



## Writing at Suffolks

| KS1  |   | KS2   |   |  |  |
|--|---|---|---|--|--|
| Composition  |   |   |   |  |  |
| Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
| <p>Write sentences saying out loud what I am going to write about.</p> <p>Write sentences and compose a sentence orally before writing it.</p> <p>Write sentences sequencing them to form short narratives.</p> <p>Write sentences and re-read what I have written to check that it makes sense.</p> <p>Discuss what I have written with the teacher or other pupils.</p> <p>Read aloud my writing clearly enough to be heard by my peers and the teacher.</p> | <p>Develop a positive attitude towards and stamina for writing, by writing narratives about personal experiences and those of others.</p> <p>Develop a positive attitude towards and stamina for writing, by writing about real events.</p> <p>Develop a positive attitude towards and stamina for writing, by writing poetry.</p> <p>Develop a positive attitude towards and stamina for writing, by writing for different purposes.</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they're going to write about.</p> <p>Consider what they are going to write before beginning, by writing down ideas and/or key words, including new vocabulary.</p> <p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating this with the teacher and other pupils.</p> <p>Re-read their writing to check that it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation [for example the ends of sentences are punctuated correctly].</p> | <p>Plan own writing by discussing writing similar to that which I am planning to write. This helps me to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan own writing, discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (refer to English Appendix 2).</p> <p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write narratives, creating settings, characters and plot.</p> <p>Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Evaluate and edit by assessing the effectiveness of my own and others' writing and I can suggest improvements.</p> <p>Evaluate and edit by proposing changes to</p> | <p>Plan own writing by discussing writing similar to that which they're planning to write. This helps them to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan own writing, discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (refer to English Appendix 2).</p> <p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write narratives, creating settings, characters and plot.</p> <p>Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> | <p>Plan my writing by identifying the audience for and purpose of the writing and select the appropriate form and use other similar writing as models for their own.</p> <p>Plan writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan writing by using narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Write precise longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use organisational and presentational devices to structure a text and to guide the reader [for example, headings, bullet points, underlining].</p> | <p>Identify the audience for and purpose of the writing and I can select the appropriate form and use other similar writing as models for their own.</p> <p>Plan writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan writing by using narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Write precise longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use organisational and presentational devices to structure a text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Assess the effectiveness of own and others' writing.</p> |



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|  | <p>- read aloud what I have written with appropriate intonation to make the meaning clear.</p> | <p>grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | <p>Evaluate and edit by assessing the effectiveness of my own and others' writing and I can suggest improvements.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | <p>Assess the effectiveness of own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> | <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> |
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### Handwriting

| Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
|--|---|---|---|---|---|
| <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9 starting from the top.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and can practise these.</p> | <p>Form lower-case letters of the correct size relative to one another.</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spaces between words that reflect the size of the letters.</p> | <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Show legibility, consistency and quality of my handwriting.</p> | <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Show legibility, consistency and quality of my handwriting.</p> | <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p> | <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p> |



## Writing at Suffolks

| Transcription   |  |  |   |  |   |
|---|--|--|---|--|---|
| Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6  |
| <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet and place them in order.</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Add prefixes and suffixes using the prefix un-.</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</p> <p>Apply simple spelling rules and guidance.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> | <p>Spell by segmenting spoken words into phonemes and representing these bygraphemes, spelling many correctly.</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known. I can learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p> <p>Learn to spell words with contracted forms.</p> <p>Learn the possessive apostrophe (singular) for example, the girl's book.</p> <p>Distinguish between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> | <p>Use prefixes (dis, in, re, anti, super, sub) and suffixes (ous, ly, ture, ion, ian, ation) and understand how to add them.</p> <p>Spell homophones - no/know, write/right, where/wear, whether/weather, ball/bawl, not/knot, plain/plane, scene/seen, hear/here, be/bee, week/weak, male/mail, medal/meddle, fair/fare, break/brake, meat/meat.</p> <p>Spell words that are often misspelt - refer to year 3 word list Appendix 1 on the National Curriculum (words with the C/SH sound spelt CH and short I sound spelt Y).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two letters of a word to check it's spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> | <p>Use prefixes (mis, auto, inter, il, ir) and suffixes (ly, ion, tion, cian, sion) and understand how to add them.</p> <p>Spell homophones - heal/heel, missed/mist, who's/whose, accept/except, affect/effect, berry/bury, grate/great, groan/grown, mail/male, main/mane, peace/piece, rain/rein/reign, peace/piece</p> <p>Spell words that are often misspelt - refer to year 3 and 4 word list Appendix 1 on the National Curriculum.</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first three letters of a word to check it's spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> | <p>Use prefixes (re) and suffixes (ible, able, ibly, ably, ent, ence, ant, ance, ancy, cious, tious, cial, tial) and understand the guidance for adding them.</p> <p>Spell some words with `silent` letters [for example, knight, psalm, solemn] (silent b, and t).</p> <p>Distinguish between homophones and other words which are often confused - cereal/serial, heard/herd, steal/steel, stationary/stationery, farther/father, aloud/allowed, guessed/guest, past/passed, affect/effect, advice/advise, practice/practise</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (for example, ee sound spelt ei).</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> | <p>Use prefixes and suffixes (cious, tious, cial, ance, ancy, ent, ence, ency, able, ible, ably, ibly, fer) and understand the guidance for adding them.</p> <p>Spell some words with `silent` letters [for example, knight, psalm, solemn].</p> <p>Distinguish between homophones and other words which are often confused - principal/principle, bridal/bridle, precede/proceed, weary/wary, morning/mourning, compliment/complement, ascent/assent, draft/draught, devise/devise, licence/license, desert/dessert, altar/alter, prophecy/prophesy.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (For example, the spelling ei and ie, the sh sound spelt ti or ci and the sh sound spelt si or ssi).</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> |



## Writing at Suffolks

| Vocabulary, Grammar and Punctuation  |  |   |  |   |   |
|--|--|---|--|---|---|
| Year 1   | Year 2   | Year 3  | Year 4   | Year 5  | Year 6  |
| <p>Develop understanding of leaving spaces between words.</p> <p>Develop understanding of joining words and joining clauses using `and`.</p> <p>Develop understanding of beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. develop understanding of using a capital letter for names of people, places, the days of the week, and the personal pronoun `I`.</p> <p>Develop understanding of learning the selected grammar for year 1 - letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>Use selected grammatical terminology to sequence sentences to form short narratives.</p> <p>Use regular plural noun suffixes -s or es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>Show how the prefix un- changes the meaning of verbs and adjectives</p> | <p>Develop understanding by learning how to use both familiar and new punctuation correctly. This includes full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Learn how to use sentences with different forms, for example statements, questions, exclamations and commands.</p> <p>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon].</p> <p>Learn how to use the present and past tenses correctly and consistently including the progressive form.</p> <p>Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Learn how to use selected grammar for year 2 - noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, verb, tense (past, present) apostrophe, comma.</p> <p>Learn how to use selected features of written Standard English which include the use of the suffixes -er, -est in adjectives and the use of -ly</p> | <p>Extend a range of sentences with more than one clause by using a wide range of conjunctions, including while, when, if, since, before, so, until, in case, because and although.</p> <p>Present the perfect form of verbs in contrast to the past tense - for example He has gone out to play contrasted with He went out to play.</p> <p>Choose nouns (using a range of prefixes - super-, anti-, auto-) or pronouns appropriately for clarity and cohesion and avoid repetition.</p> <p>Use conjunctions (when, before, after, while, so and because), adverbs (then, next, soon and therefore) and prepositions (before, after, during, in and because of) to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Learn selected grammar for year 3 - preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').</p> <p>Indicate grammatical and other features by using</p> | <p>Extend a range of sentences with more than one clause by using a wide range of conjunctions (when, if, because and although) as well as expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Present the perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials with a comma (for example, Later that day, I heard the bad news).</p> <p>Learn selected grammar for year 4 - determiner, pronoun, possessive pronoun, adverbial.</p> <p>Indicate grammatical and other features by using</p> | <p>Recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely and convert nouns or adjectives into verbs using suffixes (For example, -ate; -ise; -ify).</p> <p>Use modal verbs (for example, might, should, will, must) or adverbs (for example, perhaps, surely) to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Punctuate bullet points consistently.</p> <p>Use and understand grammatical terminology accurately and appropriately when discussing my writing and reading.</p> <p>Use devices to build cohesion within a paragraph (for example, then, after, that, this, firstly) and</p> | <p>Recognise vocabulary and structures that are appropriate for formal speech and writing (for example, find out-discover; ask for-request; go in-enter), including subjunctive forms such as If I were or Were they to come in some very formal writing and speech.</p> <p>Use passive verbs to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Develop my understanding by learning selected grammar for year 6 - subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity (for example, man eating shark versus</p> |



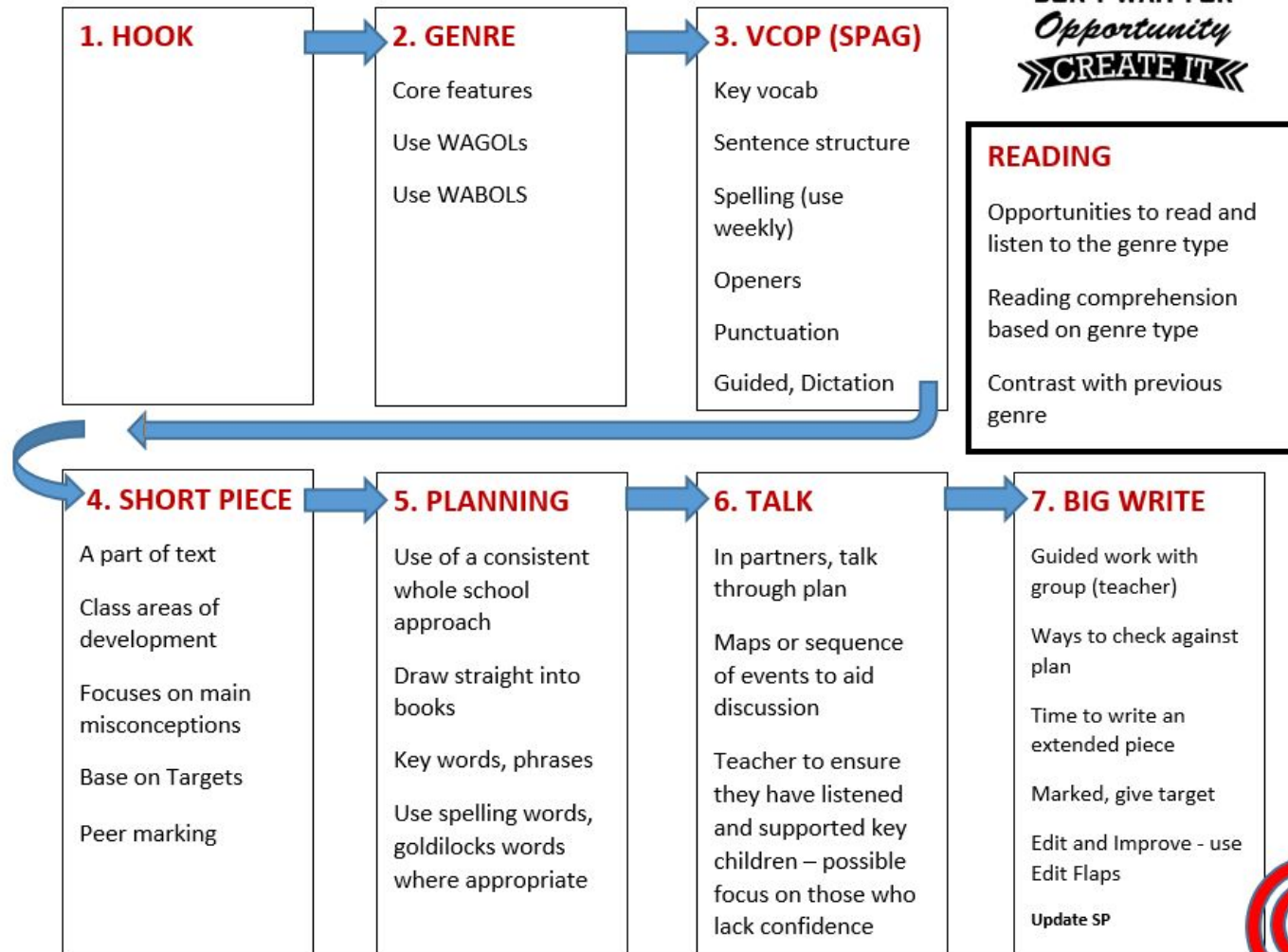
## Writing at Suffolds

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| <p>(negation, for example, unkind, or undoing: untie the boat).</p> | <p>in Standard English to turn adjectives into adverbs.</p> <p>Use and understand grammatical terminology when discussing my writing.</p> <p>Form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman).</p> <p>Form adjectives using suffixes such as -ful, -less (full list found in English Appendix 1).</p> | <p>commas after fronted adverbials.</p> <p>Indicate possession, using the possessive apostrophe with plural nouns.</p> <p>Indicate grammatical features - for example use of the form a or an according to whether the next word begins with a consonant or a vowel (eg a rock, an open box).</p> <p>Punctuate direct speech.</p> <p>Use and understand selected grammatical terminology accurately and appropriately when discussing my writing and reading.</p> <p>Write paragraphs as a way to group related material and use headings and sub-headings to aid presentation.</p> <p>Use word families based on common words, showing how words are related in form and meaning (for example solve, solution, solver, dissolve, insoluble).</p> | <p>commas after fronted adverbials.</p> <p>Indicate possession, using the possessive apostrophe with plural nouns and knowing the difference between plural and possessive -s (for example, the girl's name, the girls' names).</p> <p>Indicate grammatical features.</p> <p>Punctuate direct speech using inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").</p> <p>Use and understand selected grammatical terminology accurately and appropriately when discussing my writing and reading including the use of Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or i did instead of i done).</p> <p>Use paragraphs to organise ideas around a theme.</p> | <p>link ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before).</p> | <p>man-eating shark or recover versus re-cover).</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses (for example, It's raining; I'm fed up).</p> <p>Use a colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuate bullet points consistently to list information.</p> <p>Understand grammatical terminology accurately and appropriately when discussing my writing and reading.</p> <p>Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little).</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.</p> <p>Use different layout devices (for example, headings, sub-heading, columns, bullets, or tables, to structure text).</p> |
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| Suggested Literacy Units |           |   |   |   |   |   |  |
|--------------------------|-----------|---|---|---|---|---|--|
|                          | EYFS      | KS1   |   | KS2   |   |   |  |
|                          | Reception | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |
| Narrative                |           | Traditional tales<br><br>Stories with repetitive patterns structures<br><br>Stories by same author e.g. Julia Donaldson or Anthony Browne<br><br>Stories from other cultures<br>Fantasy                         | Stories set in schools (or other familiar settings)<br><br>Stories by same author<br><br>Traditional tales with a twist<br><br>Animal adventure stories<br><br>Story as a theme | Fables<br><br>Fairy tales/folk tales<br><br>Mystery<br><br>Novel as a theme<br><br>Playscripts  | Fairy tales/folk tales<br><br>Fantasy<br><br>Myths<br><br>Novels as a theme<br><br>Issues and dilemmas<br><br>Film and play script  | Novels as a theme<br><br>Legends<br>Stories from other cultures<br><br>Historical narrative<br><br>Older literature e.g. Shakespeare<br><br>Film and Playscript                         | Detective/Crime<br><br>Science Fiction<br><br>Classic Fiction<br><br>Flashbacks/Time<br><br>Novel as a theme           |
| Non-Fiction              |           | Instructions e.g. recipe<br><br>Recounts of familiar events<br><br>Non-chronological report<br><br>Other non-fiction texts e.g. labels, lists, captions, menus, invitations, postcards, wanted poster, glossary | Instructions<br><br>Recounts: Letters<br><br>Non-chronological report<br><br>Explanation text<br><br>Persuasive advert  | Recount:Diary<br><br>Non-Chronological report<br><br>Persuasive letter<br><br>Explanation text<br><br>Recount: Biography<br><br>Discussion: For and Against | Recounts: Newspapers<br><br>Information booklet with collection of non-fiction text types<br><br>Non-Chronological report<br><br>Explanation text<br><br>Persuasion -sales pitch/article<br><br>Discussion :debate/report | Magazine articles<br><br>Information booklet with range of text types<br><br>Reports including formal reports<br><br>Persuasion: Radio or TV broadcast<br><br>Discussion: formal debate | Persuasion<br><br>Explanation text<br><br>Discussion<br><br>Biography and autobiography<br><br>Information text hybrid |
| Poetry                   |           | Poems on a theme<br><br>Poems for learning by heart<br><br>Traditional rhymes including innovation e.g. This is the house that Jack built   | Poems on a theme<br><br>Poems with a structure e.g. riddles<br><br>Classic poetry e.g. The Owl and the Pussycat   | Poems on a theme<br><br>Poems with a structure e.g. shape, calligrams, rhyming couplets<br><br>Classic poetry for performance                               | Poems on a theme<br><br>Poems e.g. kennings, cinquain<br><br>Classic poetry   | Poems with a structure e.g. haiku, limericks<br><br>Poems with figurative language<br><br>Classic narrative poetry  | Poems: Free verse<br><br>Classic narrative poetry<br><br>Poems with imagery  |



## Two week 'writing' cycle - V1 (Jan 2020)



**DON'T WAIT FOR**  
*Opportunity*  
**CREATE IT**

Year Group \_\_\_\_\_  
Big Write \_\_\_\_\_  
Week 1 \_\_\_\_\_  
Week 2 \_\_\_\_\_

### Planning Notes

#### WRITING EXPECTATIONS (Y2 – Y6)

Big write is always marked, using key and a target given, use simple target symbol. Planning should be straight into book and on the left hand side of a double page. There will be 2 whole school planning formats to support the children with expectations (narrative and non-narrative) Teachers should be guiding the writing with a group during each big write session and it should be clear on plans who and why. Timing is flexible – 8 sessions in 10 days, give time for additional support, other curriculum.