

Writing
Scheme of Work
2016/2017



Thorntree
Primary School

Aims and Objectives of the English Schemes

- To ensure consistency and continuity in planning, teaching and assessment of English across all year groups.
- To plan imaginatively and creatively around whole texts, short stories and novels as opposed to extracts.
- To own English learning objectives and to teach them as a whole rather than in small isolated parts.
- To teach a balance between narrative and non-narrative genres / long and short tasks through dedicated English sessions and the Creative Curriculum (Cornerstones).
- To ensure children understand the purpose of their writing and the intended audience.
- To encourage the children to become independent and confident writers.
- To teach and practice systematic phonics using the Read, Write, Inc. programme
- To teach and practise systematically the skills of reading comprehension.
- To encourage the children to recognise and use a variety of sentences.
- To teach sentence work and word work everyday.
- To encourage children to proof read their work to edit and improve it.
- To encourage young children to become independent, 'have a go' writers who are confident in their own ability and see a purpose in writing.
- To plan work, which is enjoyable and stimulating, thus enabling young children to embrace and understand a wide-range of reading and writing activities.
- To encourage a 'love of books' from nursery to Y6 and beyond!
- To enable children to 'emerge' confidently as writers, through self-initiated activities and play.
- To provide children with spelling skills that will enable them to write with confidence and accuracy.
- To enable children to develop the fine motor skills to be able to write with ease and stamina
- Above all, to continue to raise standards through fun and enjoyment.

Writing
Scheme of Work

Long Term Plan

Thorntree
Primary School

Year FS, Y1

Literacy Long Term Planning Grid

2016/2017

NB. Main focus

Read, Write, Inc.

Week	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
1	Class-based AfL	Poetry and Playscripts	Narrative	Non-fiction	Poetry	Narrative
2	Poetry and Playscripts	Non-fiction	Narrative	Non-fiction	Narrative	Narrative
3	Narrative	Non-fiction	Narrative	Poetry and Playscripts	Narrative	Non-fiction
4	Narrative	Narrative	Non-fiction	Narrative	Non-fiction	Non-fiction
5	Non-fiction	Narrative	Non-fiction	Narrative	Application of skills week	Poetry and Playscripts
6	Non-fiction	Narrative	Poetry and Playscripts	Application of skills week		Transition
7	Application of skills week	Application of skills week	Application of skills week			Transition
8						

Assessment:

Foundation Stage - Learning Journeys to be regularly updated.

Year 1 - Ongoing AfL in daily English/Phonics work (cf. marking policy and RWInc).

FS & Year 1 - Photocopy a piece of work each half term to be added to the Writing Assessment Book as evidence.

Assessment data to be submitted and trackers completed half termly.

Week	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
1	Class-based AFL	Poetry and Playscripts	Narrative	Non-fiction	Poetry	Narrative
2	Poetry and Playscripts	Non-fiction	Narrative	Non-fiction	Narrative	Narrative
3	Narrative	Non-fiction	Narrative	Poetry and Playscripts	Narrative	Non-fiction
4	Narrative	Non-fiction	Non-fiction	Narrative	Non-fiction	Non-fiction
5	Non-fiction	Narrative	Non-fiction	Narrative	Application of skills week	Poetry and Playscripts
6	Non-fiction	Narrative	Poetry and Playscripts	Application of skills week		Transition
7	Application of skills week	Application of skills week	Application of skills week			Transition
8						

Assessment:

Years 2 / 3 / 4 / 5 - Ongoing AFL in daily English work (cf. marking policy).

Photocopy a piece of work each half term to be added to the Writing Assessment Book as evidence.

Assessment data to be submitted and trackers completed half termly.

Year 6		Literacy Long Term Planning Grid				2016/2017	
Week	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks	
1	Class-based AfL	Poetry and Playscripts	Narrative	Non-fiction	SATS Preparation Week	Narrative	
2	Poetry and Playscripts	Non-fiction	Narrative	Non-fiction	SATS Week	Narrative	
3	Narrative	Non-fiction	Narrative	Poetry and Playscripts	Narrative	Non-fiction	
4	Narrative	Non-fiction	Non-fiction	Narrative	Non-fiction	Non-fiction	
5	Non-fiction	Narrative	Non-fiction	Narrative	Application of skills week	Poetry and Playscripts	
6	Non-fiction	Narrative	Poetry and Playscripts	Application of skills week		Transition	
7	Application of skills week	Application of skills week	Application of skills week			Transition	
8							

Assessment:

Year 6 - Ongoing AfL in daily English work (cf. marking policy).

Photocopy a piece of work each half term to be added to the Writing Assessment Book as evidence.

Assessment data to be submitted and trackers completed half termly.

Writing
Scheme of Work

**Writing
Objectives**

Thorntree
Primary School

Year 1 Writing Objectives

Phonics and Spelling

- In independent writing, spell correctly 80% of common words used (including compound words and common exception words).
- Apply simple spelling rules as listed in the Year 1 Scheme of Work, including representing vowel sounds with different spelling patterns.

Handwriting

- Form upper and lower case letters accurately.
- Writing can be read without mediation.

Word

- Identify nouns, adjectives and verbs in writing, noticing how suffixes and prefixes change the function and meaning of a word.

Sentence

- Write in complete sentences (composing the sentence orally before writing it).
- Use a range of sentences in writing, including simple sentences, question sentences and short descriptive sentences.
- Link ideas together using conjunctions including and, but, so, because.

Punctuation

- Punctuate appropriately spaced sentences using capital letters and full stops with at least 50% accuracy.
- To punctuate sentences using question marks and exclamation marks with at least 50% accuracy.
- Use capital letters for proper nouns and the pronoun I.

Text

- Sequence sentences to form short narrative and non-narrative texts.

Composition and Effect

- Structure narratives with a beginning, a middle and an end.
- Structure non-narrative writing in the correct order.

Editing and Evaluating

- Re-read to check that writing makes sense, and make improvements as necessary.

Year 2 Writing Objectives

Phonics and Spelling

- In independent writing, spell correctly 80% of common words used (including common homophones and exception words).
- Apply simple spelling rules as listed in the Year 2 Scheme of Work.

Handwriting

- Form upper and lower case letters (with lead in/lead out strokes) which re consistent in size in relation to each other, with appropriate spacing.

Word

- Use suffixes to form nouns (eg. dogss, bookss, foxess) and adjectives (eg. wonderfully, beautifully, priceless), and turn adjectives into adverbs (eg. slow → slowlyly; happy → happilyly).

Sentence

- Use expanded noun phrases to describe and specify.
- Link ideas together using 'also' and 'as well as'.
- Write a range of sentences including commands, exclamations, questions and statements (identifying which is which), composing the sentence orally before writing it.

Punctuation

- Punctuate sentences accurately in at least 80% of writing: full stops, capital letters, exclamation marks and question marks.
- Begin to use commas in a list, apostrophes for omission and possession and inverted commas or speech.

Text

- Write in the correct tense - past or present - with at least 80% accuracy.

Composition and Effect

- Write narratives about own experiences and those of others.
- Use interesting and ambitious words when writing both fiction and non-fiction texts.
- Write longer pieces of writing with a sustained structure (at least one side of A4).

Editing and Evaluating

- Make simple additions, revisions and corrections.

Year 3 Writing Objectives

Phonics and Spelling

- In independent writing, spell correctly 80% of common words and homophones.
- Apply spelling rules as listed in the Year 3 Scheme of Work, including the use of a range of prefixes and suffixes and the possessive apostrophe for regular plurals (eg. Tom's house, the dog's bone).

Handwriting

- Use fluent strokes to join letters, increasing legibility and consistency and ensuring ascenders and descenders do not touch.

Word

- Use correct article before a noun - 'a' or 'an' - according to whether the noun begins with a vowel or consonant.
- Identify word families in writing, noting how a wider range of prefixes and suffixes can change the function and meaning.

Sentence

- Link ideas together using connectives and adverbs that express time, place and cause.
- Write a range of sentences, including list sentences, preposition sentences, simile sentences and extra information sentences.
- Begin to recognise main and subordinate clauses.

Punctuation

- Use punctuation taught in KS1 securely in 80% of writing: capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for omission and possession.
- Increase accuracy of inverted commas (and linked punctuation) to punctuate direct speech.
- Begin to use apostrophes for plural nouns (eg. the children's work, the rabbits' hutch, the twins' birthday party).
- Begin to use commas to separate clauses.

Text

- Use present perfect forms of verbs instead of the simple past (eg. 'He has gone out to play' instead of 'He went out to play'; 'She has eaten all of her dinner' instead of 'She ate all of her dinner').

Composition and Effect

- Structure and organise work clearly - beginning, middle, end, use of paragraphs and use of dialogue.
- Use interesting and varied word choice to create characters and describe settings in narratives.
- In non-narrative, give opinion, interest and humour through detail.

Editing and Evaluating

- Proof read writing to check for grammar, punctuation and spelling errors, making improvements as necessary.

Year 4 Writing Objectives

Phonics and Spelling

- In independent writing, spell correctly 90% of common words and homophones.
- Apply spelling rules as listed in the Year 4 Scheme of Work, including a wider range of prefixes and suffixes and the possessive apostrophe for irregular plurals.

Handwriting

- Use fluent strokes to join letters with increasing legibility and quality.

Word

- Use standard English forms of words instead of local spoken forms (eg. 'we were' rather than 'we was'; 'I did' rather than 'I done').
- Identify and use different types of determiners in sentences (a, an, the, those, these, some, our, their, etc.).

Sentence

- Link ideas together using more sophisticated conjunctions, including 'however', 'although' and 'in addition'.
- Extend sentences using modifying adjectives, prepositions and fronted adverbials (followed by a comma), as well as other subordinate clauses.
- Begin to use reported speech.
- Use short sharp sentences for effect.

Punctuation

- Use the full range of basic punctuation with 80% accuracy in independent writing.
- Use commas accurately for subordinate clauses, fronted adverbials, lists and extra information.
- Punctuate direct speech sentences accurately, using interesting reporting clauses.
- Use apostrophes for possession of singular and plural nouns.
- Begin to use a wider range of punctuation (eg. brackets, ellipsis).

Text

- Use paragraphs to organise ideas round a theme/topic/idea, using subheadings where appropriate.
- Use pronouns and nouns appropriately within and across sentences to aid cohesion and avoid repetition.

Composition and Effect

- Use adventurous vocabulary to describe and develop characters and settings, and to aid in engaging the reader.
- In non-narrative, give opinion, interest and humour to establish a viewpoint.
- Structure and organise writing appropriately for each genre (including dialogue in narrative).

Editing and Evaluating

- Proof read writing to check for grammar, punctuation and spelling errors, improving consistency of use.

Year 5 Writing Objectives

Phonics and Spelling

- In independent writing, spell correctly 80% of common words and words with silent letters.
- Apply spelling rules as listed in the Year 5 Scheme of Work, including a wider range of prefixes and suffixes, words with -ough and words with -ei.

Handwriting

- Write legibly and fluently with increasing speed and style.

Word

- Use prefixes and suffixes to convert nouns and adjectives to verbs, or to change the meaning of a sentence.
- Continue to use Standard English forms in writing rather than local spoken forms (eg. 'we were' rather than 'we was'; 'I did' rather than 'I done').

Sentence

- Use conjunctions to order and emphasise (eg. first, finally, moreover), and use modal verbs to indicate degrees of possibility (eg. possibly, certainly, maybe, definitely).
- Use expanded noun phrases and a range of subordinate clauses (eg. fronted adverbials, relative/embedded clauses, extra information sentences) to convey detail and complicated information precisely.
- Use short sharp sentences for specific purpose and effect.
- Identify relative pronouns (who, which, where, when, whose, that) and use relative clauses with accurate punctuation.

Punctuation

- Use the full range of basic punctuation with 90% accuracy in independent writing.
- Use brackets, dashes and commas to indicate parenthesis (ie. show extra information within a sentence).
- Use commas to clarify meaning and avoid ambiguity.
- Use punctuation appropriately to create effect (eg. exclamation marks, dashes, ellipsis, full stop for repeated short sharp sentences).

Text

- Use devices to build cohesion within a paragraph, including varied use of openers and subheadings.
- Link ideas across paragraphs through use of adverbials of time ('later'), place ('nearby'), number ('secondly') or choice of tense ('he had seen her before').

Composition and Effect

- Select appropriate grammar and vocabulary for the purpose of writing across each genre.
- Use further devices to build cohesion and guide the reader through the text (eg. headings, subheadings, bullet points, underlining, captions).
- Begin to use stylistic devices to create effect in describing settings and characters, creating atmosphere using alliteration, onomatopoeia, figurative language and dialect in speech.
- Use direct and reported speech to convey characters and convey the action efficiently.

Editing and Evaluating

- Proof read writing to check for grammar, punctuation and spelling errors, making improvements so that it is at least 80% accurate.

Year 6 Writing Objectives

Phonics and Spelling

- In independent writing, spell correctly 80% of words containing rules taught across KS1/KS2.
- Apply spelling rules as listed in the Year 6 Scheme of Work, including the use of a wide range of prefixes and suffixes, homophones and silent letters.

Handwriting

- Develop a personal style that includes writing legibly, fluidly and with increasing speed.

Word

- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg. find out/discover; ask for/request; go in/enter).
- Understand how words are related through meaning, such as synonyms and antonyms.

Sentence

- Use the full range of sentence types listed throughout the Scheme of Work with accurate punctuation.
- Identify and use structures typical of formal writing and informal speech.
- Use a range of sophisticated methods of connecting thoughts, ideas and phrases (eg. advanced conjunctions, repeated short sharp sentences, a wide range of subordinate clauses).
- Accurately use and punctuate both direct and reported speech to convey characters and convey the action efficiently.

Punctuation

- Use the full range of basic punctuation with 95% accuracy in independent writing.
- Use higher level punctuation to show divisions and links between clauses (brackets, dashes, colons and semi-colons).
- Use punctuation to effectively control the pace of writing (eg. ellipsis, exclamation mark, repeated short sharp sentences).
- Use the colon to introduce a list and semi-colons within lists to separate noun phrases.

Text

- Link ideas across paragraphs using a wider range of cohesive devices: repetition of key words and phrases; grammatical connections; fronted adverbials to compare/contrast; use of ellipsis.
- Use layout devices to aid a reader in understanding what is written (eg. headings, subheadings, bullet points, columns, tables, captions, extra information boxes to promote specific information).

Composition and Effect

- Select appropriate grammar and vocabulary for the purpose and audience, understanding how such choices can change/enhance meaning.
- Use a wide range of devices to build cohesion and guide the reader through a text (eg. bullet points, underlining, footnotes, glossaries, diagrams).
- Use stylistic devices to create effect in describing settings and characters, creating atmosphere using alliteration, onomatopoeia, figurative language and dialect in speech.
- Integrate dialogue (direct and reported speech) to effectively convey characters' thoughts and feelings, and to advance the action efficiently.

Editing and Evaluating

- Proof read writing to check for grammar, punctuation and spelling errors, making improvements so that it is at least 90% accurate.

Mastery Writing Objectives

Holistic Writing Objectives

- Choose the appropriate style and form for the purpose and audience of the writing.
- Use techniques to engage the reader (for example personal comments, opening hooks, flashbacks, rhetorical devices, repetition of key phrases).
- Write paragraphs with a clear purpose across an entire text.
- Write paragraphs with different structures and lengths (eg. single word or single sentence paragraphs for a specific purpose, manipulating pace of writing).
- Link ideas within and between paragraphs with a range of cohesive devices, for example connecting adverbs/adverbials across paragraphs, purposeful repetition of pronouns, purposeful omission of key information.
- Use different sentence structures and lengths to suit the purpose and audience of writing.
- Use a range of sentence types for impact and specific effect on the reader.
- Control complex sentences, manipulating the clauses to achieve specific effects.
- Use punctuation to convey and clarify meaning, including the use of the colon and semi-colon across writing.
- Make precise and specific word choices according to the text type and audience.
- Summarise longer texts precisely, identifying the key information to influence own writing.
- Use the passive voice confidently, for example to create suspense or for a scientific/historical report.
- Use the subjunctive in formal writing to express a wish, hope or suggestion for the future.

Writing
Scheme of Work

Genre Structures

Thorntree
Primary School

Narrative Writing

Year Group	Narrative Writing: Short Stories, play scripts and poetry		
	Long Narrative Tasks	Short Narrative Tasks	Poetry
Nursery	Retelling of a known story	Simple description of a favourite part of the story	Singing simple rhymes
Reception	Retelling of a known story	Simple description of a character or setting Description of a favourite part of the story	Finishing nursery rhymes
Year 1	Retelling of a known story Picture storybooks Historical story Adventure story Traditional tale	Description of a character Description of an event in a story Write an event in a story from a character's point of view	Poems Prayers
Year 2	Retelling of a known story Traditional tale Adventure story Realistic story Humorous story	Description of a character Description of the setting Description of an event in a story Write an event in a story from a character's point of view	Riddles, poems on similar themes, puzzles, jokes, tongue twisters. Author/poet study

Narrative Writing

Year Group	Narrative Writing: Short stories, play scripts and poetry		
	Long Narrative Tasks	Short Narrative Tasks	Poetry
Year 3	Retelling of a known story Modern retelling of a traditional tale Fairy story Myths, fables and legends Parables Fantasy story Play Script	Alternative ending Story openings Character sketches Setting descriptions Write an effect in the story from a character's point of view Write a letter from point of view a character in the story A short scene from a play	Poetry from different cultures Riddles Performance poetry Humorous poetry Puns Word Puzzles Shape poems
Year 4	Realistic/dilemma story Fantasy story Time slip story Mystery story Adventure story Play script	Story reviews Alternative endings Story openings Character sketches Setting descriptions Evaluation of a dilemma in a story Write an event in the story from a character's point of view A short scene from a play	Haiku List poems Alphabet poems Prayers Epitaphs Sons Cinquain Free Verse Limericks Poet study
Year 5	Traditional story Myths, fables and legends Realistic/dilemma story Mystery story Fantasy story Play script	Story reviews Story summaries Book blurbs Write a letter from point of view a character in the story Alternative endings Story openings Character sketches Setting descriptions Suspense paragraphs Action paragraphs A short scene from a play	Concrete poems Classical poems Choral poems Performance poems Poetry from different cultures Narrative poems
Year 6	Traditional story Modern retelling of a traditional tale Realistic/dilemma story Mystery story Fantasy story Time slip story Adventure story Play script	Story reviews Story summaries Book blurbs Write a letter from point of view a character in the story Alternative endings Story openings Character sketches Setting descriptions Suspense paragraphs Action paragraphs Descriptions of objects, people, places and events. A short scene from a play	kennings Limericks Riddles Cinquain Tanka Classic poetry Poet study.

Recount

	Recount: To retell events of an outing or an event from history	
Year Group	Language Features to be taught	Form
Nursery	Verbs in the past tense First Person	Description of a significant event, e.g. holidays, birthdays, visits, productions. Description of weekly shopping visit
Reception	Verbs in the past tense First person	Diary writing Description of a significant event, e.g. birthday, school trip, Christmas holidays etc. Letter Sequencing events on a timeline
Year 1	Verbs in the past tense Powerful verbs Interesting adjectives Sequential connectives First person	Letter Autobiography - diary writing Description of a favourite holiday, trip or event. Book and film reviews Interview
Year 2	Verbs in the past tense Powerful verbs Interesting adjectives Sequential connectives First person	Letter Autobiography - diary writing Description of a visit, trip or weekend event Description of an activity Interview Letter

Recount

	Recount: To retell events of an outing or an event from history	
Year Group	Language Features to be taught	Form
Year 3	<p>Verbs in the past tense Powerful verbs Interesting adjectives Sequential connectives First person</p>	<p>Letter Newspaper or magazine report Description of a favourite holiday, trip or event</p>
Year 4	<p>Verbs in the past tense Powerful verbs Interesting adjectives Adventurous adverbs Sequential connectives First person Paragraphs An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting? A simple concluding sentence</p>	<p>Letter Newspaper or magazine report Book, film, music, game reviews Description of a favourite holiday, trip or event.</p>
Year 5	<p>Verbs in the past tense Powerful verbs Interesting adjectives Adventurous adverbs Sequential connectives First person Paragraphs An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting? Reported speech A concluding paragraph</p>	<p>Letter Newspaper or magazine report Book, film, music, game reviews TV and radio news report Autobiography - diary writing Interview Description of a favourite holiday, trip or event.</p>
Year 6	<p>Verbs in the past tense Powerful verbs Interesting adjectives Adventurous adverbs Sequential connectives First person Paragraphs An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting? Reported speech A concluding paragraph</p>	<p>Letter Newsletter Newspaper or magazine report Book, film, music, game, museum reviews TV and radio news report Autobiography - dairy writing Biography - article, CV, school report, police description Accident report Interview Description of a favourite holiday, trip or event.</p>

Instructions

	Instructions: To tell someone how to do or make something	
Year Group	Language Features to be taught	Form
Nursery	Title - a statement of what is to be achieved Numbered steps	Instructions Recipe Rules
Reception	Title - a statement of what is to be achieved Numbered steps Imperative verbs	Instructions Recipe Rules
Year 1	Title - a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Short descriptive and conjunction sentences	Instructions Directions Recipe Rules
Year 2	Title - a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Short descriptive and conjunction sentences	Instructions Directions Recipe Rules

Instructions

Year Group	Instructions: To tell someone how to do or make something	
	Language Features to be taught	Form
Year 3	Title - a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Short descriptive and conjunction sentences	Instructions Recipes Rules Directions
Year 4	Title - a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Short descriptive and conjunction sentences Adjectives and adverbs added for clarity rather than effect Connectives - first, next, then, finally	Instructions Recipes Rules Directions
Year 5	Title - a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Short descriptive and conjunction sentences Adjectives and adverbs added for clarity rather than effect Connectives - first, next, then, finally Extra information in boxes, e.g. safety advice, interesting associated facts.	Instructions Recipes Rules Directions
Year 6	Title- a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Short descriptive and conjunction sentences Adjectives and adverbs added for clarity rather than effect Connectives - first, next, then, finally Extra information in boxes, e.g. safety advice, interesting associated facts.	Instructions Recipes Rules Directions

Non-chronological Report

Year Group	Report: To describe the way something is or the way things are	
	Language Features to be taught	Form
Nursery	Present tense (except historical reports)	Labels Menus Lists Individual descriptions for class book
Reception	Present tense (except historical reports)	Pictures with captions Lists Labels Menus
Year 1	Present tense (except historical reports) Factual writing often involving technical words and phrases Bullet points	A description Diagrams and labels Pictures and captions Lists Charts and tables Interview
Year 2	Present tense (except historical reports) Factual writing often involving technical words and phrases	A description Diagrams and labels Pictures with captions Lists Charts and tables Letter

Non-chronological Report

	Report: To describe the way something is or the way things are	
Year Group	Language Features to be taught	Form
Year 3	<p>Present tense (except historical reports) Third person / first person Factual writing often involving technical words and phrases.</p>	<p>An article with an agreed format Practise turning notes from the spider diagram into sentences Adding labelled diagrams to a piece of writing Letter Description of favourite meal, hobby, holiday destination, favourite time of the year, special outing, secret place, special object, special person, pet, sport, tv programme, film, game, fried etc.</p>
Year 4	<p>Present tense (except historical reports) Third person/first person Factual writing often involving technical words and phrases Introductory paragraph Use of headings and sub headings to split up the report into sections Adjectives and adverbs to engage and excite the reader Avoid flowery description</p>	<p>Practise turning notes from the spider diagram into sentences An information article that could feature in a magazine A letter Description of favourite meal, hobby, holiday destination, favourite time of the year, special outing, secret place, special object, special person, pet, sport, TV programme, film, game, friend etc.</p>
Year 5	<p>Present tense (except historical reports) Third person/first person Factual writing often involving technical words and phrases Introductory and conclusion Use of headings and sub headings to split up the report into sections Use of paragraphs within subsections Adjectives and adverbs to engage and excite the reader Avoid flowery description</p>	<p>Practise turning notes from the spider diagram into sentences An information article that could feature in a magazine A letter A comparative report between two items, e.g. moths and butterflies, football and rugby Independent research on a topic Independent spider diagrams Description of favourite meal, hobby, holiday destination, favourite time of the year, special outing, secret place, special object, special person, pet, sport, TV programme, film, game, friend etc</p>
Year 6	<p>Present tense (except historical reports) Third person/first person Factual writing often involving technical words and phrases Introductory and conclusion Use of headings and sub headings to split up the report into sections Use of paragraphs within subsections Adjectives and adverbs to engage and excite the reader Avoid flowery description Impersonal voice</p>	<p>Practise turning notes from the spider diagram into sentences An information article that could feature in a magazine A letter A comparative report between two items, e.g. moths and butterflies, football and rugby Independent research on a topic Independent spider diagrams leaflet Description of favourite meal, hobby, holiday destination, favourite time of the year, special outing, secret place, special object, special person, pet, sport, TV programme, film, game, friend etc</p>

Explanation

Year Group	Explanation: To explain how something works	
	Language Features to be taught	Form
Nursery	Present Tense Some technical vocabulary	Labelled diagram Sorting activities
Reception	Present Tense Some technical vocabulary	Sequencing pictures Flow charts Cyclical diagram Sorting activities Labelled diagrams
Year 1	Present Tense Some technical vocabulary Connective sentences e.g. next, first, then etc.	Flow chart Description Labelled diagram Cyclical diagram
Year 2	Present Tense Technical vocabulary Connective sentences e.g. next, first, then, eventually etc.	Flow chart Description Labelled diagram Cyclical diagram

Explanation

Year Group	Explanation: To explain how something works	
	Language Features to be taught	Form
Year 3	<p>Present tense Formal and impersonal style Third person Technical vocabulary Connective sentences</p>	<p>Use of flowcharts and diagrams of familiar processes for children to add the writing to Letter</p>
Year 4	<p>Present tense Formal and impersonal style Third person Technical vocabulary Introductory paragraph Bullet points if appropriate Connective sentences A casual sentence opening, e.g. The reason is that... This results in ... This causes Paragraphs Concluding sentence</p>	<p>Use of flowcharts and diagrams of familiar processes for children to add the writing to Letter Article that could feature in a magazine</p>
Year 5	<p>Present tense Formal and impersonal style Third person Technical vocabulary Introductory and concluding paragraph Bullet points if appropriate Connective sentences Casual sentence openings, e.g. The reason is that ... This results in ... This causes ... Consequently. Paragraph Subheadings</p>	<p>Use of flowcharts and diagrams of familiar processes for children to add the writing to Letter Article that could feature in a magazine</p>
Year 6	<p>Present taste Formal and impersonal style Third person Technical vocabulary Introductory and concluding paragraph Bullet points if appropriate Connective sentences Casual sentence openings, e.g. The reason is that ... This results in ... This causes ... Consequently ... Paragraphs Subheadings if appropriate</p>	<p>Use of flowcharts and diagrams of familiar processes for children to add the writing to Letter Article that could feature in a magazine</p>

Persuasion

	Persuasion: To argue the case for a point of view	
Year Group	Language Features to be taught	Form
Nursery	Present tense Simple points Appropriate details	Letter Invitation Message
Reception	Present tense Simple points Appropriate details	Letter invitation Menu Message in a bottle
Year 1	Present tense Connective sentences Simple points Appropriate details	Letter of complaint Invitation
Year 2	Present tense Connective sentences Simple points Appropriate details	Letter invitation

Persuasion

Year Group	Persuasion: To argue the case for a point of view	
	Language Features to be taught	Form
Year 3	Present tense Connective sentences Introductory statement setting out the argument. Simple points Formal and impersonal style Third person Technical vocabulary	Letter to enquire Letter to congratulate Letter to complain/protest
Year 4	Present tense Connective sentences Introductory statement setting out the argument and a concluding statement Some points elaborated with evidence Formal and impersonal style Third person Technical vocabulary Exaggerated language Emotive words and powerful adjectives	Leaflet Letter to complain/protest Letter to enquire Advert Radio advert
Year 5	Present tense Connective sentences Introductory statement setting out the argument and a concluding paragraph An elaborated argument with evidence per paragraph Formal and impersonal style Third person Technical vocabulary Exaggerated language Emotive words and powerful adjectives Rhetorical questions	Leaflet Letter to complain/protest Letter to change an opinion Letter to congratulate Letter to enquire Advert Radio advert Book/DVD/computer game blurb A speech
Year 6	Present tense Connective sentences Introductory statement setting out the argument and a concluding paragraph An elaborated argument with evidence per paragraph Formal and impersonal style Third person Technical vocabulary Exaggerated language Emotive words and powerful adjectives Rhetorical questions	Leaflet Letter to complain/protest Letter to charge an opinion Letter to congratulate Letter to enquire Advert Radio advert Book/DVD/computer game blurb A speech

Discussion

Year Group	Discussion: To present arguments for and against an issue	
	Language Features to be taught	Form
Year 3	Present tense Third person Formal and impersonal style Simple arguments both for and against Simple introduction and concluding sentence Connective sentences Opposite argument connectives	Article
Year 4	Present tense Third person Formal and impersonal style Simple arguments both for and against Simple introduction and concluding statement Connective sentences Opposite argument connectives	Article
Year 5	Present tense Third person Formal and impersonal style elaborated arguments both for and against Connective sentences and opposite connectives Opposite argument connective to introduce third paragraph Four paragraphs: introduction, arguments for, arguments against and conclusion Introduction - general statements, briefly present both sides of the argument Conclusion - present own viewpoint summarising argument to back up viewpoint.	Article A speech A magazine article A letter
Year 6	Present tense Third person Formal, general and impersonal style Elaborated arguments both for and against connective sentences and opposite connectives Opposite argument connective to introduce third paragraph Four paragraphs: introduction, arguments for, arguments against and conclusion Introduction - general statements, briefly present both sides of the argument Conclusion - present own viewpoint summarising arguments to back up viewpoint.	Article A speech A magazine article A letter

Writing
Scheme of Work

Teaching
Writing

Thorntree
Primary School

Before beginning a piece of writing
children should be able
to answer the following questions

1. Who is going to be reading your piece of writing?
2. Who are you writing as?
(teacher, child, parent, policeman, Prime Minister etc).
3. What is the purpose of the piece of writing?
(To persuade, complain, enquire, discuss, describe, etc.)
4. How should it be organised?
5. What language features must be included?

Teaching Writing

Each time writing is taught it should follow the same process:

1. Shared Reading - interrogation of written texts to identify important features of text genre and form to be written
2. Sentence Level Teaching - investigation and practise of specific sentence types
3. Shared Writing - application of features and sentence types through teacher led shared writing
4. Independent Writing - children write independently, (guided writing with individual or group of children if appropriate).

Shared writing is a powerful teaching strategy and the principle means of teaching writing.

Key Features of Shared Writing:

- determine audience and purpose of writing task;
- discuss key features of text type;
- rehearse sentences orally before writing them down;
- encourage automatic use of punctuation;
- constantly reread individually or as a whole class to ensure flow and possible improvement or correction;
- discuss and explain why one suggested sentence might be more preferable than another;
- make the occasional deliberate error to hold children's attention and to practise common errors found from marking;
- shared writing should begin with the teacher modelling sentence construction;

- children can make contributions by raising hands, but more considered contributions and fuller class participation can be achieved by asking children to note down their idea, e.g. word, clause, sentence, either on white boards or in notebooks before sharing ideas with the class;
- supported composition is another valuable teaching method where one specific sentence objective is focused upon and children practise it on white boards or in notebooks and then share with the whole class.

An example of support composition

- In upper school children are taught to begin narrative writing with a line of speech followed by an as clause, e.g. "I feel seasick!" Jack screeched to his friend Laura, as violent, thunderous waves crashed into the side of the boat.
- To teach this objective children could be presented with a speech sentence on the board (without speech punctuation).
- The children could then be asked, either on whiteboards or in notebooks to punctuate the speech sentence and add an as clause. Sentences could then be shared which allows immediate assessment of the objective.
- The aim would be for the children to practise the skill a number of times until the majority of the class have mastered the objective to the point where they can then apply it when they write independently in the next part of the lesson.

Scaffolding Examples

Narrative

- shared planning of a simple story
- a prepared story plan
- a newspaper report that can then be written as a story
- a story retell
- shared writing of beginning, middle and ending of the story
- children write only the beginning, middle or ending of the story
- children write an alternative ending or middle part of the story
- children create a modern version of a well known tale
- shared interrogation of prompt sheet

Non-Narrative

- shared planning
- shared writing of the introduction, middle paragraphs or conclusion
- change a story into a newspaper report;
- write letters to and from characters in a well known story;
- shared interrogation of prompt sheet;

Independent Writing

- Teaching of genre and form, using a different idea from the one which the children would then be expected to write:

For Example:

- Shared writing or planning of introduction/middle/conclusion of a discussion article about whether children in primary school should have to wear a school uniform.
- Children then go on to plan and write a discussion article independently about a different topic, e.g. "Should primary school children have to do homework?"

- Independent interrogation of prompt sheet to identify writing task;
- Independent planning and writing;
- Independent planning and writing under short and long time constraints.
- However, it is important to note that independent planning should be marked before allowing the children to embark on a writing experience as inadequate planning can lead to unsuccessful pieces of writing.

Teaching Narrative Writing

Text interrogation of a good simple story from the same genre that can be used as a good model.

Practice identifying the five main parts of a story;

1. The opening
2. The build up
3. The problem
4. The resolution
5. The ending

- Eventually the children will aim to have a minimum of five paragraphs in their stories.
- Children are to begin with a line of speech and an as clause. They are then only allowed two or three more lines of speech after this and they all must be written in this order - the speech, who has said it and an as clause.
- Once children are confident at beginning stories with a line of speech, this can be extended to a dialogue story opening. Higher ability children will be able to experiment with other ways of starting stories such as a description of the setting or character, an action opening or a flashback opening.
- It is important to include writing tasks which focus on one or two particular parts of the story. (Of course these could turn out to be short narrative tasks).
- It is vital to ensure that good character description is drip-fed through the story rather than as sentences that stop the story. Ensure children use:

1. Speech sentences with the as clause connected to the description.
2. Extra information sentences.
3. List sentences.

'Hurry up!' yelled Jack to his younger sister Daisy, as he swiftly buttoned up his warm black woollen coat.

Sam, who had chestnut brown eyes and a small button nose, was transfixed by the small brown package on the seat next to him.

He wore green shorts that showed off his knobby knees, shiny black shoes and a multi-coloured T-shirt that made his arms look like twigs.

- Keep story ideas simple with a small twist in the tale to excite the reader.
- The children should have lots of shared writing experiences where sentences can be evaluated for effect and specific sentence types can be requested.
- Children could be asked to list the sentence types that they have used in their own writing.
- A list of essential story ingredients should be displayed for the children to refer to

Key Stage 1

1. Paragraphs
2. Begin with a line of speech and an as clause
3. Use title somewhere in the story
4. Detailed description of characters and setting - remember your senses!
5. Speech marks
6. Verbs in the past tense
7. Exclamation marks!!!!
8. Question Marks?????
9. Commas,,,,,,,,
10. Similes
11. Time connectives
12. Adjectives
13. Adverbs
14. Special nouns with capital letters
15. Variety of different sentence types

Key Stage 2

1. Paragraphs
2. Begin with a line of speech and an as clause
3. Use title somewhere in the story
4. Detailed description of characters and setting - remember your senses!
5. Speech marks
6. Verbs in the past tense
7. Exclamation marks!!!!
8. Question Marks?????
9. Commas,,,,,,,,
10. Brackets ()
11. Ellipses
12. Tension and suspense
13. Similes
14. Time connectives
15. Adjectives
16. Adverbs
17. Special nouns with capital letters
18. Unexpected ending (a twist)
19. Main character learns a lesson
20. Variety of different sentence types

- Regular use of a senses chart during sentence work encourages good ideas for description writing.

The senses chart:

Setting the scene: Aboard a boat in the middle of the ocean.

Senses Chart

See	Smell	Taste	Touch	Hear	Feel
					
sea waves dolphins sharks flying fish reflection sun clouds sky sails horizon	salt fresh air fish	salt water sick	boat water dolphins fish rain	crashing splashing creaking roaring flapping	carefree excited exhilarated happy anxious worried scared seasick

- **Adverb sentence:** *Excitedly, I scanned the crystal blue waters around me while the breeze rushed through my strawberry blonde hair*
- **Connective sentence:** *In the distance, I noticed a black fin slicing through the water coming closer.*
- **Short sharp sentence:** *Closer. Too close.*
- **As sentence:** *As I looked down into the ward waters below, I could see my excited grin smiling back at me.*
- **Ing sentence:** *Running as fast as a racing car, I searched for the safety of my cabin.*
- **Extra-information sentence:** *The boat, which was called the Peggy Sue, rocked unsteadily as the waves crashed unmercifully onto the deck beneath my feet.*
- **Conjunction sentence:** *The dolphins danced in the ocean and I stared, mesmerised by the beautiful sight.*
- **List sentence:** *I ran to my cabin, quickly locked the door and dived under my quilt to block out the claps of thunder above.*

A framework for introducing a text

Each time a new text is introduced (fiction or non-fiction - in any area of the curriculum) ask the following questions:

Text level

- Who wrote this text?
- Who was it written for?
- Why was it written? (What is the purpose)
- How is the text organised? (Look at the words that are used (formal/informal) - and the layout - pictures? Bullet points? Glossary? Headings? Sub-headings? Diagrams? Paragraphs? Etc)
- What kind of text is this? (Is it instructions, a report, persuasive writing, an explanation, information or does it contain elements of more than one genre - How do we know? What features are present to confirm this?)

Sentence Level

- What types of sentences are used i.e. statements, questions, orders, and exclamations?
- What is the structure of the sentences i.e. short sharp, complex, list sentence etc. - and what effect do these create in the text?
- What tense is it written in - past, present, future?
- Which Person - first, second, third.
- How is punctuation used - commas, exclamation marks, ellipses etc?

Word Level

- Vocabulary choices, technical or specialist vocabulary
- Use of word play i.e. alliteration, metaphor, rhyme, personification (effects created by using these)
- Have idioms or slang been used?
- Are there deliberate misspellings?

Why were these choices made by the writer to achieve his or her purpose?

How successful is this piece of text in achieving its purpose?

What is your response to this piece of text?

The importance of text interrogation

1. Interrogate to demonstrate:

The text is interrogated in literacy as a model at the start of teaching a particular genre to show what it should look like or sound like when it is read out. It is dissected in order to identify the features that should be included to achieve the purpose of that particular type of writing.

The text could also be used as a comprehension task for that week in order to reinforce the link up reading skills with the skills being taught in writing e.g. persuasive writing and questions on authorial technique.

2. Interrogate to consolidate:

The text is interrogated in other areas of the curriculum to identify and practise what they have learnt and to put their learning into context. In R.E. they may need to write a thank you letter for a church visit, in History to collate and record information about Egyptian pyramids and in science to record information about the method and results of experiments.

The text could also be used as a comprehension task for that week to link up topic work with reading skills e.g. a report about Egyptian life and questions on format of text.

3. Interrogate to assimilate:

The text is interrogated in all areas of the curriculum to ensure that the content has been thoroughly understood. It teaches children to look more closely and carefully at individual sections of the text to find clues, facts and opinions.

Interrogation of text in comprehension lessons teaches children how to find the answers to more difficult questions involving inference, deduction and evaluation.

Showing children the finished article lets them know what their work should look like or sound like. Then, by dissecting the text to analyse and investigate how it is put together and what is used to create the different effects, enables the children to copy those effects using their own ideas with more success. It is invaluable to sentence work because the children can pick out different sentences and understand why they are used in a particular place to create an effect. The more they see the sentence types being used in a particular way the more confident they will become at using them in their own writing in a similar way.

Writing
Scheme of Work

**Sentence
Work**

Thorntree
Primary School

Teaching Sentence Work

A sentence type should be taught and practised on a daily basis and wherever possible these should link to the work ongoing in class.

In sessions devoted to teaching reading comprehension skills and during the shared text section of the literacy lesson, children can be taught to identify and highlight sentence types in the text.

To ensure that children are able to produce and create sentences during shared writing and in their own independent writing they must be taught how to write different types of sentences. These sentences must then be practised so that they can become internalised and automatic. Therefore, it is vital, that as a staff we are aware of the specific sentence types and refer to them using the same names and teach them using these names!

Currently, there are fifteen different sentence types to be taught.

Name Of Sentence	Definition	Example
Short Descriptive Sentences (Simple Sentences)	A simple sentence with: A powerful verb An adjective An adverb All of the above	The waves <u>crashed</u> onto the shore The <u>young</u> boy walked home The boy <u>nervously</u> walked home The <u>vicious</u> dog <u>snapped</u> <u>angrily</u> at Jack.
Conjunction Sentences (Compound Sentences)	Simple sentences that are joined together by a balanced conjunction to form a compound sentence. A compound sentence is created when two simple sentences are joined together with and, but, or, and so. Each clause has equal weight.	It was late <u>but</u> she wasn't tired Jack closed the door <u>and</u> walked down the path People should not smoke <u>because</u> it causes lung cancer

<p>Question Sentences</p> <p>(Simple Sentences)</p>	<p>A question that the writer can use to 'grab the reader's attention'.</p>	<p>Are you happy with the state of the local park? Have you ever been to the theatre? Was he alone? Would the life boat arrive in time?</p>
<p>Short Sharp Sentences</p> <p>Single Word Sentences</p> <p>(Simple Sentences)</p>	<p>Short sentences designed to add impact to a piece of writing.</p>	<p>It was silent He was gone The fox stopped You would be amazed.</p>
<p>Adverb Sentences (fronted adverbial)</p> <p>(Complex Sentences)</p>	<p>Sentences that begin with an adverb.</p>	<p>Anxiously, Laura stared at the stony floor below. Suddenly, the boat plunged sideways. Wearily, the teacher stared at the noisy line of children. Quietly, Jack tiptoed out of the room.</p>
<p>As Sentences</p> <p>(Complex Sentences)</p>	<p>Sentences that either begin or end with an as clause.</p>	<p>Beginning: As I scanned the deserted island, the sound of wild animals filled my ears. As drivers are now more likely to stick to the speeding limit, there should be fewer deaths on Britain's roads. Ending: James curled up into a ball, as his parent's raised voices filtered into his room. The contents inside the bag will remain dry, as the bag is made of waterproof material.</p>
<p>List Sentences</p> <p>(Complex Sentences)</p>	<p>Sentences that contain a series of actions or a description.</p>	<p>Jack entered the classroom, slammed the door, pulled out his chair, picked up a chewed pencil and began to write furiously. Mum stopped chopping up sandwiches, wiped her sticky fingers on a nearby cloth and answered the telephone. He wore green shorts, shiny black shoes and a multi-coloured</p>

		T-shirt that made his arms look like twigs.
Preposition Sentences (Complex Sentences)	Sentences that begin with a preposition.	On the wall, above the fireplace, hung a large mirror. Behind the door, stood the ancient wooden grandfather clock.
Ing Sentences (fronted adverbial) (Complex Sentences)	Sentences that begin with verbs ending in "ing"	<u>Looking</u> rather lost, she pulled a map from her bag. <u>Running</u> along the lane, Jack became aware that he was being followed. <u>Searching</u> for food, Michael scrambled up the tree.
Ed Sentences (fronted adverbial) (Complex Sentences)	Sentences that begin with verbs ending in 'ed'.	<u>Paralysed</u> with fear, Holly peered through the bushes to see if the school bully was still in pursuit. <u>Transfixed</u> , Michael stared at the brown paper package in front of him.
Extra-Information Sentences (using commas, brackets and or dashes) (Complex Sentences)	Sentences that have added information between commas either at the beginning, middle or end of the sentence.	Beginning: Tired of waiting on his own, Michael followed the queue into the stadium. Middle: The charity event, which will be held on Thursday, is to raise money for the NSPCC. End: I walked along the street, shivering with fear.
Simile Sentences (Complex Sentences)	Sentences that contain a simile	End: The crisp white snow covered the ground like sparkling white diamonds. Beginning: Like waves against the shore, the wind hit the wooden house.

Possible activities in order to teach sentence types:

Short Descriptive Sentences:

1. Take a short sentence e.g. The fox ran for cover.

Add an adjective or two to describe the fox - The sly, red fox...

Add an adverb that says how he ran - The sly, red fox ran quickly....

Add in where he took cover - The sly, red fox ran quickly for cover in the undergrowth.

2. Give jumbled up sentences and get the children to unscramble them e.g. fox ran the sly quickly cover for the in red undergrowth - the children will also put in the capital letter and full stop to complete the sentence. They could then make up their own for their partner to unscramble. Make rules on what should be included in their sentence.

3. Use sentence frames to develop an understanding of specific sentence structures e.g. the use of adjectives and adverbs

The fat cat slept peacefully. can become

The thin dog barked furiously. Or

The huge bull charged angrily.

4. Use a wall of words (could include weekly spellings). Children make ten different sentences using ten words from the wall each time.

5. Split the class into groups. Each group starts with an envelope containing two cards, one that has the word 'The' printed on it and the other with a full stop. Ask each group to think of a person or animal (remind that these are 'animate' nouns) and then write their word on a piece of card and place in the envelope. Pass the envelope onto another group. All groups then have to think of an adjective, write it on a piece of card, take out the other two word cards and read the three words between the group. They then put all pieces back into their envelope and pass it onto another group. Each group then add a powerful verb to a piece of card (then read their four word cards together within the group) and pass the envelope onto another group. Carry on in the same way adding an adverb and finally an adjectival phrase describing 'where'. Finally the children hold up and read out their group sentence from the envelope using the full stop to end their sentence.

6. Put a word in a bubble e.g. waves then brainstorm words around it that could be linked to its description e.g. crashing, vast, enormous, thunderous, deadly, exploding, silent etc....Then create a sentence using some of the words e.g.

The enormous, deadly waves crashed and exploded violently onto the silent short.

7. Select a word relating to a current theme e.g. spiders. Ask the children to brainstorm words that describe spiders e.g. hairy, scary, black, horrible etc. Now brainstorm what spiders do and add them to the list e.g. lurk, creep, spin, pounce. Now combine and make sentences e.g. Hairy spiders creep. Now brainstorm how they creep e.g. secretly, quietly etc and add this to the sentence and finally brainstorm adverbial phrases to identify where this happens e.g. in the quiet garden, under the dusty plant pots. Choose a phrase and read out completed sentence. Get the children to write other sentences using the words from the lists.

Conjunction Sentences (compound sentences)

1. Start with a sentence on the board e.g. We went to the swimming pool.
Ask the question - Who went? Class answers - Class 8 Then rewrite:- Class 8 went to the pool.
Ask the question - Who took you? Class answers - Miss Carter. Then rewrite - Miss carter and Class 8 went to the swimming pool.
Ask the question - How did you get there? Class answers - we walked. Now rewrite:- Miss Carter and Class 8 walked to the swimming pool.
Ask the question - Walked sounds a bit dull. How else could you say that? Class answers - rushed, dashed, hurried etc. New rewrite:- Miss Carter and Class 8 rushed to the swimming pool.
Ask the question - Why? Class answers - because it was our turn, because we wanted to cool off. Now write:- Miss Carter and Class 8 rushed to the swimming pool because we wanted to cool off.
2. Use any of the short, descriptive sentence activities but add on the question WHY? Or get them to add a conjunction (but, although, and) to the end of their sentence and then finish it again.
3. Divide the class into 3 groups. Give first and third groups a selection of short sentences. The second group is given blank cards on which to write a 'joining' word or phrase.
First group hold up a sentence e.g. The man was running on the path.
Third group choose a sentence that could complement the first sentence e.g. He tripped over.
Second group choose a joining word, write it down and then holds it between the other two e.g. The man was running on the path when he tripped over.
You might decide to add other words e.g. The man was running on the path when all of a sudden he tripped over on a banana skin.
The activity could continue moving into a different mode, for instance, cause and effect e.g. The man was running when all of a sudden he tripped over because a banana skin had been left on the path. Alternatively, they could use a conjunction that compares or contrasts two statements e.g. I like going to somewhere hot for my holidays but my brother likes to go skiing.
4. A good way of teaching how conjunctions direct meaning in a sentence is to provide the stem and the conjunctions of the sentence and then ask the pupils to brainstorm the endings e.g.
He fell off his bike when the towel got stuck in the wheel
He fell off his bike after he hit the big rock
He fell off his bike then he sat by the road and yelled
He fell off his bike because he had never ridden it without trainer-wheels before.
5. Give short sentences and lists of conjunctions - get children to join them together.
Give long sentences and ask children to split them up into two or three short ones.
Give sentence starters with conjunctions and children finish them.
6. Look in piece of text for sentences using conjunctions. Describe types of sentence created e.g. cause and effect (because, therefore), extra information (and, also), change in thinking (but) etc.

Conjunction Sentences (complex sentences)

1. Brainstorm lists of connectives. Write these down under different headings e.g.

Addition	-	also, furthermore, moreover
Opposition	-	however, nevertheless, on the other hand
Reinforcing	-	besides, anyway, after all
Explaining	-	for example, in other words, that is to say
Listing	-	first, first of all, finally
Indicating result	-	therefore, consequently, as a result
Indicating time-		just then, meanwhile, later

Ask the children to help give examples for each heading - working in pairs. Discuss in which kind of text each one might be found.

2. Give short sharp sentences and ask the children to use connectives at the start of the sentences to link ideas between them e.g.

She was alone in the house. She thought she was being watched. She felt something move.

She was alone in the house, However, she thought she was being watched. All of a sudden, she felt something move.

Many children stay up far too late watching television. They are too tired to work in school during the day.

Many children stay up far too late watching television. Consequently, they are too tired to work in school during the day.

3. Give children a piece of text where the connectives have been omitted e.g. suddenly, after that, finally, first, next, later, meanwhile, then, after a while, when I finished.

Discuss suitable connectives to go in the spaces and then reveal to them the one used in the original text.

4. Play a game where children have to tell a simple fairy story or the story of a favourite book, film or television programme without using the words 'and then'. If they do so, someone else has to take over.

5. Enlarge a page of a comic strip, e.g. The Snowman, or Father Christmas. Describe the events as they occur in the pictures, using appropriate connectives to drive the narrative along. Children could write a sentence or two underneath each picture using connectives.

6. Create a page of text all strung together with 'and then'. Read through it with the children and discuss the effects it has on the reader and the interest of the text e.g.

I saw a plane and then it flew over and then it seemed to disappear and then just when I thought that it had gone it came back and I could hardly believe it and then just when I did not know if I was awake or dreaming it shot in over the trees and then it landed on the lake and then out climbed a man and then he was rowing across to me and then spoke to me and then I found myself talking to the first human being that I had been in months and then I knew that it was over. - Now get the children to rewrite it in pairs using connectives.

Time Connectives

A short while later
After all the fuss
After that
Almost immediately
Almost instantly
As quick as he could
Before he could think
Between one heartbeat and the next
Finally
First of all
Hours crawled by
Hours flew past
Hours later
Immediately
On a heartbeat
In the blink of an eye
Instantly
Later that day
Moments later
Much later
As quick as a flash
The moment seemed to last forever
The seconds crawled by
The very next minute
Time seemed to stand still
When everyone had left

Additional connectives

Firstly,
Secondly,
Thirdly,
Furthermore,
Also,
Moreover,
Another important reason,
In addition

Opposite Connectives

However,
Although,
Alternatively,
On the other hand,
Conversely

Explanation Connectives

Unfortunately,
Fortunately,
For instance,
For example,
In fact,
Obviously,
In other words,
Personally
Clearly,
I believe that,
I think that,
I consider that,
Generally

Casual Connectives

As a result,
Therefore, consequently, due to this, thus,
as a Consequence,
Hence

Imperative Sentences

1. Give the children a set of instructions and ask them to highlight all of the imperative verbs at the beginning of each sentence. Create a word bank of all imperative verbs that are found.

2. Match up imperative sentences with the commanding verb missing and their appropriate imperative verb, e.g.

.....the bread in the toaster.	Heat
.....the toast with butter.	Cut
.....the toast in half.	Put
.....the beans in a pan	Spread

3. Look at a set of instructions with the incorrect imperative verb placed at the front of each sentence. Children are to replace imperative verb with a more suitable alternative e.g.

Place the kettle with water.

Spread the button on.

Take the boiling water carefully into the teapot.

Fill for five minutes until water has turned down.

Check a small amount of milk into a cup.

4. Give the children a variety of imperative verbs and ask them to finish the sentence in an appropriate way.

Take

Cut

Clean

Turn

5. Present the children with a jumbled set of instructions. Ask them to put the imperative sentences into the correct order so that the set of instructions make sense.

Pour the soup into a bowl.

Open the tin with a tin opener.

Pour the soup into a pan.

Stir the soup as it comes to the boil.

Turn on the heat.

Leave the soup to simmer for five minutes.

6. Show the children a jumbled set of instructions with missing capitals and full stops. Ask the children to find the imperative verbs so that they can use these to help them to put the instructions into the correct order.

dry the car with a cloth add soap to the water rinse the soapy water off with a hose add polish to the car and rub vigorously until the car looks shiny dip the sponge into the soapy water and wash the car fill the bucket with warm water.

Speech Sentences

1. Choose a piece of text with a lot of dialogue and read it through with the class giving the characters parts to individuals to read (like a play text) but have a narrator to read the bit ... said John, or said Mary. This helps children to identify which parts of the speech have speech marks around. The position and punctuation can then be reinforced.
2. Give children short pieces of text with the direct speech missing. Prepare some large speech bubbles with the missing quotations. The children have to copy out the piece of text putting in the correct quotation from one of the speech bubbles and remembering to use the correct punctuation e.g. Beethoven, the famous composer, went completely deaf so he never heard his own greatest music. " _____ " he said just before he died. (In one of the speech bubbles offered to the children it might say - I shall hear it in heaven.
3. Give pieces of text with dialogue to children to punctuate on the computer during ICT literacy lessons. Give unpunctuated dialogue sentences to punctuate - ask them to change the font colour of the speech so that it stands out from the rest. On the computer or on paper, ask children to write speech sentences as a conversation between characters and punctuate them. Give short pieces of play script to write as punctuated dialogue.
4. Ask children to write a short storyboard with speech bubbles and then re-write it with background information answering the questions - Who? What? Where? When? How? They should use the speech bubbles as the dialogue in their story. Children will learn the importance of story text other than speech and the need to say who is talking.
5. Get children to practise changing direct speech into reported speech. Hold up sentences of direct speech and ask children to re-write on whiteboards using reported speech e.g. "I will huff and puff and blow the house down," said the wolf. - the children then write - The wolf said that he would huff and puff and blow the house down. Highlight differences. (I changes to he, will changes to would, present tenses change to the past, punctuation).
6. Improve speech sentences by finding interesting words for 'said'. Give a list of speech sentences (include questions and exclamations) and ask the children to re-write them using other words for said. They could read out their sentences in the style of the word e.g. "It really hurts," squealed Tom. OR "Come her this minute!" shouted Bill's mum. OR "What is that weird shadow?" whispered Beth.
7. Improve speech sentences by adding an 'as clause' e.g. "How many times have I asked you to use a place?" asked Mum as she swept up the crumbs from the floor. Split children into 3's - first thinks up dialogue - second thinks of an interesting way of saying it (not using said) - third thinks up an 'as clause' to add on at the end - they then write down their sentence with correct punctuation and perform it in front of the class. (At first the children may need practise adding clauses to given speech sentences or at least being given the dialogue).

Question Sentences

1. Make a collection of advertisements that ask questions in order to persuade the reader to buy the product - display and discuss who is being persuaded and how e.g.

Are you giving your children the best start in life?

Do you care about the health of your dog?

Are you tired of your mobile?

2. Ask children to design an advertisement for a new computer game or a new chocolate bar.

They should use questions to persuade the reader to buy it e.g.

Do you deserve the best?

Are you tired of the same old boring chocolate bars?

Do you want value for money as well as tingling taste buds? (discuss value of alliteration).

3. Give children a list of statements to change into dramatic questions e.g.

Martha wasn't sure whether she was alone. - Was she alone?

Martha thought she might be locked in. - Was she locked in?

Martha wondered whether the bridge would collapse before she got to the other side. - Would she make it? Would the bridge hold her weight? Could she survive?

Give children a list of statements that need a question to increase tension:-

David suddenly heard a noise. - What was that?

David tried to turn the key but it wouldn't move. - Would he be locked in forever?

David managed to grab the lifebelt again. - Was this his last chance?

4. Show examples of texts where questions are used to hook the reader e.g.

The opening of *The Iron Man*

Brainstorm questions that could be used in an opening paragraph as a hook e.g.

Would I ever forget this day?

Are you brave enough to read this story?

Do you believe in ghosts?

5. Change sentences into questions e.g.

The spider was lurking beneath the pot. - Was the spider lurking beneath the pot?

The girl was alone in the haunted house. - Was the girl alone in the haunted house?

Change questions into statements e.g.

Can you really believe this story? - You can really believe this story.

Was this the best day of my life? - This was the best day of my life.

6. Give a sentence then write a list of questions that could be asked about it e.g.

The teacher shouted.

What was the teacher's name? - When did she shout? - Why did she shout?

Who did she shout at? - Where was she when she shouted? - How did she shout?

Short Sharp Sentences

1. Pick out short sharp sentences from a variety of texts that use them for impact. Make a list for children to copy. Get children to read them aloud in the tone of the sentence e.g. Suddenly she froze! It was something black. There was silence. It disappeared! It was impossible! My heart stopped. She stood stone still. Lightening flashed!

2. Invent a situation or read a short piece of action text to the children and ask them to brainstorm short sharp sentences linked to it e.g.

(Remind about use of exclamation marks)

A young girl was crossing the road when all of a sudden a car came speeding around the corner towards her.

Her heart stopped! She froze! Tyres screeched! She screamed! Lights flashed!

3. Give the children long sentences to reduce into short sentences for impact e.g.

She stopped moving immediately as soon as she saw it. - She froze

All of a sudden he turned around. - He turned suddenly.

There was a bright flash of lightening. - Lightening flashed.

He seemed to wait around for hours. - Hours passed.

Then to the opposite and give children short sentences to expand and give more detail e.g.

Night passed. - The dark night faded slowly into the light of day.

She suddenly realised that he had left the room. - He had gone.

4. Give children a list of words and ask them to add powerful verbs to make short sharp sentences with impact e.g.

Night - faded, darkened, ended.

The waves - crashed, folded, splashed.

Shadows - crept, danced, arrived.

His heart - stopped, pounded, missed a beat.

5. Give a few long sentences of action and ask the children to change them into short sharp sentences e.g.

We turned on the engine and threw the old van into gear before screeching away down the steep hill. We could see the school as we flew past and we saw all the children running out to see what was going on. The teachers were also shouting and the parents were waving their arms about but we knew we couldn't stop now.

We turned on the engine and threw the van into gear. We screeched down the hill! We flew passed the school. Children ran out. Teachers shouted. Parents waved their arms about. We couldn't stop!

Read both versions aloud and discuss the difference the short sharp sentences make to the impact of the action in the text.

Adverb Sentences

1. Play the adverb game to ensure children know exactly what an adverb is.

Make a set of cards with adverbs printed on them. Place them face down and get the children to come out one at a time and pick a card. The other children give them instructions e.g. play football, eat your lunch, brush your teeth - the child at the front has to do the action in the style of the adverb on the card they have chosen and the class have to guess the adverb they are demonstrating.

2. Give children some sentences and get them to underline the adverb e.g.

The man walked slowly across the field.

The boy kicked the football skilfully into the net.

The teacher carefully wrote the spellings onto the blackboard.

Then, as an extension to this, children could rearrange the sentences to put the adverb at the beginning (discuss the use of a comma) e.g.

Slowly, the man walked across the field.

Skilfully, the boy kicked the football into the net.

Carefully the teacher wrote the spellings onto the blackboard.

3. Give children sentences without adverbs - they have to find an appropriate adverb e.g.

The bully laughed - nastily

The girl watched the door - anxiously

The sun sank - slowly

Ask children to change their sentences so that the adverb is at the start. Then rewrite the sentence adding extra information or an 'as clause' e.g.

Slowly, the sun sank below the horizon and the day was over. - OR -

Anxiously, the girl watched the door, as the sound of the footsteps grew louder.

Compare sentences and discuss the effect created by moving the adverb.

4. Look at different types of adverbs e.g. adverbs of time - firstly, shortly, presently,

Adverb of manner - quietly, happily, sadly.

Give children a piece of text and ask them to go through and mark examples of each type of adverb used in sentences.

Give the children two nouns e.g. book, spider, - ask them to compose two sentences to read aloud to the class including the two nouns and using the two types of adverbs e.g.

Firstly, I grabbed the book and then squashed the spider against the wall.

Quickly, I grabbed the book and squashed the spider against the wall.

Discuss the effects if the adverb is moved into the sentence.

5. Ask children to write a silly sentence with an adverb of manner using alliteration (tongue twisters). The soft slug sand sweetly. - Change it to - Sweetly, the soft slug sang.

Which is easiest to say? - try out other tongue twisters.

Write adverb poems e.g.

Slowly the tide creeps up the sand, Slowly the shadows cross the land.

Slowly the cart-horse pulls his mile, Slowly the old man mounts his stile.

Children choose other adverbs (or adverbial phrases) to start their poems.

As Sentences

1. Make two sets of cards - one set to contain 'as clauses' e.g.

As John walked quickly out of the classroom.

As Mary explored the old house,

As car passengers are more likely to wear seat belts,

And the other set to contain short sentences e.g.

The teacher asked for homework to be given in.

There was a strange noise.

There are fewer serious injuries when accidents happen.

Match up the 'as clause' with the sentence and rewrite (discuss use of the comma).

2. Give children lists of sentence beginnings and ask them to complete the sentences using an 'as clause' e.g.

The room was dark and cold.

John hid quickly behind the fence.

Children might write:-

The room was dark and cold, as Mary began to search for the paper.

John hid quickly behind the fence, as the school bully approached.

3. Give children lists of sentence endings and ask them to start the sentences using an 'as clause' e.g. the sound of happy voices filled the air.

There should be fewer accidents on bonfire night.

Children might write:-

As we got closer to the fairground, the sound of happy voices filled the air.

As children become more sensible about using fireworks, there should be fewer accidents on bonfire night.

4. Give children an as sentences. Ask them to break them up into two short sentences e.g. As we got closer to the fairground, the sound of happy voices filled the air. We got closer to the fairground. The sound of happy voices filled the air.

Then give two short sentences and ask them to change them into an as sentence.

5. Give children direct speech sentences e.g.

"Get out of my way" shouted the bully - and ask them to add an 'as clause' to make it into a longer sentence e.g.

"Get out of my way" shouted the bully as he pushed Jonathan hard against the wall.

As an extension - leave out the punctuation and ask children to punctuate the speech as well as adding the clause.

6. Give a list of as sentences and ask children to change the clauses around e.g. The contents inside the bag will remain dry, as the bag is made of waterproof material. As the bag is made of waterproof material, the contents inside the bag will remain dry. Discuss how changing around clauses can change meaning or create nonsense sentences

List Sentences

1. Look at a piece of text that contains list sentences and pick these out with the children. Discuss the effect this type of sentence has on the action of the story. Take away the commas and put the text into short sentences to compare the effect. Get different children to read the two types of text out loud. How did they feel when they read it aloud?

2. Make short sharp sentence cards that would fit together in one long list sentence e.g.

She opened the window. She climbed out on to the ledge. She slid down the tree trunk awkwardly. She landed on the grass with a bump. She ran out through the gate.

Make some cards with large commas on them. Bring some children out to choose cards and stand them one next to each other. Get the children to put the commas over the full stops that need to be omitted to make a list sentence. Discuss which words will also need to be removed (she) and what happens between the last two sentences (addition of 'and' instead of a comma).

3. Give sets of sentences for the children to edit into one long list sentence. Ask the children to make up their own. Read out and discuss children's sentences. Make sure children have punctuated them properly - especially the last part of the sentence.

4. Look at a sentence where there is a list of objects rather than a list of action e.g. The boy went camping and he took a penknife, a sleeping bag, two pillows, a tent and plenty of food to last him the weekend. Discuss with the children how this is the same principle as the action sentence - it is still a list. Break it down into small sentences. Discuss which words will need to be added.

5. Give children lists of objects to buy at the shop or take on a holiday or tasks they have to complete for their parents. Ask children to put each list into a list sentence and punctuate properly - Then ask them to make up one of their own and write it down. Read out the children's sentences and discuss.

6. Share pieces of text with the children that have a list of description e.g.

I ran past house after house, all with their doors shut, their window tightly closed, their curtains drawn, their lights out and their gardens guarded by little fences.

OR

The baby was really cute with eyes wide and blue, little fingers pink and wrinkly, soft curly hair and its toes curled round like tiny shells.

Compare these with the other list sentences. Which words will need to be added to make short sentences? Ask children to work in pairs to change the text in short sentences. Do any words need to be changed around? Discuss the results.

Preposition Sentences

1. Make lists of prepositions e.g. under, over, against, beside, next to and ask children to use them to begin sentences. Use the classroom as a guide for sentences e.g. Above the computer table is a Viking display. Next to the door is a window. Below the whiteboard is a poster about food.

2. Give close procedure with prepositions extracted e.g.

The car sped _____ the corner and ran _____ a double-decker bus.

Give passages where the prepositions have to be underlined/listed/changed.

3. Give sentences, which include prepositions and get the children to change them around so that the sentence begins with the preposition e.g.

A large mirror hung on the wall about the fireplace - becomes - on the wall, above the fireplace, hung a large mirror.

4. Get children to draw a plan of their bedroom. Include books, television, posters etc. Then get them to describe what they can see by using preposition sentences e.g. On the shelves are some books. Explain it is like a camera 'panning' effect used by a film maker.

5. Extend the previous activity by asking children to write an extra sentence, in between each preposition sentence, to describe the first item e.g. On the shelves are some books, thick books and thin books, books about vampires and information books.

6. Give a variety of texts using preposition sentences to describe a setting and get the children to draw what they read. Include colour, size and shape.

7. Give different settings (using photographs on the whiteboard) and get children to write a few preposition sentences to describe what they can see.

As an extension to this get them to add sounds, smells and feelings.

Ing Sentences

1. Show children two short sentences, the first beginning with a name e.g.

Jack ran through the park. He caught sight of the stranger.

Sarah looked both ways. She crossed the road.

Show the children how to change these into one sentence by moving the subject of the sentence and changing the verb to the present tense e.g.

Running through the park, Jack caught sight of a stranger.

Looking both ways, Sarah crossed the road.

Then give children more pairs of sentences to practise changing into one sentence.

2. Start with a short, boring sentence e.g.

She came through the door.

Ask children to come up with more powerful verbs instead of came and rewrite the sentence e.g. She crashed through the door. OR She bounded through the door.

Then add a simile to give more detail e.g. She bounded through the door like an excited kangaroo.

Next add another sentence about what she did next e.g.

She waved a lottery ticket in the air. - Ask how she waved it and rewrite e.g.

She frantically waved a lottery ticket in the air.

Finally put the two sentences together, dropping the first pronoun, changing the first verb to the present tense and changing the first full stop to a comma e.g.

Bounding through the door like an excited kangaroo, she frantically waved a lottery ticket in the air. (Discuss the way in which this new sentence creates movement).

3. Make a collection of 'ing' words (Maybe go through the alphabet or use dictionaries) and then ask the children to use them to write some interesting starts to 'ing' sentences. The children could then read out their favourites and other children could offer endings - have some fun with these and make some silly sentences e.g.

Hanging helplessly high above the trees, she wished she had been more careful with the weight on the end of the helium balloon.

Diving skilfully into the swimming pool, John suddenly realised it had been emptied for cleaning.

4. Start with a list of sentences (including an adverb) about somebody doing something e.g.

Mary crept cautiously through the dark cupboard.

Peter waited anxiously for the final lottery number to come out.

Then concentrate on 'feelings' adding a feeling to the beginning of the sentence e.g.

Feeling afraid, Mary crept cautiously through the dark churchyard.

Feeling really excited, Peter waited anxiously for the final lottery number to come out.

5. Ask the children to find some good 'ing' sentences in texts and practise changing them around so that the 'ing' clause is moved to the other end of the sentence and also practise splitting the sentence into two shorter sentences (changing the verb to the past tense) e.g.
Mary felt afraid. She crept cautiously through the dark churchyard.

Ed Sentences

1. Show the children how sentences can be changed into ed sentences:

Katie was mesmerised as she stared at the shiny gold key in her crinkly palm. - Mesmerised, Katie stared at the shiny gold key in her crinkly palm.

2. Give children ed sentences. Ask them to break them up into two short sentences. E.g. Terrified, Sam stumbled through the long grass, desperately searching for his missing key. - Sam was terrified as he stumbled through the long grass. He was desperately searching for his missing key.

Now do the opposite and give the children two short sentences and ask them to make one end sentence.

3. Give children a range of ed sentence starters and ask the children to finish the sentences.

Horrorified	Transfixed	Puzzled	Amazed
Stupefied	Bewildered	Baffled	Shocked
Paralysed with fear	Petrified	Mystified	Dazed
Transfixed	Traumatised	Confused	Stunned
Mesmerized	Magnified	Astonished	Surprised

Mesmerized, the children watched as the trapeze artist swung through the night air.

Bewildered, Alex searched for his missing piece of homework.

Surprised, Laura glanced around the room at the smiling faces singing Happy Birthday.

4. Make a collection of 'ed' words (maybe go through the alphabet or use dictionaries) and then ask the children to use them to write some interesting 'ed' sentences. The children could then read out their favourites.

5. Give children lists of sentence endings and ask them to start the sentences using an ed word.

6. Ask the children to find ed words in texts and find out whether they can be used to make ed sentences.

Extra-Information Sentences

1. Look at a piece of text which contains complex sentences i.e. sentences with an embedded clause or a phrase in opposition which give extra information to the sentence but when removed, the sentence still makes sense. Ask the children to find these and write them up on the board. Identify punctuation features i.e. commas, and where the extra information is situated in the sentence. (Some very good examples of texts on the 'Grammar for Writing' CD, which can be displayed on whiteboards and annotated).

2. Do shared writing to compose a simple sentence e.g. The dangerous dog barked wildly at Amy. Ask the question where could we add on extra information? At the beginning, middle or end? What will help us join this information on? Ask some children to hold up cards with ideas for extra information printed on them e.g.

with glaring eyes, who was very frightened, showing its sharp teeth,

Ask children to find places in the sentence where these could be inserted correctly.

(Identify where commas will need to be used to separate the two parts)

3. Give a list of sentences (either as a class exercise or homework) e.g.

The boy approached the bully.

The teacher found her favourite pen in the bin.

The old house stood silently on the hill.

Ask the children to re-write these adding in extra information e.g.

The boy, trembling in his shoes, approached the bully.

With great relief, the teacher found her favourite pen in the bin.

The old house stood silently on the hill, towering over the city.

4. Make groups of 3 children and give them 2 cards with a comma on each. Between them they have to make up a sentence with an embedded clause and then say it in front of the class, each child taking a different part of it e.g.

The red-faced boy, who hadn't been listening, tried to answer the teacher's question.

To extend - remove the commas and middle child to check if the sentence makes sense. Split children into small groups and get them to compose good complex sentences with extra information that they can act out to the rest of the class e.g. The terrifying alien, with disgusting grunge dripping from its teeth, chased the frightened girl around the classroom. One child in the group could be the narrator.

5. Using computers, give children a list of sentences with added information in different places in the sentence. Children then change the added information into another colour to highlight it. Try changing around the clauses in sentences using cut and paste. Which way is best?

6. Give children sets of two-clause sentences and ask them to change them into one-clause 'extra information' sentences (Model and discuss what needs to be changed)e.g.

Roald Dahl is the author of many children's books. He died a few years ago.

Roald Dahl, author of many children's books, died a few years ago.

Simile Sentences

1. Create a simile bank. Collect similes when reading that can be used in the children's own writing.

2. Give the children a selection of sentence starters and similes for the children to match up appropriately e.g.

The boat rocked like...

a fury balloon with the air escaping.

He was as slow as a ...

a baby's cradle

The hamster ran around the cage like

tractor on a country lane.

3. Present the children with sentence starters for them to finish off with a suitable and original simile.

The wind raged through the trees like...

His heart raced like ...

The waves pounded the beach like ...

Her hair was as shiny as ...

His eyes were as brown as ...

4. Give the children a subject/object to create a simile about, e.g.

The weather

A teacher

The ocean

A policeman

The sky

A bully

Animals

A surgeon

5. Show children photographs on the whiteboard of the ocean, the sky at night, a forest, a beach, a meadow, a park, a fire etc. Practise creating good similes to describe a setting.

The flames danced around like a ballet dancer.

The sand was as soft as marshmallows.

6. Show children a picture of a character or give them a list of character traits and details. Ask the children to produce similes to describe the character.

Her eyes sparkled like the precious jewels on a tiara.

His hair was as spiky as the bristles on a tooth brush.

7. Give children some similes and ask them to practise rearranging the simile by putting the simile first.

E.g.

The stairs creaked like an out of tune violin. Like an out of tune, violin, the stairs creaked.

James tore along the pavement like a runaway train. Like a runaway train, James tore along the pavement.

Writing
Scheme of Work

Handwriting
Objectives

Thorntree
Primary School

Handwriting

Year Group	Handwriting objectives that must be covered in each year group	
	Handwriting Objectives	Useful teaching activities
Nursery	<p>To teach one handed skills.</p> <p>To strengthen hand muscles through manipulating a variety of objects.</p> <p>To draw lines and circles.</p> <p>To develop effective pencil grip.</p>	<p>Water play</p> <p>Cutting and sticking</p> <p>Painting</p> <p>Play dough / baking / sandwich making Copy writing</p> <p>Read, Write, Inc</p> <p>Spectrum Handwriting</p>
Reception	<p>To develop a comfortable and efficient pencil grip.</p> <p>To practise lower case formation a - z.</p> <p>To practise handwriting patterns.</p>	<p>To practise early manipulation skills through finger painting, dough, Lego, multilink etc.</p> <p>Read, Write, Inc. Handwriting worksheets to practise letter formation</p> <p>Spectrum Handwriting</p> <p>Weekly formation of phoneme homework</p>
Year 1	<p>To develop a comfortable and efficient pencil grip.</p> <p>To practise lower and upper case letter formation.</p> <p>To practise handwriting in conjunction with spelling.</p> <p>To begin to join some letters together.</p>	<p>Read, Write, Inc. Handwriting worksheets to practise letter formation</p> <p>Spectrum Handwriting</p> <p>Air writing</p> <p>Practise writing letters on palms of hands with fingers.</p>
Year 2	<p>To practise and secure lower and upper case letters.</p> <p>To practise handwriting and link this to spelling practise.</p> <p>To use and practise the four basic handwriting joins.</p>	<p>Read, Write, Inc. Handwriting</p> <p>Whiteboard practise</p> <p>Handwriting sheets</p> <p>Spectrum Handwriting</p>
Year 3	<p>To practise joins.</p> <p>To ensure writing sits on the line.</p> <p>To ensure ascenders and descenders are accurately formed.</p>	<p>Spectrum Handwriting</p>
Year 4	<p>To ensure handwriting is joined and legible.</p> <p>To ensure handwriting is legible in size and spacing.</p> <p>To use upper and lower case letters accurately.</p>	<p>Spectrum Handwriting</p>
Year 5	<p>To ensure letters are appropriate in size and position.</p> <p>To ensure loops are visible and letters are not being squashed together.</p>	<p>Spectrum Handwriting</p>
Year 6	<p>To ensure handwriting is consistent and fluent with letters and words appropriately placed.</p> <p>To develop a personal style to engage a reader.</p>	<p>Spectrum Handwriting</p>