation taught in Key Stage 1 mostly correctly								
- spell most common exception words correctly								
- add suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly)								
- use the diagonal and horizontal strokes needed to join some letters								

Staging Point: Writing Year 3

Date:								
Genre (including fiction, non-fiction and poetry):								
Working towards the expected standard								
The pupil can:								
- use expanded noun phrases								
- use a range of different sentence forms, including statements, questions, exclamations and commands								
Use mostly correctly:	- Capital letters							
	- Full stops							
	- Question marks							
	- Apostrophes for contraction							
- spell correctly most words from the Y1/2 spelling list								
- form letters correctly, distinguishing between capital letters and lower-case letters								
Working at the expected standard								
The pupil can:								
- begin to use paragraphs to organise ideas								
- in non-narrative writing, use simple organisational devices e.g. heading								
- use expanded noun phrases to describe settings and characters								
- integrate dialogue in narratives with mostly correct use of inverted commas before and after the speech								
- use adverbs and adverbials to express time and place								
- use coordinating conjunctions to join two independent clauses								
- use a range of subordinating conjunctions								
Use mostly correctly:	- Exclamation marks							
	- Commas in lists							
	- Apostrophes for possession							
- use verb tenses and forms mostly correctly throughout their writing								
- spell correctly all words from the Y1/2 spelling list and some words from the Y3/4 list								
- use diagonal and horizontal strokes needed to join some letters								
Working at greater depth								
The pupil can:								
- use a range of precise vocabulary, including synonyms								
- select the appropriate form and draw independently on what they have read as a model for their own writing (e.g. literary language, characterisation, structure)								
- use dialogue sparingly so that it effectively adds detail to the writing								
- use a wider range of conjunctions within and across sentences								
- use the range of punctuation taught up to Year 3 correctly and appropriately								

Staging Point: Writing Year 4

Date:								
Genre (including fiction, non-fiction and poetry):								
Working towards the expected standard								
The pupil can:								
- use expanded noun phrases to describe settings and characters								
- use sentences of different forms, including statements, questions, exclamations and commands								
Use mostly correctly:	- Capital letters							
	- Full stops							
	- Question marks							
	- Commas after fronted adverbials							
	- Apostrophes for contraction							
- spell correctly most words from the Y1/2 spelling list and some from the Y3/4 list								
- form letters correctly, distinguishing between capital letters and lower-case letters								
Working at the expected standard								
The pupil can:								
- use paragraphs to organise ideas								
- use expanded noun phrases and adverbials to develop descriptions of settings and characters								
- integrate dialogue in narratives, punctuated correctly.								
- use different clauses structures, with dependent clauses sometimes at the front of sentences, punctuated mostly correctly								
Use mostly correctly:	- Coordinating and subordinating conjunctions							
	- Adverbials of time and place							
	- Pronouns							
Use mostly correctly:	- Exclamation marks							
	- Commas in lists							
	- Apostrophes for possession							
- use verb tenses and forms consistently and correctly throughout their writing								
- spell correctly all words from the Y1/2 spelling list and most words from the Y3/4 list								
- produce joined, legible handwriting								
Working at greater depth								
The pupil can:								
- in narratives, begin to develop atmosphere using expanded noun phrases and adverbials								
- select the appropriate form and draw independently on what they have read as a model for their own writing (e.g. literary language, characterisation, structure)								
- consistently use dialogue sparingly so that it effectively adds detail to the writing								
- consistently use a range of conjunctions to create cohesion in their writing								
- choose vocabulary, including synonyms, that is precise and effective so that it engages the reader								
- use the range of punctuation taught up to Year 4 correctly and appropriately								

Staging Point: Writing Year 5

Date:								
Genre (including fiction, non-fiction and poetry):								
Working towards the expected standard								
The pupil can:								
- use paragraphs to organise ideas								
- in narratives, describe settings and characters								
Use mostly correctly:	- Capital letters							
	- Full stops							
	- Question marks							
	- Commas after fronted adverbials							
	- Apostrophes for contraction							
- Use expanded noun phrases to add detail								
- spell correctly most words from the Y3/4 spelling list, and some words from the Y5/6 spelling list								
- write legibly								
Working at the expected standard								
The pupil can:								
- in non-narrative writing, use simple devices to structure writing								
- integrate dialogue in narratives, punctuated correctly. This should sometimes convey character and advance the action.								
- use a range of clause structures, including relative clauses, with correct punctuation mostly correctly								
- use some punctuation for parenthesis (brackets, dashes and commas)								
Use mostly correctly:	- Coordinating and subordinating conjunctions							
	- Adverbials of time and place							
	- Pronouns							
	- Synonyms							
Use mostly correctly:	- Exclamation marks							
	- Commas in lists							
	- Apostrophes for possession							
- use verb tenses consistently and correctly throughout their writing								
- spell correctly most words from the Y5/6 spelling list								
- maintain legibility in joined handwriting when writing at speed								
Working at greater depth								
The pupil can:								
- in narratives, describe settings, characters and atmosphere								
- select the appropriate form and draw independently on what they have read as a model for their own writing (e.g. literary language, characterisation, structure)								
- integrate dialogue in narratives to convey characters and advance the action								
- select vocabulary and grammatical structures that reflect the level of formality required mostly correctly								
- Use vocabulary, grammar and punctuation to engage the reader e.g. show not tell sentences								
- use the range of punctuation taught up to Year 5 correctly and appropriately								

Staging Point: Writing Year 6

Date:								
Genre (including fiction, non-fiction and poetry):								
Working towards the expected standard								
The pupil can:								
- use paragraphs to organise ideas								
- in narratives, describe settings and characters								
- in non-narrative writing, use simple devices to structure writing								
Use mostly correctly:	- Capital letters							
	- Full stops							
	- Question marks							
	- Commas in a list							
	- Apostrophes for contraction							
- spell correctly most words from the Y3/4 spelling list, and some words from the Y5/6 spelling list								
- write legibly								
Working at the expected standard								
The pupil can:								
- in narratives, describe settings, characters and atmosphere								
- integrate dialogue in narratives to convey character and advance the action								
Use mostly correctly:	- Contracted form in dialogue							
	- Passive verbs							
	- Modal verbs							
Use mostly correctly:	- Conjunctions							
	- Adverbials of time and place							
	- Pronouns							
	- Synonyms							
- use verb tenses consistently and correctly throughout their writing								
Use mostly correctly:	- Inverted commas							
	- Commas for clarity							
	- Parenthesis							
	- Semi-colons							
	- Dashes							
	- Colons							
	- Hyphens							
- spell correctly most words from the Y5/6 spelling list								
- maintain legibility in joined handwriting when writing at speed								
Working at greater depth								
The pupil can:								
- select the appropriate form and draw independently on what they have read as a model for their own writing (e.g. literary language, characterisation, structure)								
- distinguish between the language of speech and writing and choose the appropriate register								
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this								
- Can use the range of punctuation taught at KS2 correctly (semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity								

Grammar and Punctuation – Rainbow Grammar

At BHPS, grammar and punctuation is taught using the **Rainbow Grammar** approach. Rainbow Grammar is a whole-school approach to teaching grammar from Year 1 through to Year 6, building knowledge logically and systematically, year on year. The approach uses nine colours, with each colour representing a different part of a sentence, using colour to expose the underlying structure of sentences so that children can understand how they work, imitate their patterns and then apply those patterns to new contexts.

The core foundation uses a traffic light model:

Green = Subject (who or what the sentence is about)

Orange = Predicate (the action in the sentence)

Red = Punctuation that stops a sentence

Why do we teach Rainbow Grammar?

1. **Rigorous and Systematic:** Rainbow Grammar builds knowledge logically and systematically, year on year, so that children's understanding slowly builds from a simple understanding of how sentences work and the key words within them, to more complex ideas of subordination, coordination and how to create shades of meaning.
2. **Explicit Teaching:** Rainbow Grammar takes a lot of concepts that are implicitly mentioned in the national curriculum and makes it explicit so that teachers in every year group know exactly what to teach.
3. **Logical Progression:** Rainbow Grammar more precisely builds children's grammar knowledge in a logical, sequential manner, addressing some of the shortcomings in the National Curriculum's sequencing.
4. **Improves Writing Quality:** Children who are taught Rainbow Grammar well learn the structure of written sentences, improving their punctuation accuracy with grammar and punctuation, and increasing the variety of sentences they understand and apply.
5. **Engaging for Children:** The simple colour system helps children to more clearly see the underlying structure of sentences, and the ability to physically manipulate these structures helps children to understand how these structures can be rearranged.

Year-by-Year Progression - The approach builds complexity gradually:		
Year 1	Basic traffic light structure	"The monster roared all night." "All night, the monster cried."
Year 2	Adding subordination	"The monster cried all night because he wanted his teddy."
Year 3	Non-finite clauses	"Hugging his favourite blanket, the monster cried all night."
Year 4	Appositives	"The monster, a sensitive little beastie, cried all night"
Year 5	Relative clauses	"The monster cried into his pillow, which was soaked in tears."
Year 6	Complex multi-clause sentences	"Because he wanted his teddy, the monster who lived under Jimmy's bed cried miserably all night, huddled in his favourite blanket."

Curriculum Structure

The curriculum is organised into two main areas:

Word & Phrase Level Grammar covering the 8-word classes: Determiners, adjectives, nouns, pronouns, verbs, prepositions, adverbs, conjunctions

Clause & Sentence Level Grammar covering: Main clauses, fronted adverbials, subordination, coordination, speech, punctuation.

Handwriting

The National Curriculum outlines the following aims for handwriting across the primary phase.

In **Year 1**, pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

In **Year 2**, pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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.

In **Years 3 and 4**, pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

In **Years 5 and 6**, 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.

At BHPS, handwriting is taught once weekly in Years 1-4 (with daily practise during phonics sessions in Year 1).

In Years 5 and 6, children are expected to be able to write in a neat, cursive script. Children not on track for this expectation are given additional support in intervention groups.

Appendix 1 - Monster Phonics Progression Map

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f f f l l ss	j v w x	y z zz qu	ch sh th ^(v) th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	ASSESSMENT 2
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	ASSESSMENT 4
TERM 3	CVCC	CCVC	CVC+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	made make came	I'm very old	called asked looked	their our	Mr, Mrs don't	people could

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
YEAR 1 CEWs 100 HFWs 200 HFWs												
TERM 2	ue ue ew	ew k before y i e	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear ear	are y ph	wh e o	ASSESSMENT 6 ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e i-e	Review o-e u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, look, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	hes, we're even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
200 HFWs												
TERM 3	PHONICS SCREEN	Review ee ea er	Review ir ur oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew ie ie igh	Review or ore aw au	Review air ear ear are	Review y ph wh e	Review a Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	Nonsense words	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull, full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION	HFW REVISION

Year 2 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	dge g	c kn	gn wr	le el il	al homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i ASSESSMENT 1	y al (or)	o (u) ey	after W-a after W-or	after W-ar S (zsh)	ti i
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes thought	busy money hour Christmas	grass class pass past fast last	bath path father plant	after again sure sugar	water parents beautiful	eye who Mr Mrs
YEAR 2 CEWs												
TERM 2	Constants suffixes Contractions	Possessive Apostrophe	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW c Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW el il al Adding suffix	REVIEW y Adding suffix	REVIEW al (or) Adding suffix
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	ASSESSMENT 2	ASSESSMENT 2	ASSESSMENT 2	ASSESSMENT 2	ASSESSMENT 2	ASSESSMENT 2	ASSESSMENT 2	ASSESSMENT 2	ASSESSMENT 2	ASSESSMENT 2
	find, great kind, steak, mind break, behind	wild, child, climb old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, past fast, last	bath, path father, plant	after, sure again, sugar	head, door which, friends different would	
YEAR 2 CEWs												
TERM 3	REVIEW o (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-a Adding suffix	REVIEW W-or Adding suffix	REVIEW W-ar Adding suffix	REVIEW Z (zsh) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix	ASSESSMENT 4	Homophone Vowel suffix Drop e	Vowel suffix drop e Vowel suffix Y to i	Constants suffixes Contractions
	water parents beautiful	Mr, Mrs who eye	thought laughed magic, animals I've, I'll who two	where once couldn't only, baby floppy, every suddenly great	any many these small, bear boat home clothes	because we're everyone town how through eyes, boy again	gone horse which pulled fly, why cried, find giant narrator	different pulled lived grandad morning, rabbit that's, things king, across along	great, break steak, every even, busy many everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold told, cold, hold whole, clothes only	beautiful move prove improve who	ASSESSMENT 5
	gave, take place, began before, because even	he's, we're can't, didn't couldn't, jumped stopped										
YEAR 2 CEWs												
YEAR 2 CEWs												

Appendix 2 – Sounds and Syllable Curriculum

Sounds & Syllables: Tier 3 | Year 3

phase 1 	contractions
unit 1	contractions formed from have, has and had
phase 2 	sound-spelling matches
unit 2	words beginning with /uh/ spelled <a>
unit 3	words with /gz/ spelled <x>
unit 4	words ending with <consonant+e>
Unit 5	words with /w/ spelled <wh>
unit 6	words with <ough>
unit 7	words with <aigh> and <eigh>
Unit 8	words with <augh>
unit 9	words with /o/ spelled <a> after /w/
Unit10	words with /u/ spelled <ou>
unit 11	words with <ear>
Unit 12	words with /j/ spelled <g>, <ge> and <dge>
Unit 13	words with /s/ spelled <c>
unit 14	words ending with /s/ spelled <ce> and <se>
unit 15	words ending with /z/ spelled <se> and <ze>
unit 16	words ending with /m/ spelled <mb> and <mn>
unit 17	words beginning with /n/ spelled <kn> and <gn>
unit 18	words ending with /ul/ spelled <le>
unit 19	words ending with <al>, <el>, <il> and
unit 20	words ending with <our>
unti 21	words ending with <et> in which /i/ is spelled <e>
phase 3 	prefixes
unit 22	words beginning with <un>
unit 23	words beginning with <re>
unit 24	words beginning with <dis>
unit 25	words beginning with <mis>
phase 4 	suffixes
unit 26	words ending with <ar>, <er> and <or>
unit 27	words with suffixes added to bases ending with consonant spellings
unit 28	words with suffixes added to bases ending with <consonant+e>
unit 29	words with suffixes added to bases ending with <y>
unit 30	words ending with <en>
unit 31	words ending with <tion>
unit 32	words ending with <age>
unit 33	words ending with <ist>
unit 34	words ending with <ure>
unit 35	words ending with <ment>
unit 36	words ending with <ous>

Sounds & Syllables: Tier 4 | Year 4

phase 1 	elision
unit 1	words with elision
phase 2 	sound-spelling matches
unit 2	words with /s/ spelled <sc>
unit 3	words with /ch/ spelled <t>
unit 4	words with /k/ spelled <ch>
unit 5	words with /sh/ spelled <ch>
Unit 6	words with /s/ spelled <st>
unit 7	words with /i/ spelled <y>
Unit 8	words with /ar/, /or/ and /a/ spelled <a>
unit 9	words with /g/ spelled <gh> and <gu>
unit10	words ending with <gue> and <que>
unit 11	words ending with /ae/ spelled <et>
unit 12	words with <ain>
phase 3 	prefixes
unit 13	words beginning with <de>
unit 14	words beginning with <pre>
unit 15	words beginning with <pro>
unit 16	words beginning with <il>, <im>, <in> and <ir>
unit 17	words beginning with <inter>
unit 18	words beginning with <over> and <super>
unit 19	words beginning with <sub> and <under>
unit 20	words beginning with <e> and <ex>
unit 21	words beginning with <anti> and <auto>
phase 4 	suffixes
unit 22	multi-syllable words with doubled consonants
unit 23	words ending with <o> + <es>
unit 24	words ending with <ic>
unit 25	words ending with <ness>
unit 26	words ending with <ship>
unit 27	words ending with <ee> and <eer>
unit 28	words ending with <ive>
unit 29	words ending with <ian>
unit 30	words ending with <ation>
unit 31	words ending with <sion> in which /zh/ is spelled <si>
unit 32	words ending with <sion>, <ssion> and <tion>
phase 5 	bases
unit 33	words meaning 'one'
unit 34	words meaning 'two' and 'three'
unit 35	words with <dec>, <cent>, <kilo> and <milli>
unit 36	words with <circ> and <cycl>

Sounds & Syllables: Tier 5 | Year 5

phase 1 sound-spelling matches	
unit 1	words with /oo/ and /yoo/ spelled <eu>
unit 2	words with /ee/ spelled <ie> and <ei>
unit 3	words with /w/ spelled <u>
unit 4	words with /r/ spelled <rh> and <wr>
unit 5	words with /k/+s/ spelled <cc> and <xc>
unit 6	words ending with <gn>
unit 7	words ending with <re>
unit 8	words ending with <the>
unit 9	words ending with <i+consonant+e> in which /i/ is spelled <i>
unit 10	words ending with <ine> in which /ee/ is spelled <i>
phase 2 prefixes	
unit 11	words beginning with <fore>
unit 12	words beginning with <ab>
unit 13	words beginning with <com> and <con>
phase 3 suffixes	
unit 14	multi-syllable words ending with < >
unit 15	words ending with <ice> and <ise> in which /ie/ is spelled /i/
unit 16	words ending with <ette>
unit 17	words ending with <ty>
unit 18	adjectives ending with <ant> and <ent>
unit 19	nouns ending with <ant> and <ent>
unit 20	words ending with <ically>
unit 21	words ending with <ual>
unit 22	words ending with <ually>
unit 23	words ending with <able> and <ible>
unit 24	words ending with <ary>, <ery> and <ory>
unit 25	words ending with <eous> and <ious>
phase 4 bases	
unit 26	words with <meter> and <metr>
unit 27	words with <mal>
unit 28	words with <ject>
unit 29	words with <man>
unit 30	words with <fin>
unit 31	words with <trans>
unit 32	words with <form>
unit 33	words with <graph>
unit 34	words with <port>
unit 35	words with <scrib> and <scrip>
unit 36	words with <vis>

Sounds & Syllables: Tier 6 | Year 6

phase 1 elision	
unit 1	words with elision
phase 2 sound-spelling matches	
unit 2	words ending with /um/ spelled <m>
unit 3	words ending with /ee/ spelled <e>
phase 3 prefixes	
unit 4	words beginning with <se>
unit 5	words beginning with <ad>
unit 6	words beginning with variations of <ad>
unit 7	words beginning with variations of <sub>
phase 4 suffixes	
unit 8	words ending with <ate>
unit 9	heteronyms ending with <ate>
unit 10	words ending with <ism>
unit 11	words ending with <ably> and <ibly>
unit 12	words ending with <ise>
unit 13	words ending with <cious> and <tious>
unit 14	words ending with <cial> and <tial>
unit 15	words ending with <ance> and <ence>
unit 16	words ending with <ary>
phase 5 bases	
unit 17	words with <sym> and <syn>
unit 18	words with <vers> and <vert>
unit 19	words with <gen>
unit 20	words with <dic> and <dict>
unit 21	words with <voc> and <voke>
unit 22	words with <duc> and <duct>
unit 23	words with <spec>, <spect> and <spic>
unit 24	words with <tain>, <ten> and <tin>
unit 25	words with <spir>
unit 26	words with <pend> and <pens>
unit 27	words with <sens> and <sent>
unit 28	words with <fy>
unit 29	words with <fac>, <fec> and <fic>
unit 30	words with <clos>, <clud> and <clus>
unit 31	words with <lect>, <leg> and <lig>
unit 32	words with <cap>, <ceit>, <ceive>, <cept> and <cip>
unit 33	words with <mise>, <miss> and <mit>
unit 34	words with <cede>, <ceed> and <cess>
unit 35	words with <pon>, <pos> and <posit>
unit 36	words with <phobia>

Appendix 3 – Rainbow Grammar

rainbow grammar 2

Bramcote Hills Primary School

	main clause	fronted adverbial	speech	subordinate clause adverbial clause	non-finite clause	relative clause	appositive	punctuation
1	Compose a simple statement sentence where the predicate is: ■ ■ ■ verb The moon <u>shone</u>. + object The boy <u>opened</u> the gate. + adverbial The boy <u>walked</u> through the gate. Add a where or when adverbial to a simple statement sentence: ■ ■ ■ The moon <u>shone</u> in the sky. Join 2 subjects with a coordinating conjunction ■ ■ ■ The boy and his dog <u>entered</u> the old house. Join 2 predicates with a coordinating conjunction ■ ■ ■ The boy <u>trembled</u> but <u>stepped</u> into the hall.							Start a sentence with a capital letter The moon shone in the sky. Complete a sentence with a full stop The boy opened the gate. Complete a sentence with an exclamation mark A scream suddenly filled the air! Complete a question with a question mark Who made that terrible sound?
2	Join 2 main clauses with a coordinating conjunction ■ ■ ■ The clouds <u>covered</u> the moon so the night <u>turned</u> black. Compose a simple command that starts with a verb <u>Look out</u> for ghosts. Use the following question words to compose a question how what when where which who whose why Use 'how' and 'what' to compose an exclamation What a spooky house this <u>is</u>. How dark it <u>is</u> in here.	Begin a sentence with a fronted adverbial (an adverb or adverbial phrase) of time (when), place (where) or manner (how) ■ ■ ■ That night the moon <u>shone</u>. In the sky the moon <u>shone</u>. Silently a bat <u>flew</u> across the sky.	Use direct speech in a sentence, punctuating with inverted commas (speech marks) ■ ■ ■ "It's dark tonight," the boy <u>said</u>.	Use an adverbial clause after a main clause ■ ■ ■ The gate <u>creaked</u> when the boy <u>pushed</u> it. Start a sentence with an adverbial clause ■ ■ ■ When the boy <u>pushed</u> it the gate <u>creaked</u>.				Use a comma between 2 adjectives Thick, grey cobwebs covered everything. Use commas in a list of nouns or noun phrases The room was covered with dust, cobwebs and mould. Show omission with an apostrophe James wasn't scared. Use an apostrophe to mark singular possession The boy's heart pounded in his chest.
3	Understand a main clause as a clause that may function independently as a sentence Join 3 predicates with a comma and a coordinating conjunction ■ ■ ■ The boy <u>fumbled</u> through his bag, <u>found</u> the old key and <u>pushed</u> it into the lock.	Separate a fronted adverbial with a comma That night, the moon shone. Begin a sentence with a linking adverb ■ ■ ■ Soon the sky <u>was</u> as black as pitch. Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma ■ ■ ■ Like a ghost, the moon <u>drifted</u> across the sky. As quiet as a mouse, the boy <u>tiptoed</u> across the garden.		Understand an adverbial clause as a subordinate clause that starts with a subordinating conjunction Separate an adverbial clause with a comma when it starts a sentence ■ ■ ■ When the boy <u>pushed</u> it, the gate <u>creaked</u>.	Understand a non-finite clause as a subordinate clause that starts with a verb Use an -ing non-finite clause after a main clause, separating with a comma ■ ■ ■ The moon <u>hung</u> in the sky, <u>casting</u> a sickly light over the world. Start a sentence with an -ing non-finite clause, separating with a comma ■ ■ ■ <u>Casting</u> a sickly light over the world, the moon <u>hung</u> in the sky.			Use an apostrophe to mark plural possession Rats' eyes glittered in the darkness.
				Understand a subordinate clause as a clause that does not function independently as a sentence				

	determiner	adjective	noun	pronoun	verb	preposition	adverb	conjunction															
1		Understand an adjective as a single word that describes a noun Use adjectives of colour red white blue orange black Use adjectives of size tiny small little large gigantic Use an adjective before a noun a black cat the huge dog	Understand a noun as a single word that names a person, place or thing Distinguish between singular and plural nouns , adding -s and -es suffixes to form plural nouns singular cat dog box -s plural cats dogs cakes es plural boxes dishes Capitalise proper nouns (people) The house was watching James.		Understand a verb as a single word that describes an action Use the suffixes -s and -es to write verbs in the 3 rd person present tense -s lifts smiles jumps -es buzzes pushes mixes Use the -ed suffix to write verbs in the simple past tense waited watched sniffed	Understand a preposition as a single word that describes time (a when word) or place (a where word) Know and use the following prepositions: after at before behind beside between down in inside near off on outside up with	Understand a conjunction as a single word that joins (a joining word) Know and use the following coordinating conjunctions: and but Coordinate 2 nouns or two adjectives using the conjunction and cats and dogs egg and chips black and blue cold and wet																
	Understand a subject as who or what performs the action in a simple sentence who or what did the chasing? The dog chased the cat. who or what did the eating? Jim ate a huge cake. Understand an object as who or what receives the action in a simple sentence who or what was chased? The dog chased the cat. who or what was eaten? Jim ate a huge cake.					Use prepositions to compose simple adverbial phrases of time (when phrase) and place (where phrase) time on Tuesday at night in the morning place on the desk with Jim outside the house																	
2	Understand a determiner as a single word that introduces a noun (an introducing word) Know and use the following determiners (articles) a an the Know and use numerical determiners one two three five ten twenty	Use adjectives of shape flat round narrow straight Use adjectives of character cruel kind wicked brave Use 2 adjectives before a noun the wise, old king a sad, lonely elf	Use comparative and superlative adjectives , adding the suffixes -er and -est comparative colder hotter superlative coldest hottest Capitalise proper nouns (places) The house stood at the end of Grey Street.	Understand to be and to have as verbs to be am is are was were to have have has had Use the past and present progressive tense to form actions in progress, using the form: to be + -ing am eating are eating is eating was eating were eating Use the past and present tense consistently Use imperative verbs to form commands Wait for me outside! Don't eat the cake.	Know and use the following prepositions above across against along around below into from onto past through to	Understand an adverb as a single word that describes how a verb happens Use the -ly suffix to write adverbs of manner (how adverbs) slowly happily carefully suddenly gently greedily	Know and use the following coordinating conjunctions or so Know and use the following subordinating conjunctions because if when																
	Understand a noun phrase as a group of words that describes a person, place or thing Know that a noun phrase is constructed from determiners, adjectives and nouns <table><tr><td>det</td><td>adj</td><td>n</td><td>noun phrase</td></tr><tr><td>the</td><td></td><td>cat</td><td>the cat</td></tr><tr><td>the</td><td>hungry</td><td>cat</td><td>the hungry cat</td></tr><tr><td></td><td>hungry</td><td>cats</td><td>hungry cats</td></tr></table>		det	adj	n	noun phrase	the		cat	the cat	the	hungry	cat	the hungry cat		hungry	cats	hungry cats					
det	adj	n	noun phrase																				
the		cat	the cat																				
the	hungry	cat	the hungry cat																				
	hungry	cats	hungry cats																				
3	Know and use ordinal determiners first second third fifth tenth thirteenth hundredth	Use adjectives of sound loud quiet shrill melodic Use adjectives of touch icy rough smooth sticky	Use precise nouns tree > oak flower > daisy insect > moth	Understand a pronoun as a single word that replaces a noun or noun phrase Know and use the following subjective pronouns (function as subjects) and objective pronouns (function as objects) subjective I you he she it we they objective me you him her it us them	Use the present perfect tense , using the form: to have + ed have walked has walked have caught has caught Know and use a range of reporting verbs yelled shrieked murmured Understand a clause as a structure that contains a single verb or verb phrase	Understand a preposition as a single word that starts an adverbial phrase Know and use the following prepositions among beneath beyond by during for like throughout until	Understand an adverb as a single word that describes how, when or where a verb happens Know and use adverbs of time (when) and place (where) time still again soon tomorrow today place here there home left south upstairs Know and use the following linking adverbs next now soon then Understand an adverbial phrase as a group of words that describes how, when or where a verb happens Use like and as... as to create similes like a shadow as old as time	Understand a coordinating conjunction as a single word that joins two equal sentence elements Understand a subordinating conjunction as a word (or phrase) that introduces an adverbial clause Know and use the following subordinating conjunctions after although before as just as while															

	main clause	fronted adverbial	speech	subordinate clause adverbial clause	non-finite clause	relative clause	appositive	punctuation
4	Join 3 main clauses with a comma and a coordinating conjunction ■ ■ ■ ■ ■ The boy's knees knocked , his skin prickled and his heart pounded in his chest.	Begin a sentence with 2 fronted adverbials ■ ■ ■ ■ ■ Slowly but surely, the boy made his way through the haunted house. All day and all night, the wind howled through the old house. Begin a sentence with a linking adverb, separating with a comma ■ ■ ■ ■ ■ The moon shone . However, the sky was as black as pitch.	When at the start of a sentence, capitalise direct speech and close with a comma, question mark or exclamation mark ■ ■ ■ ■ ■ "It's dark tonight," the boy said . "Should I go in?" the boy asked . "A ghost!" the boy cried .	Use a subordinate clause at the start and at the end of a sentence ■ ■ ■ ■ ■ As clouds gathered overhead, shadows stole across the land, smothering the world in darkness. ■ ■ ■ ■ ■ Opening the gate, the boy entered the garden even though his heart pounded in his chest.	Use a parenthetical -ing non-finite clause, separating with commas ■ ■ ■ ■ ■ The moon, casting a sickly light over the world, shone with a deathly glow.		Describe a noun or noun phrase with an appositive, separating with commas ■ ■ ■ ■ ■ A spider, a huge hairy-legged beast, sat in the centre of a vast web. ■ ■ ■ ■ ■ The boy pushed the gate, a heavy mass of twisted iron.	
5	Coordinate using 2 different coordinating conjunctions ■ ■ ■ ■ ■ The boy heard a scream in the darkness and shivered but made his way towards the sound. ■ ■ ■ ■ ■ Rats scurried across the floor and spiders lurked in thick webs but the boy ventured onwards. Join 2 main clauses with a semi colon ■ ■ ■ ■ ■ Strange slithering noises made his skin crawl; something was inside the walls.	Zoom in using 3 'when' or 'where' fronted adverbials ■ ■ ■ ■ ■ In the dead of winter, on a blustery night, upon the stroke of midnight, the dead rose from their graves. Zoom out using 3 'when' or 'where' fronted adverbials ■ ■ ■ ■ ■ In an abandoned house, upon a lonely hill, at the edge of a dark forest, something stirred .	When at the end of a sentence, capitalise direct speech, separate from the sentence with a comma, and close with a full stop, question mark or exclamation mark ■ ■ ■ ■ ■ The boy said , "It's dark tonight." The boy asked , "Should I go in?" The boy cried , "A ghost!" Insert a reporting clause into longer speech. ■ ■ ■ ■ ■ "Should I go in?" the boy asked . "It doesn't look very safe to me."	Use a parenthetical adverbial clause, separating with commas ■ ■ ■ ■ ■ The old door, as it was pushed open, squealed upon rusty hinges. Begin a sentence with 2 adverbial clauses ■ ■ ■ ■ ■ As clouds gathered overhead, as the moon faded from view, darkness stole across the land.	Coordinate 2 -ing non-finite clauses ■ ■ ■ ■ ■ The boy crept through the room, sweeping his torch into corners and chasing away the shadows. ■ ■ ■ ■ ■ Slithering beneath closed doors, snaking empty rooms, a grey mist filled the house. Use an -ed non-finite clause, separating with commas ■ ■ ■ ■ ■ Smothered by a layer of dust, debris was littered about the room. ■ ■ ■ ■ ■ Debris was littered about the room, smothered by a layer of dust. ■ ■ ■ ■ ■ Debris, smothered in dust, was littered about the room.	Understand a relative clause as a subordinate clause that starts with a relative pronoun Describe a noun phrase with a relative clause, separating with commas ■ ■ ■ ■ ■ Rats, whose eyes flashed in the light, shattered away into the dark. ■ ■ ■ ■ ■ The boy stepped over broken furniture, which littered the floor. Coordinate 2 relative clauses ■ ■ ■ ■ ■ The evil, which lurked in the basement and which filled the house with terror, grew ever stronger.	Coordinate 2 appositives, separating with commas ■ ■ ■ ■ ■ The old house, a place of untold terrors and a source of great evil, squatted at the edge of the village. Use ellipsis to show incompleteness The boy opened the door, stepped through and... Use commas, brackets and dashes for parenthesis Floorboards, which were smothered with dust, creaked as the boy (a fearless adventurer) searched each room – from the cellar to the attic – in the haunted house. Use a colon to introduce and bullet points to demarcate a list The boy carried: • a torch • a lantern • his packed lunch	
6	Coordinate 4 predicates in a double see-saw pattern ■ ■ ■ ■ ■ Strange voices whispered from the walls and echoed through the house, writhe inside the boy's head and filled him with dread and despair.	Use a linking adverb after a semi colon ■ ■ ■ ■ ■ The boy was overcome with dread; still, he inched through the darkness.	Use indirect (reported) speech ■ ■ ■ ■ ■ The boy said that he was terrified throughout his adventure. Use ellipsis to denote speech that trails away ■ ■ ■ ■ ■ "We can make it if we just..." the boy whispered in exhaustion. Use a dash to denote speech that is interrupted ■ ■ ■ ■ ■ "There's nobody in there" the boy started .	Use the subjunctive mood with the subordinating conjunctions if , as if and if only ■ ■ ■ ■ ■ If he were brave for just a little longer, the boy could defeat this evil. ■ ■ ■ ■ ■ The boy stepped into the darkness as if he were a fearless adventurer. Begin a sentence with 3 adverbial clauses ■ ■ ■ ■ ■ Although his skin prickled with fear, although ice filled his veins, although his ribs hammered against his ribcage, the boy opened the cellar door.	Coordinate 3 non-finite clauses ■ ■ ■ ■ ■ The boy crept through the room, sweeping his torch into corners, shining it into dark places and chasing away the shadows. ■ ■ ■ ■ ■ Slithering under doors, snaking across empty rooms, pooling in shadows, mist filled the house. Coordinate 4 non-finite clauses in a double see-saw pattern ■ ■ ■ ■ ■ The boy crept through the house, inching along corridors and climbing stairs, stepping over furniture and peering into dark corners. Begin a non-finite clause, with a noun or noun phrase ■ ■ ■ ■ ■ His heart pounding in his chest, the boy stepped into the house. ■ ■ ■ ■ ■ The boy stepped into the house, his heart pounding in his chest.	Distinguish between non-essential from non-essential relative clauses using commas ■ ■ ■ ■ ■ The rats that scrabbled about on the table gnawed at rotting food. The rats, which scrabbled about on the table, gnawed at rotting food. ■ ■ ■ ■ ■ The boy pushed open the rusty door that led to the cellar. The boy pushed open the rusty door, which led to the cellar. Omit who, that or which at the start of a relative clause ■ ■ ■ ■ ■ The door that the boy pushed open creaked upon rusty hinges. ■ ■ ■ ■ ■ An icy draught howled through the door which the boy had opened . Coordinate 3 relative clauses ■ ■ ■ ■ ■ The evil, which lurked in the cellar, which filled the house with terror and which burrowed into the boy's skull, grew stronger with every step.	Coordinate 3 appositives, separating with commas ■ ■ ■ ■ ■ The boy, a brave soul and a fearless adventurer or a just fool with a death wish, entered the old house. Combine an appositive with a relative clause ■ ■ ■ ■ ■ Spiders, huge hairy-legged beasts that sat in the centre of vast webs, lurked in the darkness. ■ ■ ■ ■ ■ The stairway led to a basement, a shadowy room whose stone walls were carved with arcane symbols. Combine an appositive with a non-finite clause ■ ■ ■ ■ ■ The moon, a ghostly galleon sailing upon tattered clouds, cast a sickly light upon the world below. ■ ■ ■ ■ ■ The earth was soaked by incessant rain, a raging torrent filled with hate and fury.	Use a hyphen to avoid ambiguity A child-eating monster lurked in the cellar. Use semi-colons in a complex list The monster had huge, hairy nostrils; green, red and purple eyes; and hair like snakes. Use semi-colons in a bulleted list The boy carried: • a torch; • a lantern; • his packed lunch. Use a colon to illustrate or expand The monster was ravenous: it salivated greedily.

	determiner	adjective	noun	pronoun	verb	preposition	adverb	conjunction
4	Understand a determiner as a single word that makes a noun more precise Know and use the following possessive determiners my your his her its our their	Use adjectives of taste and smell fragrant putrid spicy acrid	Capitalise proper nouns (things) Ferrari The Gruffalo Twix Join 2 nouns or noun phrases with the preposition with to create an expanded noun phrase (a double noun phrase) the dog with shaggy fur the house with no windows Create collective noun phrases by joining 2 nouns or noun phrases with the preposition of a class of children a bunch of flowers a murder of crows	Know and use the following possessive pronouns mine yours his hers its ours theirs Balance the use of pronouns and nouns to avoid ambiguity and repetition	Know and use common irregular past tense verb forms bought slept cut dreamt Use standard verb forms we was > we were I done > I did could of > could have Use precise verbs to create shades of meaning walk trudge stride saunter eat nibble devour munch	Know and use the following prepositions about adjacent despite except of opposite since toward upon within without Coordinate 2 or 3 adverbial phrases The pirates carried the treasure from the ship, over the golden sands and to the secret cave.	Know and use the following linking adverbs also finally for example however meanwhile therefore	Know and use the following coordinating conjunctions yet Know and use the following subordinating conjunctions as soon as by the time even though once unless until
5	Know and use the following demonstrative determiners that these this those	Use adjectives of age young fresh elderly ancient Use adjectives that describe materials silk bronze plastic porcelain Avoid pleonasm when using adjectives huge giant cold ice future plans white snow	Understand an abstract noun as concept, idea or emotion love terror religion friendship success Join 2 nouns or noun phrases with a range of prepositions to create an expanded noun phrase (a double noun phrase) the house by the lake that book about the Romans	Know and use the following relative pronouns that when where which who whose	Know and use the following modal verbs can could may might must shall should will would	Understand a preposition as a single word that joins two nouns or noun phrases (within a double noun phrase)	Know and use the following linking adverbs besides furthermore in conclusion in fact likewise similarly still Avoid pleonasm when using adverbs smiled happily shouted loudly ran quickly	Know and use the following coordinating conjunctions for Know and use the following subordinating conjunctions now that so that whatever whenever whereas wherever whoever
6	Know and use a range of the following quantifying determiners all another any both each either enough every few fewer fewest least less little many more most much neither no other several some	Use adjectives of origin local distant French Saxon Use adjective phrases a dimly lit room the beautifully painted vase this jade-winged dragon our six-page leaflet		Know and use a range of indefinite pronouns another both enough less more nobody nothing plenty others several someone	Distinguish between the active voice (in which the subject is the agent of the action) and the passive voice (in which the subject is the recipient of the action) active Jim chased a bee around the room. passive The bee was chased around the room. Form passive verbs, using the form: to be + -ed was watched were carried are broken is caught Use phrasal verbs (verb + preposition or adverb) in informal writing, but not formal writing informal get up ask for go in formal rise request enter Use the subjunctive mood in formal writing If I were rich, I'd buy a gold-plated bicycle. Max ordered Jim around as if he were the king.	Use prepositions to compose adverbial phrases of manner with great care in disgust in a fit of rage	Know and apply the royal order of adverbials: how > where > when Jim leisurely strolled around the park on Saturday morning. how leisurely where around the park when on Tuesday evening Know and use the following linking adverbs above all consequently in contrast instead nevertheless nonetheless otherwise subsequently	Know and use the following coordinating conjunctions nor Know and use the following subordinating conjunctions as if as long as as much as if only in case provided that since

Appendix 4 - Handwriting

Handwriting: Year 1

Teaching Sequence	Formation	Teaching notes
1.	0,1,2,3,4,5,6,7,8,9	Digits 0 to 9
2.	c,a,d	The 'curly caterpillar' family
3.	e,s,g	The 'curly caterpillar' family
4.	f,g,o	The 'curly caterpillar' family
5.	l,i,u	The 'ladder' family
6.	t,y,j	The 'ladder' family
7.	n,m,h	The 'one-armed robot' family
8.	k,b,p,r	The 'one-armed robot' family
9.	z, v	The 'zig-zag' family
10.	w, x	The 'zig-zag' family
11.	W, C, S, V	The 'letters with no lifts'
12.	U, L, Z, O	The 'letters with no lifts'
13.	D, M, G, B, J, X	The 'letters with one lift'
14.	N, P, Q, R, T, Y	The 'letters with one lift'
15.	A, E, F,	The 'letters with two or more lifts'
16.	H, I, K	The 'letters with two or more lifts'
17.	un	This is a 'short diagonal' join
18.	ig	This is a 'short diagonal' join
19.	ed	This is a 'short diagonal' join
20.	an	This is a 'short diagonal' join
21.	ng	This is a 'short diagonal' join
22.	ch	This is a 'diagonal then lift' join
23.	th	This is a 'diagonal then lift' join
24.	ll	This is a 'diagonal then lift' join
25.	ck	This is a 'diagonal then lift' join
26.	nk	This is a 'diagonal then lift' join

Handwriting: Year 2

Teaching Sequence	Formation	Teaching Notes
1.	in	This is a 'short diagonal' join.
2.	ai	This is a 'short diagonal' join.
3.	ky	This is a 'short diagonal' join.
4.	ha	This is a 'short diagonal' join.
5.	ut	This is a 'diagonal then lift' join
6.	cl	This is a 'diagonal then lift' join
7.	al	This is a 'diagonal then lift' join
8.	it	This is a 'diagonal then lift' join
9.	ch	This is a 'diagonal then lift' join
10.	b,p,g,q,y,j,z,s,x	We do not join these letters to the next letter
11.	rd	This is a 'washing line' join
12.	ri	This is a 'washing line' join
13.	oa	This is a 'washing line' join
14.	ow	This is a 'washing line' join
15.	oy	This is a 'washing line' join
16.	od	This is a 'washing line' join
17.	ok	This is a 'curved lift' join
18.	ot	This is a 'curved lift' join
19.	ol	This is a 'curved lift' join
20.	fa, fe	F is a tall letter with a descender. We join the next letter using the line across.
21.	fu, fl	F is a tall letter with a descender. We join the next letter using the line across.
22.	ve, re	As e starts in the middle, the join goes down to start the formation of the 'e'
23.	ee, er	This diagonal join begins the formation of the 'e'
24.	U, L, Z, O	Recap capital letter formation (letters with one lift). Practise writing proper nouns with no joining of the capital letter.
25.	D, M, G, B, J, X	Recap capital letter formation (letters with one lift). Practise writing proper nouns with no joining of the capital letter.
26.	H, I, K	Recap capital letter formation (letters with two or more lifts). Practise writing proper nouns with no joining of the capital letter.
27.	All year 2 common exception words	Practise the CEW in joined writing.

Handwriting: Year 3

Unit 1	Forming descenders accurately: sp
Unit 2	Forming ascenders accurately: al
Unit 3	Practising the diagonal join to a small letter: ci
Unit 4	Practising the diagonal join to a tall letter: mb
Unit 5	Practising joining to and from the letter l: ale
Unit 6	Practising joining to the letter y: ly
Unit 7	Practising forming the letter s correctly: es
Unit 8	Practising joining from the letter i: ie
Unit 9	Practising spacing between letters: ed
Unit 10	Practising writing with a slant: ake
Unit 11	Practising forming capital letters
Unit 12	Practising writing the letter t at the correct height: ti
Unit 13	Practising spacing letters consistently: ew
Unit 14	Practising forming double letters correctly: ff
Unit 15	Practising joining to the letter e: he
Unit 16	Practising joining to the letter k: ck
Unit 17	Practising the second join: ch
Unit 18	Practising joining from the letter e: ei
Unit 19	Practising the horizontal join: ous
Unit 20	Practising joining from the letter a: ap
Unit 21	Practising with punctuation: !
Unit 22	Practising diagonal joins to the letter y: ly
Unit 23	Practising joining to and from the letter r: ure
Unit 24	Practising joining from the letter w: wh
Unit 25	Practising forming numerals correctly
Unit 26	Practising writing silent letters: wr
Unit 27	Practising joining from the letter f: ft
Unit 28	Practising writing decorated capital letters

Handwriting: Year 4

Unit 1	Practising joining from the letter e: ea
Unit 2	Practising joining to and from the letter s: ask
Unit 3	Practising writing letters at the correct size and height: rie
Unit 4	Practising writing double letters: tt
Unit 5	Practising consistency in spacing: sce
Unit 6	Practising using a diagonal join: un
Unit 7	Practising the horizontal join: re
Unit 8	More practice joining to the letter y: ly
Unit 9	Practising speedwriting
Unit 10	Practising the size and height of letters: ous
Unit 11	Practising spacing within words
Unit 12	Practising joining to and from the letter w: owf
Unit 13	Practising joining from the letter m: mb
Unit 14	Practising joining to the letter a from the letter w: wa
Unit 15	Practising using a diagonal joining line: hi
Unit 16	Practising speedwriting
Unit 17	Practising joining from the letter i: ig
Unit 18	Practising the diagonal join to ascenders: al
Unit 19	Practising joining to and from the letter f: ff
Unit 20	Practising joining to and from the letter e: rec
Unit 21	Practising punctuation: s'
Unit 22	Practising consistency in forming and joining letters: ar
Unit 23	Practising printing to make captions
Unit 24	Practising joining to and from the letter v: ive
Unit 25	Practising break letters
Unit 26	Practising drafting and editing
Unit 27	Practising speedwriting
Unit 28	Practising printing to make a poster: Tt