



Writing Progression at Harry Hotspur CE Primary

ENGLISH

National Curriculum Expectations

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

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



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Writing at St Michael's CE Primary School

Our Writing provision aims to equip pupils with the skills and necessary to become confident writers who can form, articulate and communicate their ideas effectively. Children show respect for the discipline developing a range of writer techniques. They are resilient in developing accuracy in spelling, grammar and punctuation and take responsibility for improving their work through editing and redrafting.



Big Ideas

Transcription (spelling and handwriting) – spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).

Composition (articulating ideas and structuring them in speech and writing – forming, articulating and communicating ideas; organising them coherently for a reader. Requires clarity, awareness of audience, purpose and context.

Vocabulary, grammar and punctuation - increasingly wider range of vocabulary and grammar, understanding nuances/relationships between words; gives more conscious control and choice over language.

'I can shake off everything as I write; my sorrows disappear, my courage is reborn.'

Anne Frank



Links with other subjects

- High quality texts linked to cross curricular learning
- Vocabulary
- Reasoning and inference skills linked to subjects
- Non- fiction writing

Pedagogy

- Low stakes quizzing
- Specific teaching of reading skills (VIPERS) Varied teaching and learning activities
- Regular low stakes quizzes using Accelerated Reader programme to support comprehension
- Thoughtful sequencing of content
- Specific teaching of vocabulary

Progress

Regular assessments carried out by RWI Leader to ensure gaps are filled
Regular formative assessment and assessment for learning ensures gaps are filled
Progress and attainment within Accelerated Reader is recorded and shared with staff.
Opportunity for revisiting content or apply learning to a wide of genres and audiences

Links with other subjects

- High quality texts linked to cross curricular learning
- Vocabulary
- Reasoning and inference skills linked to subjects
- Non- fiction writing



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<p><i>Links with other subjects</i> High quality texts linked to cross curricular learning</p> <ul style="list-style-type: none"> • Vocabulary • Reasoning and inference skills linked to subjects • Non- fiction writing 	<p><i>Pedagogy</i> Varied teaching and learning activities</p> <ul style="list-style-type: none"> • Regular low stakes quizzes around vocabulary and spelling patterns. • Thoughtful sequencing of content • Specific teaching of vocabulary 	<p><i>Progress</i> Regular assessments carried out by RWI Leader to ensure gaps are filled Regular formative assessment and assessment for learning ensures gaps are filled Progress and attainment within Accelerated Reader is recorded and shared with staff. Opportunity for revisiting content or apply learning to a wide of genres and audiences</p>	<p><i>Support</i> For staff:</p> <ul style="list-style-type: none"> • National Curriculum • Subject associations – • RWinc • Power of Reading text and planning suggestions • Literacy Shed+ <p>For Pupils:</p> <ul style="list-style-type: none"> • Spelling Frame
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UKS2 autumn 1 2024 to 2025

Text	Genre	Genre requirements
Adventure <u>Darwin's Dragons</u> , Lindsay Galvin	setting description	<ul style="list-style-type: none"> expanded fronted adverbials –ing, -ed similes, personification, metaphors hyphens
	1 st person narrative	<ul style="list-style-type: none"> relative clause subordinating and coordinating conjunctions parenthesis (brackets, commas, dashes) paragraphing
	Persuasive letter linked to Jorvik visit Vikings/Anglo- Saxons)	<ul style="list-style-type: none"> rhetorical questions Direct address modal verbs informal style technical language Use of pattern of 3 to persuade



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UKS2 autumn 2

Text/stimulus	Genre	Genre requirements
Fantasy Nevermoor , Jessica Townsend	informal letter	<ul style="list-style-type: none"> • informality in speech • relative clause • layout features • passive verbs to create effect
	sequel synopsis	<ul style="list-style-type: none"> • Planning – intro, build up , prob, resolution. Ending • reshaping sentences • Using speech to move the action forward. • Informality in speech
	Formal letter linked to deforestation (geography)	<ul style="list-style-type: none"> • Technical language • Cohesion through adverbs • paragraphs/layout devices eg subheadings • Formal style • Direct address • Rhetorical questions

UKS2 spring 1 Note: narrative competition entry expected in spring term.

Text/stimulus	Genre	Genre requirements
Novel Rooftoppers , Katherine Rundell	Newspaper report	<ul style="list-style-type: none"> • Fronted adverbials – ed and –ing • modal verbs • semicolon • commas to avoid ambiguity



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		<ul style="list-style-type: none"> linking ideas across paragraphs
	Non-chronological report – Roman Legacy	<ul style="list-style-type: none"> Technical language Cohesion through adverbs paragraphing/layout devices, e.g. subheadings Formal style

UKS2 spring 2

Text/stimulus	Genre	Genre requirements
Picture Book <u>The Journey</u> , Francesca Sanna	Writing in Role- Diary	<ul style="list-style-type: none"> planning : intro, build up, problem, resolution ,ending Moving adverbial phrases colon Active and passive modal verbs
	Free verse poem	<ul style="list-style-type: none"> metaphors, personification, alliteration, rhyme hyphens



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UKS2 summer 1		
Text/stimulus	Genre	Genre requirements
Poetry Collection <u>Cosmic Disco</u> , Grace Nichols	poems	<ul style="list-style-type: none"> metaphors, personification, alliteration, rhyme
	Biography linked to history	<ul style="list-style-type: none"> relative clause colon subordinating and coordinating conjunctions parentheses (brackets, commas, dashes) secure use of range of layouts

UKS2 summer 2

Text/stimulus	Genre	Genre requirements
<u>The Last Bear</u> , Hannah Gold	1 st Person narrative	<ul style="list-style-type: none"> informality in speech using speech to move the action forward Planning – intro, build up, problem, resolution Commas to avoid ambiguity
	Formal letter	<ul style="list-style-type: none"> formal modal verbs Cohesive adverbs Commas to avoid ambiguity



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LKS2 autumn 1

Text/stimulus	Genre	Genre requirements
Non-fiction The First Drawing , Mordicai-Gerstein	Report linked to Stone Age art	<ul style="list-style-type: none"> • Fronted adverbials • paragraphs • subordinating and coordinating conjunctions
Narrative	Character Description	<ul style="list-style-type: none"> • prepositions • expanded noun phrases • ed verb starters • start with a simile adverbial
Narrative	Diary	<ul style="list-style-type: none"> • introducing –ing opener • paragraphing • apostrophes • determiners

LKS2 autumn 2

Text/stimulus	Genre	Genre requirements
Poetry Jelly Boots Smelly Boots , Michael Rosen	Poetry	<ul style="list-style-type: none"> • expanded noun phrases • commas • simile and metaphor
	Information booklet – guide to Northumberland	<ul style="list-style-type: none"> • Technical vocabulary • layout features • apostrophe of possession – singular and plural



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		<ul style="list-style-type: none"> • Fronted adverbials
	Explanation - Science link - how fossils are formed	<ul style="list-style-type: none"> • Why adverbs for cause and effect • coordinating and subordinating conjunctions • Technical vocabulary • colon for a list

LKS2 spring 1

Text/stimulus	Genre	Genre requirements
Novel Varjak Paw , SF Said	Newspaper report	<ul style="list-style-type: none"> • inverted commas • commas after fronted adverbials • paragraphs • subordinating and coordinating conjunctions • Introduce formal style
Narrative	A letter from Hadrian's Wall – writing in role (History link)	<ul style="list-style-type: none"> • paragraphs • modal verbs • sub and coordination conjunctions • Technical vocabulary • comparative and superlative adjectives • Direct speech

LKS2 spring 2

Text/stimulus	Genre	Genre requirements
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Graphic Novel Mouse, Bird, Snake, Wolf , David Almond	Play script of new scene	<ul style="list-style-type: none"> • layout features • colon before character speaking and before a list • prepositions
	Explanation – Science (sound)	<ul style="list-style-type: none"> • Why adverbs for cause and effect • coordinating and subordinating conjunctions • Technical vocabulary • colon for a list

LKS2 summer 1

Text/stimulus	Genre	Genre requirements
Picture Book Flotsam , David Weisner	Writing to persuade	<ul style="list-style-type: none"> • pattern for 3 for persuasion • repetition to persuade • Rhetorical questions • comparative and superlative adjectives
	Scientific descriptions	<ul style="list-style-type: none"> • Technical vocab • layout features • Fronted adverbials • vary long and short sentence types

LKS2 summer 2

Text/stimulus	Genre	Genre requirements
Contemporary Novel The Night Bus Hero , Onjali q Rauf	Writing in role - letter	<ul style="list-style-type: none"> • complex sentences using embedded relative clause • paragraphs



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Narrative		<ul style="list-style-type: none"> vary sentences
Narrative	Comic strip	<ul style="list-style-type: none"> Planning similes ellipsis layout features long and short sentences for effect

KS1 autumn 1

Text/stimulus	Genre	Genre requirements
Poetry Out and About , Shirley Hughes	Poetry	<ul style="list-style-type: none"> Full stops and capital letters, question marks - ongoing expanded noun phrases Repetition for rhythm and rhyme onomatopoeia
	Where do I live? Brochure or pamphlet	<ul style="list-style-type: none"> planning – washing line layout - subheadings Questions, statements, exclamations expanded noun phrases command sentence

KS1 autumn 2

Text/stimulus	Genre	Genre requirements
Non-fiction Winter Sleep – A Hibernation Story , Sean Taylor	Explanation writing	<ul style="list-style-type: none"> Time conjunctions coordinating and subordinating conjunctions



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		<ul style="list-style-type: none"> • technical vocabulary
	Non-chronological report - Remembrance	<ul style="list-style-type: none"> • planning tool – washing line • coordinating conjunctions • subordinating conjunctions • technical vocabulary

KS1 spring 1

Text/stimulus	Genre	Genre requirements
Traditional tale Rapunzel , Bethan Woolvin	Character description	<ul style="list-style-type: none"> • how adverbs • expanded noun phrases • statements, questions, exclamations • Items on a list – use of commas and and
	Diary – retelling in role	<ul style="list-style-type: none"> • Adverbial phrase • When adverbs • subordinating conjunctions

KS1 spring 2

Text/stimulus	Genre	Genre requirements
Illustrated Novel Anna Hibiscus , Atinuke	Personal recount	<ul style="list-style-type: none"> • Adverbial phrases • When/how adverbs • items on a list –use of comma + and • complex suffixes



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	Diary – Christopher Columbus	<ul style="list-style-type: none"> • Boxing up planning tool • subordinating conjunctions • group related ideas into sections • expanded noun phrases • time conjunctions • adverbs
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KS1 summer 1

Text/stimulus	Genre	Genre requirements
Picture Book How to Find Gold , Viviane Shwartz	New adventure	<ul style="list-style-type: none"> • Boxing up • apostrophes • group related ideas into sections • apostrophes • Complex and compound sentences • Intro direct speech (Y2)
	Instructions	<ul style="list-style-type: none"> • Planning – boxing up • Question, Statement, Explanation, Command sentence • Time conjunctions • coordinating and subordinating conjunctions

KS1 summer 2

Text/stimulus	Genre	Genre requirements
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Non-fiction Hummingbird , Nicola Davies	Poem	<ul style="list-style-type: none"> • expanded noun phrases • technical vocabulary • repetition for rhythm and rhyme • onomatopoeia
	Information text - hummingbirds	<ul style="list-style-type: none"> • Planning – Boxing up • Layout – subheadings • suffixes • expanded noun phrases • Command sentences • Questions, statements, exclamations

Reception – aligned with RWInc

Text/stimulus	Sentence writing requirements
Autumn 1 We're going on a Bear Hunt , Michael Rosen	With support, begin to orally compose a sentence – teacher scribes form basic letters in accordance to RWInc
Autumn 2 Elmer , David McKee	To blend CVC words orally to support writing To form all 25 single letter, set 1 sounds
Spring 1 The Very Hungry Caterpillar , Eric Carle	To continue to create oral sentences with increasing independence To write CVC words with some support To form all the special friends from set 1.
Spring 2 Zog , Julia Donaldson	To independently write simple phrases (2 words) To recognise and write capital letters with support
Summer 1 Whatever Next , Jill Murphy	To orally compose and write a sentence using finger spaces, capital letters and full stops with support To spell words using special friends from set 1 To use tricky red words in phrases.



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Summer 2

Giraffes Can't Dance, Giles Andreae, Guy Parker-Rees

To orally compose and write a sentence using finger spaces, capital letters and full stops independently after discussion with the teacher

Make phonetically plausible attempt to spell words.

To begin to use tricky red words spelling in independent writing.



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PROGRESSION	
Development Matters	<p>Birth to Three:</p> <ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo • Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” • Make marks on their picture to stand for their name <p>Three and Four year olds:</p> <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately.
Writing EYFS ELG	<p>Literacy</p> <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others.
Writing Year 1	<p>National Curriculum statutory requirements: Transcription and Spelling Punctuation and Grammar: see documents</p> <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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



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	<ul style="list-style-type: none">• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Composition</p> <p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense• discuss what they have written with the teacher or other pupils• read aloud their writing clearly enough to be heard by their peers and the teacher.
<h1>Year 2</h1>	<p>National Curriculum statutory requirements:</p> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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. <p>Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop positive attitudes towards and stamina for writing by:<ul style="list-style-type: none">○ writing narratives about personal experiences and those of others (real and fictional)○ writing about real events○ writing poetry○ writing for different purposes• consider what they are going to write before beginning by:<ul style="list-style-type: none">○ planning or saying out loud what they are going to write about○ writing down ideas and/or key words, including new vocabulary○ encapsulating what they want to say, sentence by sentence• make simple additions, revisions and corrections to their own writing by:<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○ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]• read aloud what they have written with appropriate intonation to make the meaning clear



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Year 3 and 4

National Curriculum statutory requirements:

Handwriting

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].

Composition

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - 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
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 5 and 6

National Curriculum Statutory Requirements

Handwriting

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:



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- 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.

Composition

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - 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 [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - 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
- proof-read for spelling and punctuation errors



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Progression of Writing Skills

	Progression of Writing Skills							
	Text Structure		Sentence construction			Word Structure/ Language	Year 3 Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
Reception/ Early Years	<p>Fiction: Introduce: Planning Tool – Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end Retell simple 5- part story: Once upon a time First / Then / Next ,But ,So Finally, ...happily ever after</p>	<p>Non-fiction: Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <p>Names Labels Captions Lists Diagrams Message</p>	<p>Introduce: Simple sentences (single-clause)</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using coordinating conjunctions</p> <p>Repetition for rhythm. (eg) He walked and he walked. Repetition in description. (eg) a lean cat, a mean cat</p>	<p>Simple coordinating conjunctions: and but</p> <p>Simple subordinating conjunctions for storytelling: who until</p>	<p>When Adverbs Then... Next... Finally...</p> <p>When Adverbial phrases Once upon a time... Early one morning...</p> <p>How Adverbs Luckily... Unfortunately...</p>	<p>Introduce: Determiners the, a, my your, an this, that his, her, their some , all</p> <p>Where Prepositions: up,down in, into out, to, onto</p> <p>Adjectives (eg) old, little, big, small, quiet</p> <p>Adverbs (eg) luckily, fortunately Similes – using 'like'</p>	<p>Introduce:</p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce:</p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Simile – 'like'</p>



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	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
Year 1	<p>Planning Tools: Story map / story mountain</p> <p>Plan opening around: character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening Once upon a time... Build-up One day...</p> <p>Problem / Dilemma Suddenly,... Unfortunately,...</p> <p>Resolution Fortunately,...</p>	<p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Question to hook the reader / Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a theme Bullet points for instructions Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Types of sentences: Statements Questions Exclamations</p> <p>Simple sentences (single clause) (eg) <i>I went to the park. The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives (eg) <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using coordinating conjunctions (eg) <i>The children</i></p>	<p>Simple coordinating conjunctions: or so</p> <p>Simple Subordinating Conjunctions: who because so that while when</p>	<p>Using conjunctions for fronted when adverbial clauses: While... When... Where....</p> <p>When Adverbs Soon, First, Now, Suddenly, Immediately, Then, Afterwards,</p> <p>When Adverbial Phrases At that moment... In the end... By the next morning... As soon as...</p> <p>How Adverbs Fortunately,...</p>	<p>Prepositions: inside outside towards across under</p> <p>Determiners: the, a, my, your, an, this, that, his, her, their, some, all ,lots of, many, more, those, these</p> <p>Adjectives (eg) <i>The old house... The huge elephant...</i></p> <p>Alliteration (eg) <i>dangerous dragon / slimy snake Similes</i></p>	<p>Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Punctuation</p> <p>Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs Conjunction Alliteration Simile – ‘as’</p>



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	<p>Ending Finally,...</p>		<p><i>played on the swings and slid down the slide.</i></p> <p><i>Spiders can be small or they can be large.</i></p> <p><i>Charlie hid but Sally found him.</i></p> <p><i>It was raining so they put on their coats.</i></p> <p>Use of 'who' relative clause (eg) <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm (eg) <i>He walked, and he walked, and he walked.</i></p> <p>Repetition for description (eg) <i>a lean cat, a mean cat / a green dragon, a fiery dragon</i></p>	<p>Unfortunately,...</p> <p>Sadly,...</p>	<p><i>using as....as... (eg) as tall as a house / as red as a radish.</i></p> <p>Precise, clear language to give information <i>(eg) First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes <i>-s or -es (eg) dog, dogs; wish, wishes</i></p> <p>Suffixes that can be added to verbs (eg) <i>helping, helped, helper</i></p> <p>How the prefix un – changes the meaning of verbs and adjective (eg) <i>unkind / untie</i></p>		
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Year 2	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
	The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress	The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to	Types of sentences: Statements Questions Exclamations Commands Embellished simple sentences using: Adjectives (eg) <i>The boys</i>	Secure use of coordinating conjunctions: or but and Broader use of subordinating conjunctions including mastery of:	Vary openers to sentences in a text Using conjunctions for fronted adverbial clauses: Before... As... When Adverbs Finally,... Eventually,... Meanwhile,...	Generalisers for information (eg) Most dogs... Some cats... Prepositions: behind, above, along, before,	Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list	Apostrophe (contractions and singular possession) Commas for description "Inverted commas"



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	<p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening (eg) In a land far away... One cold but bright morning.....</p> <p>Build -up (eg) Later that day</p> <p>Problem / Dilemma (eg) To his amazement</p> <p>Resolution (eg) As soon as Ending (eg) Luckily, Fortunately,</p> <p>Ending should be a section rather than one final sentence (eg) suggest how the</p>	<p>mark actions in progress</p> <p>Secure use of planning tools: Text map / washing line / 'Boxing -up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections</p> <p>Subheadings to introduce sentences /sections</p> <p>Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p>	<p><i>peeped inside the dark cave.</i></p> <p>Adverbs (eg) <i>Tom ran quickly down the hill.</i></p> <p>List of 3 for description (eg) <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p> <p>Complex sentences where the subordinating clause is moved for effect: (eg) <i>While the animals were munching breakfast, two visitors arrived.</i></p> <p><i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Embedded relative who/which clause: (eg) Sam, who was lost, sat down and cried.</p>	<p>as before until which if because that</p>	<p>When Adverbial Phrases The next day... After a while... A moment later... When it was all over,...</p> <p>Varied How Adverbs (eg) Carefully,... Slowly,...</p> <p>Varied How Often Adverbs (eg) Usually... Sometimes... Normally...</p> <p>Onomatopoeic words or phrases: <i>Splash went the dog as he dived into the pond. Stomping loudly, he left the room.</i></p>	<p>between, after</p> <p>Alliteration (eg) wicked witch / slimy slugs</p> <p>Similes using...like... (eg) ... like sizzling sausages /...hot like a fire</p> <p>Two adjectives describe the noun (eg) <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description (eg) <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for how and when information (eg) <i>Lift the pot carefully</i></p>	<p>Comma after – ly opener Speech bubbles / inverted commas for direct speech</p> <p>Implicitly understand how to change from indirect speech to direct speech</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Suffix Verb / adverb Statement Question Exclamation Command Tense (past, present, future) Adjective / noun Noun phrases Generalisers Subordinating conjunctions</p>
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Writing Progression at Harry Hotspur CE Primary

	<p>main character is feeling in the final situation.</p>	<p>Ending Make final comment to reader Extra tips! / Did - you -know? Facts / True or false?</p>	<p>The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Use long and short sentences: Long sentences to add description or information.</p> <p>Use short sentences for emphasis.</p> <p>Expanded noun phrases (eg) <i>lots of people, plenty of food, old, wooden chair</i></p>			<p><i>onto the tray. The river quickly flooded the town.</i></p> <p>Formation of nouns using suffixes such as – ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er and – est to form comparisons of adjectives and adverb</p>		
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Writing Progression at Harry Hotspur CE Primary

Year 3	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
	<p>Use of the perfect form of verbs to mark relationships of time and cause (eg) I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p> <p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Plan opening around character(s), setting,</p>	<p>Use of the perfect form of verbs to mark relationships of time and cause (eg) I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p> <p>Introduce: Secure use of planning</p>	<p>Vary long and short sentence types: to add description or information or for emphasis and making key points: (eg) <i>Sam was really unhappy. Visit the farm now.</i></p> <p>Embellished simple sentences using when, where and how adverbial phrases in</p>	<p>Mastery of compound sentences using coordinating conjunctions: and, or, but, so, for, nor, yet (FANBOYS)</p> <p>Subordinating Conjunctions for time, place and cause.</p> <p>Mastery of: where, once, after</p>	<p>-“ing” verb openers (eg) <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p> <p>When, where, why and how fronted adverbial phrases.</p> <p>Cohesion through adverbs for addition: Also Another thing</p>	<p>Prepositional phrases to place the action: on the mat; behind the tree; in the air.</p> <p>Prepositions for where and when: next to; by the side of; during; throughout.</p> <p>Powerful verbs (eg) stare, tremble,</p>	<p>Colon before a list and in a play script (eg) What you need:</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas</p>	<p>Word family</p> <p>Conjunction (Coordinating /</p> <p>Subordinating)</p> <p>Adverb</p> <p>Preposition</p> <p>Direct speech /</p> <p>Inverted commas</p>



Writing Progression at Harry Hotspur CE Primary

	<p>time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction – should include detailed description of setting or characters</p> <p>Build -up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has</p>	<p>tools: (eg) Text map, washing line, ‘Boxing –up’ grid, story grids</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in (eg) Who..? What..? Where..? Why..? When..? How..?</p> <p>Middle Section(s) Group related ideas /facts into paragraphs Subheadings to introduce</p>	<p>varied positions for effect (eg) <i>The mouse ran.</i> <i>The mouse ran in fear.</i> <i>All of a sudden, the mouse ran in fear.</i> <i>All of a sudden, the mouse ran in fear up a clock.</i> <i>The mouse ran in fear up a clock all of a sudden.</i></p> <p>Complex sentences using embedded relative clause using who/which/whose: (eg) <i>The boy, whose name is George, thinks he is very brave.</i></p> <p>Sentence of 3 for description with expanded noun phrase (eg) <i>The cottage was almost</i></p>		<p>Why Adverbs for cause and effect: Therefore</p>	<p>slither</p> <p>Boastful Adjectives (eg) magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail (eg) <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes (eg) auto... super...anti...</p> <p>Word Families</p>	<p>after fronted adverbials (eg) <i>Later that day, I heard the bad news.</i></p>	<p>Prefix</p> <p>Consonant /</p> <p>Vowel Clause</p> <p>Subordinate clause</p> <p>Determiner</p> <p>Synonyms</p> <p>Relative clause</p> <p>Relative pronoun</p> <p>Imperative</p> <p>Colon for instructions</p>
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	<p>changed from the beginning.</p>	<p>sections / paragraphs</p> <p>Topic sentences to introduce paragraphs (eg) <i>Dragons are found across the world.</i></p> <p>Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes / Five Amazing Facts Wow comment</p>	<p><i>invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion (eg) Visit, Swim, Enjoy!</p> <p>Dialogue – powerful speech verb (eg) <i>“Hello,” she whispered.</i></p>			<p>based on common words (eg) teacher – teach, beauty – beautiful</p> <p>Use of determiners a or an according to whether next word begins with a vowel (eg) a rock / an open book</p>		
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Writing Progression at Harry Hotspur CE Primary

Year 4	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
	<p>Secure use of planning tools: (eg) story map / story mountain / story grids / 'Boxing-up' grids</p> <p>Plan opening using: Description / action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time. Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story: Introduction Build-up Problem / Dilemma Resolution Ending</p>	<p>Secure use of planning tools: Text map / washing line / 'Boxing-up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of conjunctions. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending</p>	<p>Standard English for verb inflections instead of local spoken forms (eg) we were instead of we was</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly (eg) <i>It was midnight. It's great fun.</i></p> <p>Secure use of simple / embellished simple sentences Appropriate choice of pronoun or noun</p>	<p>Secure use of coordinating conjunctions to construct compound sentences: yet, and, or, but, so</p> <p>Subordinating Conjunctions for time, place, cause and change direction.</p> <p>Specific mastery of: since if even though whereas</p>	<p>ed" verb starters (eg) <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Introduce "ing" opener to embellish fronted adverbials (eg) <i>Grinning menacingly, he slipped his treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves</i></p> <p>Start with a simile adverbial (eg) <i>As curved as a ball, the moon shone</i></p>	<p>Prepositions at underneath since towards beneath beyond</p> <p>Modal Verbs: Could, should, would</p> <p>Comparative and superlative adjectives (eg) small...smaller smallest good...better... best</p> <p>Proper nouns -refers to a particular person or thing (eg) Monday, Jessica, October, England</p>	<p>Commas to mark clauses and to mark off fronted adverbial phrases and clauses.</p> <p>Full punctuation for direct speech: Each new speaker on a new line / Comma between direct speech and reporting clause e.g. <i>"It's late!" gasped Cinderella.</i></p> <p>Apostrophes to mark singular and plural possession as</p>	<p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Apostrophe</p> <p>Plural possession</p>



Writing Progression at Harry Hotspur CE Primary

	<p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Ending could include personal opinion, response, extra information, reminders, question, warning, and encouragement to the reader .</p>	<p>across sentences to aid cohesion.</p> <p>Sentence of 3 for action (eg) <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade (eg) <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - "Hello," <i>she whispered, shyly.</i></p>		<p><i>brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (eg) <i>we were instead of we was, or I did instead of I done</i></p>	<p>opposed to s to mark a plural</p>	
Year 5	Text Structure		Sentence construction		Word Structure/ Language	Punctuation	Terminology	



Writing Progression at Harry Hotspur CE Primary

	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.					
	<p>Introduction – should include action / description - character or setting / dialogue</p> <p>Build-up – develop suspense techniques</p> <p>Problem / Dilemma – may be more than one problem to be resolved</p> <p>Resolution – clear links with dilemma</p> <p>Ending – character could reflect on events, any changes or lessons, look</p>	<p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of</p>	<p>Consolidate Year 4 list Introduce:</p> <p>Relative clauses beginning with who, which, that, where, when, whose</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Drop in –“ed’ clause with omitted pronoun (eg) <i>Poor Tim, exhausted by so much effort, ran home.</i></p>	<p>Secure use of all coordinating conjunctions to construct compound sentences: nor, yet, and, or but, so</p> <p>Subordinating conjunctions for time, place, cause and change direction.</p> <p>Mastery of: although whenever</p>	<p>Expanded fronted -“ed” verb phrase (eg) <i>Encouraged by the bright weather, Jane set out for a long walk.</i></p> <p>Elaboration of fronted adverbial phrases or clauses (eg) <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i></p>	<p>Metaphor Personification Onomatopoeia</p> <p>Vague pronoun to generalise (eg) <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language Indicating degrees of possibility using modal verbs could / can may / might should / shall would / will or adverbs (eg) sometimes,</p>	<p>Rhetorical question</p> <p>Dashes</p> <p>Brackets / dashes / commas for parenthesis</p> <p>Colon to connect / link illustrative clauses</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Stage directions in speech (eg) <i>“Stop!” he shouted, picking up</i></p>	<p>Relative clause/ pronoun</p> <p>Modal verb</p> <p>Parenthesis Bracket - dash</p> <p>Determiner</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Metaphor Rhetorical question</p> <p>Tense: present and past progressive;</p>		



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	<p>forward to the future and as a question.</p>	<p>connectives and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p><i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques (eg) lengthening or shortening sentence for meaning, effect and/or succinctness.</p> <p>Mastery of moving adverbs and adverbial phrases or clauses (how, when, where, why) around for specific effects (eg) <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical</p>			<p>often, perhaps, surely.</p> <p>Converting nouns or adjectives into verbs using suffixes</p> <p>Verb prefixes</p>	<p><i>the stick and running after the thief.</i></p>
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Writing Progression at Harry Hotspur CE Primary

			questions sparingly and careful to address the reader where appropriate.					
Year 6	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
	Secure independent planning across story types using 5-part story structure. Include	Secure planning across nonfiction genres and application Use a variety of text layouts	Secure use of simple / embellished simple sentences	Secure use of all coordinating conjunctions to construct compound sentence: for nor	Cohesion through adverbs for change of direction: On the other hand In contrast	Build in literary feature to create effects (eg) alliteration, onomatopoeia ,	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a	Active and passive voice Subject and object Hyphen



Writing Progression at Harry Hotspur CE Primary

	<p>suspense, cliff hangers, flashbacks / forwards, time slips.</p> <p>Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs - Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p>	<p>appropriate to purpose.</p> <p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose / create publishing format to enhance text type and engage the reader</p>	<p>Secure use of compound sentences</p> <p>Secure use of complex sentences, with full range of conjunctions.</p> <p>Active and passive verbs to create effect and to affect presentation of information <i>(eg) Active: Tom accidentally dropped the glass.</i> <i>Passive: The glass was accidentally dropped by Tom.</i> <i>Active: The class heated the water. Passive: The water was heated.</i></p> <p>Developed use of rhetorical</p>	<p>yet and or but so</p> <p>Controlled use of subordinating conjunctions, including mastery of: despite unless</p>	<p>Cohesion through (why) adverbs for cause and effect: As a consequence</p>	<p>similes, metaphors assonance</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing <i>(eg) said versus reported, alleged, or claimed</i> in formal speech or writing</p> <p>How words are related as synonyms and antonyms (eg) big / large / little</p>	<p>sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (eg) <i>man eating shark versus man-eating shark, or recover versus re-cover</i></p>	<p>Synonym, antonym</p> <p>Colon/ semi-colon</p> <p>Bullet points</p> <p>Ellipsis</p> <p>Subjunctive</p>
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		<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion), grammatical connections and elision.</p> <p>Layout devices, such as headings, subheadings, columns, bullets, or tables, to structure text</p>	<p>questions for persuasion.</p> <p>Expanded noun phrases to convey complicated information concisely (eg) <i>The boy that jumped over the fence is over there.</i></p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, eg, <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i></p>					
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Writing Progression at Harry Hotspur CE Primary

Promoting SMSC and British Values in English

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • Awe and Wonder – continuing to plan exciting opportunities to give children the chance to discuss, celebrate and share work with others. • Self and Peer-Assessment. Pupil Choice – freedom to choose how they want to present published work, planning and drafting in ways they chose and that they feel works best for them. • Cross Curricular writing – Science/Geography/etc led topics. • Stimulating learning environments. • Current Affairs – many classes watch Newsround in the afternoon and then use this to spark debates. • Wide range of characters and scenarios in books encourage children to reflect on different beliefs, viewpoints and experiences. • LOs across the year groups encouraging children to think 	<ul style="list-style-type: none"> • Use of drama/role play when discussing different scenarios – this can be used across the curriculum. • stories to discuss and debate moral issues. Value of the Week assemblies. • Discussions about cause and effect in fictional scenarios. • Discussions about what characters could do and what they should do, allowing children to draw on real-life experiences. • Discussion LOs in each year group, encouraging children to investigate and explore their view on moral and ethical issues in the book. 	<ul style="list-style-type: none"> • Inviting other year groups to Topic Outcomes. Debating and writing about different social, religious and economic backgrounds using non-fiction texts. • Discussion about conflicts arising in fiction books. 	<ul style="list-style-type: none"> • Weekly Spelling Lessons: exploring and investigating origins of words, grammar. • Texts are chosen are carefully selected so as not to reinforce stereotypes and to actively challenge preconceptions.



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<p>about how characters feel – allows children to reflect on their own experiences.</p> <ul style="list-style-type: none"> • Discussion of class book. 			
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Democracy	The Rule of Law	Individual Liberty	Respect	Tolerance of those with different faiths
<ul style="list-style-type: none"> ○ Teaching about rules, laws, models of decision making, power and democracy – links to the School Values. ○ Group work with mixed groupings, encouraging children to work actively and fairly, supporting their peers. Debates, class votes. ○ Taking turns during discussion and debate lessons. ○ Ensuring everyone’s view is heard in discussion lessons. 	<ul style="list-style-type: none"> ○ Consistently referring to School Rules when teaching. ○ Selecting stories and texts to share with the children that promote these values – assemblies, story time. ○ Discussing and debating whether a character has done the right thing in a book. 	<ul style="list-style-type: none"> ○ Freedom to make their own choices with their learning – choosing how to draft and publish their writing to help them take ownership. ○ Empowering children to take chances and risks with their learning. ○ Children to work with the teacher when choosing writing targets. ○ Choice over book to read. 	<ul style="list-style-type: none"> ○ Support for each other in lessons when working – whether independently, group or partner work. ○ Listen to others as we would like to be listening to and value all opinions. ○ Respect for each other in discussions. ○ Respect for the views of others in the class. ○ Discussing characters’ opinions and actions. 	<ul style="list-style-type: none"> ○ Stories and settings chosen to support lessons which challenge stereotypes and preconceptions ○ Discussion of any issues of intolerance in fiction books.