

Kenn C of E Primary

Curriculum Design for Writing



Intent

Writing is a vital part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. We want every child to leave Kenn with the skills of an excellent writer who:

- has the ability to write with fluency and has an author's voice.
- Can think about the impact they want their writing to have on the reader and know how they will achieve this.
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Displays excellent transcription skills that ensure writing is well presented, punctuated, spelled correctly and neat.
- Plans, re-reads, edits and improves their writing so that every piece of writing they produce is to the best of their ability and better than they last.

Throughout their time in the Kenn, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. We not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Our teaching of Writing will contribute towards our Christian vision: '*Sowing the seeds of Kindness, Courage and Faith in God's Good Ground*'. We will achieve this by challenging learners, setting high expectations, celebrating successes and learning from mistake. Furthermore, we will have confidence, faith and courage in our own ideas, abilities and self-worth and we will support and encourage one another, demonstrating kindness.

Meeting the needs of all children

We adapt the curriculum, the support provided and the challenge of skill application to a range of situations for children with SEND and for the most able. We take care to note that the abilities of children may differ across subjects and according to the skill being taught, so ensure that we fine tune what is provided according to individual need. From year 1 to year 6, teachers use the cold task before they begin the text to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and punctuation. After the teaching of a unit, teachers assess the hot write (independent writing) at the end of the unit and compare this to the cold task. Interventions on specific areas of weakness happen during feedback in lessons.

Implementation

Writing is taught through high quality texts that link where possible to our topics, using cross-curricular links. We aim to link all subjects to our thematic approach where possible. At times this can be through the development of vocabulary in other areas of the curriculum which we view as a priority i.e. mathematical language, from our sports coach in PE, or scientific or Design Technology skills in Forest School. Furthermore, drama is used as a tool to inspire and improve creative writing skills, enrich language development, build comprehension skills, and extend vocabulary.

EYFS

In reception, children will start to learn how to form letters correctly. They will be encouraged to use their knowledge of phonics to write words in ways which match their spoken sounds. By the end of the year, they will begin to write simple sentences which can be read by themselves and others. Pre-School children are encouraged to mark make in a variety of different ways.

Key Stage 1

In **year 1**, children will be taught to write sentences by saying out loud what they are going to write about, put several sentences together and re-read their writing to check it makes sense. They will also be expected to discuss what they have written and to read it aloud.

In **year 2**, children learn to write for a range of purposes, including stories, information texts and poetry. Children are encouraged to plan what they are going to write and to read through their writing to make corrections and improvements.

Key stage 2

In **years 3 and 4**, children are encouraged to draft and write by talking about their writing. They will learn how to organise their writing using paragraphs, headings and when they are writing stories, they will learn to use settings, characters and plots. They will be expected to use what they know about grammar in their writing and to read through what they have written, to find ways to improve it.

In **years 5 and 6**, children will continue to develop their skills in planning, drafting and reviewing what they have written. They learn to identify the audience for and purpose of their writing. They will be expected to use grammar appropriately. In non-fiction writing, children will use headings, bullet points and other ways to organise their writing. They will be expected to describe settings and characters, create atmosphere and to use correctly punctuated dialogue in their stories to advance the **action**

We use writing Teaching Sequences that focus on a high quality key text from EYFS to Y6, as the vehicle for teaching writing. This is to ensure a consistent and systematic approach to teaching the skills of writing across all cohorts. Within each sequence, lessons are progressive ensuring that prior learning is checked and built upon and that National Curriculum objectives are taught through a combination of approaches/opportunities e.g.:

- Opportunities to participate in drama & spoken language activities
- Exploring the features of different text types and modelled examples
- Handwriting practise
- Vocabulary practise
- Shared writing (modelled expectations)
- Discrete Spelling, Punctuation and Grammar lessons
- Independent writing
- Planning, drafting, editing, up-levelling and presenting
- Performing

Westover Green is used to teach whole class spelling from Year 2 – Year 6. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics. Children are also taught to:

- Spell accurately and identify reasons for mis-spellings.
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses.

Grammar is taught through the model texts, but also through discrete lessons. We use Westover Green and Spelling Shed to provide teachers with usable resources that explain the terminology; this also supports teachers' subject knowledge in this area.

Handwriting

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

Foundation Stage

Children will be encouraged to develop gross motor control through the use of large equipment for mark making such as big chalks, paint brushes, finger paints, shaving foam etc. They will develop their fine motor skills and use a range of mark making tools such as pencils, pens and crayons. They will be encouraged to talk about shapes and movement. They will practise the main handwriting movements for the three basic letter shapes c, l and r. As the children progress they will be taught to form letters correctly starting using Read Write Inc's guidance on letter formation using the RWI mnemonics to aid the correct letter formation. Letter formation is taught alongside phonic development. Our aim is that by the end of foundation stage all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected. Initially foundation children will use unlined paper as the focus is correct formation rather than size or positioning.

Key Stage 1

In Year 1, cursive handwriting will be introduced starting with beginning each letter from the line and going up individually before then moving on to joining them together to form words. Handwriting can also be linked to phonic development with the introduction of new sounds written in a cursive style during RWI lessons. In Year 2 adults will model cursive writing from the beginning of the year. The children will be encouraged to continue the development of basic joins which they should transfer into all their independent writing. They will also continue to link their handwriting to their phonic development as they learn to write new sounds using a cursive writing style.

Key Stage 2

In Year 3 children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1. In Years 4, 5 and 6 children will be expected to use cursive handwriting in all areas of the curriculum. Those children whose writing is neat and legible from year 4 may be encouraged to use handwriting pens. If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups. Children will use line sizes appropriate to their stage in writing. During handwriting sessions specific handwriting paper with 3 lines may be used. Children will also practise using the use the same sized lines as their other curricula books so that children skills are transferable and that the same expectation of handwriting is set across all writing. Children should use a sharp HB pencil for all handwriting initially. When in KS2 teachers assess that children are competent at joined handwriting they should be allowed to use a blue handwriting pen. (No biro type pens will be used.) In some cases, depending on the specific needs of individual, children may use pencil grips or pens with a specific grip.

Impact

The impact of this policy will be evidenced through the monitoring of attainment and progress of all children by class teachers. Teachers use ongoing formative and summative assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Teachers also use Babcock and or the SLN moderation materials to assess writing. It is expected that teachers will moderate across year groups and federation teams in time for data drops during the year.

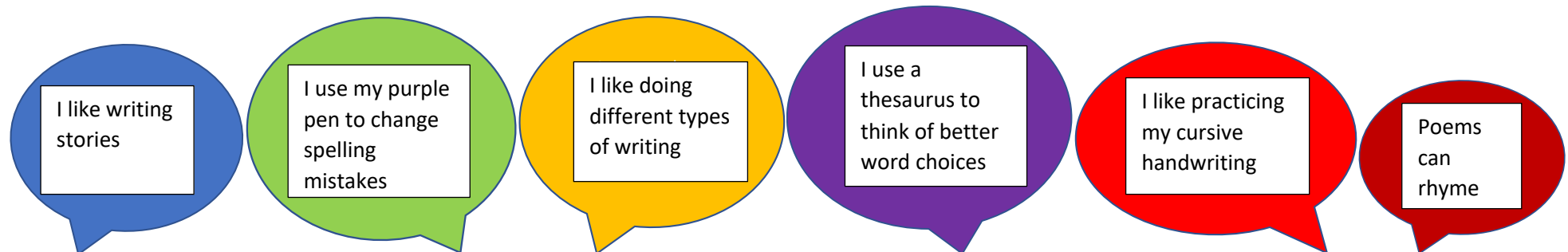
The English subject leader also leads a termly programme of monitoring, evaluation and review, embedded in our School Improvement Plan, and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All teachers are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and the skills taught in the English lesson are transferred to other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Pupil Voice

(Quotes from children in Year 6

And Year 2 in April 2023)



Kenn -Writing Progression EYFS and KS1

	EYFS	Year 1	Year 2
Phonic & Whole word spelling	<ul style="list-style-type: none"> hear and say the initial sound in words. segment the sounds in simple words and blend them together link sounds to letters, naming and sounding the letters of the alphabet. attempt to write short sentences in meaningful contexts. <p>Early Learning Goal</p> <ul style="list-style-type: none"> use phonic knowledge to write words in ways which match their spoken sounds. write some irregular common words. some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> Follow the progression in phonics taken from Letters and Sounds (link below) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> Follow the progression in phonics taken from Letters and Sounds (link below) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones
Other word building spelling	<ul style="list-style-type: none"> continue a rhyming string. 	<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines from Appendix 1 of the National Curriculum
Transcription	<ul style="list-style-type: none"> give meaning to marks they make as they draw, write and paint. begin to break the flow of speech into words. use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. attempt to write short sentences in meaningful contexts. <p>Early Learning Goal</p> <ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting	<ul style="list-style-type: none"> • hold pencil near point between first two fingers and thumb and use it with good control. • can copy some letters, e.g. letters from their name. • show a preference for a dominant hand. • begin to use anticlockwise movement and retrace vertical lines. • begin to form recognisable letters. • use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • handle equipment and tools effectively, including pencils for writing. 	<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 • understand which letters belong to which handwriting 'families' and to practise these 	<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.
Contexts for Writing	<ul style="list-style-type: none"> • write own name • scribed stories based on own ideas Early Learning Goal • develop their own narratives and explanations by connecting ideas or events. <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • write simple factual sentences based around a theme • write labels, captions, lists, diagrams, message 		<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
Planning Writing	<ul style="list-style-type: none"> • Early Learning Goal • express themselves effectively, showing awareness of listeners' needs. • talk through scribed story with an adult 	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about
Drafting Writing	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence

Editing Writing		<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation
Performing Writing	<ul style="list-style-type: none"> • join in with reading aloud of scribed story 	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary		<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify
Grammar (edited to reflect content in Appendix 2 of the National Curriculum)	<p>Early Learning Goal</p> <ul style="list-style-type: none"> • express themselves effectively, showing awareness of listeners' needs. • use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession
Punctuation (edited to reflect content in Appendix 2 of the National Curriculum)	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop • use a capital letter for own name and the personal pronoun 'I' 	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Grammatica I Terminology	letter, capital letter, word, sentence, full stop, question mark	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma
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Kenn -Writing Progression KS2

	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	spell further homophones <ul style="list-style-type: none"> spell words that are often misspelt (Appendix 1 National Curriculum) 	spell further homophones <ul style="list-style-type: none"> spell words that are often misspelt (Appendix 1 National Curriculum) 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 of the National Curriculum 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 of the National Curriculum
Other word building spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Contexts for Writing	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Planning Writing	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
Grammar (edited to reflect content in Appendix 2 of the National Curriculum)	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis
Punctuation (edited to reflect content in Appendix 2 of the National Curriculum)	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Pre and Post Primary Objectives

Because children begin school at very different starting points, and with very different life experiences, we feel it important to include Nursery objectives in our Curriculum Document to ensure that if there are big gaps in a child's understanding, the school can quickly address these gaps and ensure barriers to learning are minimised.

Likewise, throughout a child's time in at Kenn, they may experience a vast range of learning opportunities in Science outside of school with their families. To ensure that a broader and deeper understanding in Science is catered for, we refer to the Key Stage 3 Science objectives to allow teachers to challenge learners and ensure pupils continue to progress.

Nursery Objectives

Children at the expected level of development will:

- 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.

Key Stage 3 Objectives

Writing

Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
 - writing for a wide range of purposes and audiences, including:
 - well-structured formal expository and narrative essays
 - stories, scripts, poetry and other imaginative writing
 - notes and polished scripts for talks and presentations
 - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proof-read through:
 - considering how their writing reflects the audiences and purposes for which it was intended
 - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
 - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and vocabulary

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
 - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
 - studying the effectiveness and impact of the grammatical features of the texts they read
 - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
 - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
 - using Standard English confidently in their own writing and speech English
 - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.