

Mullion Primary School

Writing Curriculum 2024-27



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What is Writing?

Intent

It is our intent to teach children to become passionate and purposeful writers. They will be taught to write creatively across a range of genres and subjects where texts are woven through the curriculum. The children will learn the skills of writing with fluency, accuracy and precision. They are taught handwriting as a progressive skill and are taught editing techniques to improve spelling, punctuation and grammar to affect the reader. To promote 'every child being a reader', writing will be taught through high-quality texts which are vocabulary rich and enhance pupils' experiences and give opportunities to further understand citizenship and curiosity in learning.

Implementation

Transcription

At Mullion Primary, we prioritise the teaching of writing transcription skills before the teaching writing composition. This is taught through spelling, handwriting and dictation. In Early Years, children learn to write through Read Write Inc lessons where they learn to write a grapheme a day and then review these as they progress. They also explore marking-making through continuous provision. As children progress into Year 1, they continue to learn skills of transcription through Read Write Inc lessons, writing new graphemes and revisiting previously taught graphemes in 'Fred Fingers' spelling activities. They learn to 'Hold a Sentence' dictated by the teacher and also co-constructed with a small group. They learn to tick and fix spellings as a way of editing what they have written.

EYFS	Spelling	Handwriting	Vocab, Grammar and Punctuation	Composition
Year 1	Spelling	Handwriting	Vocab, Grammar and Punctuation	Composition
Year 2	Spelling	Handwriting	Vocab, Grammar and Punctuation	Composition
Year 3	Spelling	Handwriting	Vocab, Grammar and Punctuation	Composition
Year 4	Spelling	Handwriting	Vocab, Grammar and Punctuation	Composition

Year 5	Spelling	Handwriting	Vocab, Grammar and Punctuation	Composition
Year 6	Spelling	Handwriting	Vocab, Grammar and Punctuation	Composition

Composition

At Mullion Primary School, we use a Talk 4 Writing approach which builds vocabulary, understanding of writing structure and oracy for our children. We promote storytelling alongside the 7 story archetypes and construct these with the children through story maps. The children then learn to tell stories and build their story repertoire. We promote writing for a purpose through non-fiction texts which are mapped out in our Writing Scope. The model texts are co-constructed with pupils and told orally. The range of non-fiction genres are categorised into 5 text types which are accompanied by graphic organisers which help pupils to structure their ideas coherently.

Impact

At the end of each year, pupils have developed their literacy skills, and have gained a new understanding of spelling, punctuation and grammar in line with their year group curriculum. They can apply these learned skills to writing and write across different genres and text types. They have a growing knowledge of stories and the 7 story archetypes. Children are working in line with National Expectations or beyond. Any pupils who have been identified as working below age-related expectations are being closely monitored by leaders and teachers, there are adaptations and additional support programs in place to ensure they are making progress.

Action Plan

Writing Development Planning 2024-25				
Objective(s): To raise standards in writing from Early Years to Year 6. Persons responsible for leading action: Alexi Read Supported by: Rob Chirgwin		Success Criteria: <ul style="list-style-type: none"> There is a progressive approach to transcription and composition teaching that impacts on writing outcomes. Oracy skills are embedded within the 'Talk 4 Writing' approach Spelling, Grammar and Punctuation outcomes are in line or exceeding National standards. 		
Persons responsible for monitoring and quality assurance: SLT			Resources required: Time for monitoring and training	
Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative (different colours for each term)
Action A:	Early writing skills are developed consistently through a focus on transcription skills in Early Years and Key Stage One.	<ul style="list-style-type: none"> Transcription skills are taught daily through handwriting, spelling and dictation Book layout shows clear directions Children are being expected to apply what they know at points across the year 	Book sampling Staff meeting discussion minutes Outcomes - data	AUTUMN 2022 Book sampling 201124 SPRING 2023 SUMMER 2023
Action B:	A consistent, well-structured writing curriculum engages all pupils in writing opportunities.	<ul style="list-style-type: none"> Talk 4 Writing approach has been trialled in all classes Feedback from Teachers around what's working, what needs changing Discussion and agreement around the impact of 'Cold Tasks' 	Learning Walk monitoring Learning Walls Book Sampling Outcomes - data	AUTUMN 2022 SPRING 2023 SUMMER 2023
Action C:	Spelling, punctuation and grammar is being taught consistently across school and matches the Mullion Primary School Writing Scope.	<ul style="list-style-type: none"> Spelling is taught as a discreet lesson for 1/5 writing lessons per week Spelling strategy is embedded within all classrooms and is taught explicitly (to be applied in spelling tests also) Level 1 retrieval is spaced into all writing lessons and recaps on word classes 	Learning Walk Book Sampling Outcomes - data	AUTUMN 2022 SPRING 2023 SUMMER 2023
Long Term Planning 3 Year Overview				
<ul style="list-style-type: none"> Pupils can talk about the purpose of writing Pupils are motivated by writing opportunities Disadvantages pupils are making expected progress in line with their peers KS2 Spelling, Punctuation and Grammar standardised assessments are in line or above National Standards KS2 writing outcomes are in line or above National Standards 				

Curriculum Coverage

Mullion Primary School Writing Scope

EYFS and Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EYFS: Set 1 – CVC words Red words:	EYFS: Set 1 – CCVC words Red words:	EYFS: Set 1 Special Friends – CCVC CCVCC Red words:	EYFS: Set 1 Special Friends – CCVC CCVCC Red words:	EYFS: Set 2 (ai, ee, igh, ow, oo)
Y1 PAGES: I can use spaces to separate words.	Y1 PAGES: I can name and use capital letters and full stops in sentences and capital letters for proper nouns.	Y1 PAGES: I can use conjunctions to join words in a sentence.	Y1 PAGES: I can use s or es to show plural nouns.	Y1 PAGES: I can use question marks and exclamation marks.	Y1 PAGES: I can use prefixes and suffixes.
PPI and 2- Complex speed sounds investigations, PP3a Dots and Dashes Set 1 – 11/4 – 17 words Set 1 multisyllabic	PP3b Syllables, PP4 Special Friends, PPSF1 compound words, PPSF2 multisyllabic Set 1 – 11/4 – 17 words Set 1 multisyllabic words	PPSF3 Prefix –un, PPSF4 Adding –s to make plural Set 2 – words to match the sound	PPSF5 adding –s and –es, PPSF6 adding –er and –est Set 2 multisyllabic words	PPSF7 adding –ing and –ed to verbs, PPSF8 adding –er, Set 3 words to match the sound	PP5 reviewing compound, prefixes, suffixes Set 3 multisyllabic words
1-week units	1-week units	1-week units	1-week units	1-week units	1-week units
The Night Pirates Superworm Little Red Riding Hood Rapunzel The Three Little Pigs	Goldilocks The Everywhere Bear The Mousehole Cat Stick Man	Jack and the Beanstalk The Gigantic Turnip The Runaway Pancake (F) The Runaway Pancake (NF)	The Giant Jam Sandwich (F) The Giant Jam Sandwich (NF) Big Bug Book (NF) Chicken Licken	The Gingerbread Man (NF) Three Billy Goats Gruff (Troll) Tiddler The Magic Paintbrush	Goldilocks and the Three Crocodiles The Big Bad Pig Red and the City All the Animals Were Sleeping (NF)

Year 2 and 3

Year 2 and 3											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Y2 SPELLING: Fred Fingers and strategy recap 'or' sound spelt al all Soft c		Y2 SPELLING: Adding -y Adding -ly 'n' sound spelt kn gn 'igh' sound spelt y		Y2 SPELLING: Suffix -ing 'j' sound spelt j g ge dge 'o' sound spelt a after w and qu Suffix -ed		Y2 SPELLING: 'r' sound spelt wr Suffix -er -est 'ee' sound spelt ey		Y2 SPELLING: Suffix -ness Words ending in -le Words ending in -el		Y2 SPELLING: Words ending in -al Suffix -ful Suffix -less	
Y2 PAGES: I can use noun phrases within sentences.		Y2 PAGES: I can use commas to separate items in a list		Y2 PAGES: I know the correct present or past tense.		Y2 PAGES: I can use subordinate and coordinate conjunctions.		Y2 PAGES: I can use apostrophes.		Y2 PAGES: I know what statements, questions, exclamation and command	
Y3 SPELLING: Prefixes dis- mis, Adding im-		Y3 SPELLING: Adding -ous, adding -ly, adding -ture		Y3 SPELLING: adding -ation, words with c spelt ch, words with the 'sh' sound spelt ch		Y3 SPELLING: adding -ion, adding -ian		Y3 SPELLING: adding re-, adding anti		Y3 SPELLING: adding super-, adding sub-	
Y3 PAGES: I can group ideas into a paragraph.		Y3 PAGES: I can use the present perfect form of verbs.		Y3 PAGES: I can use adverbs		Y3 PAGES: I can use time conjunctions		Y3 PAGES: I can use prepositions		Y3 PAGES: I can use inverted commas to punctuate direct speech.	
Poetry (2 weeks)	Fiction (3 weeks)	Non Fiction (3 weeks)	Fiction (3 weeks)	Poetry (2 weeks)	Non-Fiction (3 weeks)	Fiction (3 weeks)	Non-Fiction (3 weeks)	Poetry (2 weeks)	Fiction (3 weeks)	Non Fiction (3 weeks)	Fiction (3 weeks)
Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text
Seasons	Hansel and Gretel	Letter to an Elf	Alice in Wonderland	Dreams and Goals	Zambia Discovered	Animal Attack	How to make a magic potion	Quiz Riddle	Akiko the Astronaut	Katherine G. Johnson	Puss in Boots
Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre
Alliteration	Journey / Quest	Description (Letter)	Voyage and return	Haiku	Sequence and Order (Recount)	Overcoming the monster	Sequence and Order (instructions)	Riddles	Journey/ Quest	Sequence and order (Biography)	Rags to Riches

Year 4

Year 4											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Y4 PAGES: I can organise paragraphs around a theme.		Y4 PAGES: I can use verb inflections.		Y4 PAGES: I can use fronted adverbials with a comma.		Y4 PAGES: I can use noun phrases expanded		Y4 PAGES: I can use full speech punctuation.		Y4 PAGES: I can use apostrophes to mark plural possession.	
Y4 SPELLING: add the prefix mis Revise un- in- dis Words ending in zhuh spelt -sur		Y4 SPELLING: Adding the prefix auto, Adding the suffix -ly, Adding the prefix inter		Y4 SPELLING: Words with the ay sound spelt eigh, ei, ey, words ending in -ous, workings with the s sound spelt sc		Y4 SPELLING: Words ending in zhun spelt -sion, Adding il Revising un- mis- dis, The c sound spelt -que The g sound spelt -gue		Y4 SPELLING: The g sound spelt -gue, adding ir- to words beginning with r		Y4 SPELLING: Adding the suffix -ion	
Poetry (2 weeks)	Fiction (3 weeks)	Non Fiction (3 weeks)	Fiction (3 weeks)	Poetry (2 weeks)	Non-Fiction (3 weeks)	Fiction (3 weeks)	Non-Fiction (3 weeks)	Poetry (2 weeks)	Fiction (3 weeks)	Non Fiction (3 weeks)	Fiction (3 weeks)
Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text
Autumn	Three Billy Goats Gruff	Stone Age	Charlie and the Chocolate Factory	The Three Little Pigs Poem	Electronics versus Playing Outdoors	The Fate of Fausto (Oliver Jeffers)	Life without Electricity	Animals	The Shadow Beast	The Digital World	Beauty and the Beast
Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre
Senses	Journey / Quest	Sequence and Order (report)	Rags to Riches	Rhyme	Compare and Contrast (argument)	Tragedy	Cause and Effect (speech)	Kennings	Overcoming the monster	Problem and Solution (Persuasive)	Rebirth

Year 5


Year 5											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Y5 SPELLING: Words with the silent letter b, Words ending in -ible		Y5 SPELLING: Words ending in -able Words with silent letter t		Y5 SPELLING: Words ending in -ibly -ably Words ending in -ent		Y5 SPELLING: Words ending in -ence The ee sound spelt ei		Y5 SPELLING: Words ending in -ant -ance -ancy, Words ending in shus spelt -cious		Y5 SPELLING: Words ending in shus spelt -tious, Words ending in shul spelt -cial -tial	
I know devices to build cohesion within a paragraph.		I can use brackets, dashes and commas to show parenthesis.		I know how to use adverbials to link ideas across paragraphs.		I can use commas to clarify meaning.		I can use relative clauses		I know how to use adverbs and modal verbs to show possibility.	
Poetry (2 weeks)	Fiction (3 weeks)	Non Fiction (3 weeks)	Fiction (3 weeks)	Fiction (3 weeks)	Non-Fiction (3 weeks)	Poetry (2 weeks)	Non-Fiction (3 weeks)	Poetry (2 weeks)	Fiction (3 weeks)	Non Fiction (3 weeks)	Fiction (3 weeks)
Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text
Seasons	War of the Worlds	Letter to Prince William	The Little Mermaid	The Giants Neckless (Cornish tale)	Pendeen Mining Disaster	Spike Milligan	How to Create a Science Fiction Film	Kensuke's Kingdom	Oliver Twist	The Highwayman	Harry Potter (Snake)
Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre
Visual/ Shape	Overcoming the monster	Description (letter)	Tragedy	Voyage and Return	Cause and Effect (Newspaper)	Nonsense	Sequence and Order (instructions)	Alliteration	Rags to Riches	Narrative perspectives	Rebirth

Year 6

Year 6											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Y6 SPELLING: Adding suffixes beginning with vowels to root words, adding suffixes beginning with a vowel to words ending in a consonant + the vowel letter e. Adding suffixes to words beginning with a consonant		Y6 SPELLING: Adding suffixes beginning with a vowel Adding suffixes to root words ending y, The 'sh' sound spelt ti or ci		Y6 SPELLING: The 'sh' sound spelt si or ssi, Silent letters , The spellings ei and ie		Y6 SPELLING: Adding the suffix -ible and -able, Plural nouns, Plural nouns		Y6 SPELLING: Reviewing Gaps		Y6 SPELLING: Reviewing Gaps	
Y6 PAGES: I can use a range of cohesive devices to link ideas across paragraphs.		Y6 PAGES: I can use punctuation to mark independent clauses.		Y6 PAGES: I can use a range of punctuation precisely.		Y6 PAGES: I can use passive voice to affect how information is presented.		Y6 PAGES: I know the differences between structures of formal and informal speech.		Y6 PAGES: I can use a range of layout devices to structure	
Poetry (2 weeks)	Fiction (3 weeks)	Non Fiction (3 weeks)	Fiction (3 weeks)	Poetry (2 weeks)	Non-Fiction (3 weeks)	Fiction (3 weeks)	Non-Fiction (3 weeks)	Poetry (2 weeks)	Fiction (3 weeks)	Non Fiction (3 weeks)	Fiction (3 weeks)
Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text	Model Text
Seasons	Street Child	Letters to Prince William	Little Red from the Wolf's Perspective	Michael Rosen	Pendeen Mining Disaster	Hansel versus the Witch	Plastic Pollution	SATs Kennings	Letters from the Lighthouse	Evolution and Inheritance	My First Day of Secondary School
Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre	Genre
Haiku	Rags to Riches	Problem and Solution (persuasive)	Overcoming the monster	Riddles	Cause and Effect (Newspaper)	Tragedy	Cause and Effect (argument)	Kennings	Voyage and Return	Cause and Effect (information text)	Comedy

Mullion Primary School Writing Progression

Year Group	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Structure	I can spell words using Fred Fingers (by identifying sounds in them and representing the sounds with a letter or letters).	<p>I can use s or es to show plural nouns.</p> <p>I can use prefixes and suffixes. (suffixes added to verbs: ing, ed, er) (prefix un) (adding e rest to adjectives)</p> <p>I can spell compound words.</p>	<p>I can form nouns using suffixes such as -ness -er</p> <p>I can form adjectives using suffixes such as -ful, -less</p> <p>I can use suffixes -er -est to form comparison of adjectives and adverbs.</p>	<p>I can use prefixes such as super- anti- auto-</p> <p>I can use determiners a or an</p> <p>I can find word families based on common words.</p>	<p>I can show the grammatical difference between plural and possessive -s</p> <p>I can use the standard English forms for verb inflections instead of local spoken forms.</p>	<p>I can convert nouns or adjectives into verbs using suffixes (eg. -ate, -ise, -ify)</p> <p>I can use verb prefixes (dis-, de-, mis-, over- and re-)</p>	I can show the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg. said versus reported, alleged, or claimed in formal speech or writing)
	Spellings are taught through the Read Write Inc phonics and spelling curriculum.						
Sentence structure	I can write letters correctly. (Write recognisable letters, most of which are correctly formed;	<p>I can use spaces to separate words.</p> <p>I can combine words to make sentences.</p>	<p>I can use noun phrases within sentences.</p> <p>I know what statements, questions, exclamation and command sentences are.</p> <p>I can use expanded noun phrases for description and specification.</p>	<p>I can use adverbs to describe verbs.</p> <p>I can use prepositions.</p> <p>I can use time conjunctions.</p>	<p>I can use verb inflections.</p> <p>I can use fronted adverbials with a comma.</p> <p>I can use expanded noun phrases</p> <p>I can choose pronouns or nouns to avoid repetition.</p>	<p>I know how to use adverbials to link ideas across paragraphs.</p> <p>I can use relative clauses.</p> <p>I know how to use adverbs and modal verbs to show possibility.</p>	<p>I can use passive voice to affect how information is presented.</p> <p>I can show the differences between structures of formal and informal speech.</p>
Text Structure	I can write simple phrases and sentences. (Write simple phrases and sentences that can be read by others.)	<p>I can use conjunctions to join words in a sentence. (and)</p> <p>I can sequence sentences to form short narratives.</p>	<p>I know the correct present or past tense.</p> <p>I can use subordinate and coordinate conjunctions. (subordinating: when, if, that, because) (Coordinating: or, and, but)</p> <p>REVISIT: I can sequence sentences to form short narratives.</p>	<p>I can group ideas into a paragraph.</p> <p>I can use the present perfect form of verbs.</p> <p>REVISIT: I can use subordinate and coordinate conjunctions.</p>	<p>I can organise paragraphs around a theme.</p> <p>REVISIT: I know the correct present or past tense.</p>	<p>I know devices to build cohesion within a paragraph.</p> <p>I can link ideas across paragraphs using adverbials of time.</p> <p>REVISIT: I can organise paragraphs around a theme.</p>	<p>I can use a range of cohesive devices to link ideas across paragraphs.</p> <p>I can use a range of layout devices to structure a text.</p>

Year Group	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	I can use finger spaces between words.	I can use question marks and exclamation marks. I can use capital letters and full stops in sentences. I can use capital letters for proper nouns.	I can use commas to separate items in a list. I can use apostrophes for contracted forms.	I can use inverted commas to punctuate direct speech.	I can use full speech punctuation. I can use apostrophes to mark plural possession.	I can use brackets, dashes and commas to show parenthesis. I can use commas to clarify meaning. REVISIT: I can use full speech punctuation	I can use punctuation to mark independent clauses. I can use a range of punctuation precisely REVISIT: I can use full speech punctuation.
 Vocabulary		Noun, verb, adjective, proper noun, capital letters, full stops, exclamation mark, question mark, punctuation, sentences, prefixes, suffixes, word, root word, conjunction, singular, plural, compound	As Year 1, plus: Noun phrase, commas, apostrophe, tense, subordinating, coordinating, possession, statement, command	As Year 2, plus: Paragraph, forms, adverbs, present perfect, simple past, clause, prepositions, inverted commas, determiners, synonyms, antonyms	As Year 3, plus: Theme, inflections, modifying, possession	As Year 4, plus: Cohesion, devices, brackets, dashes, parenthesis, clarify, relative clause, modal verbs, ambiguity	As Year 5, plus: Subjunctive form, colons, semi-colons, hyphens

* Blue text are objectives planned and taught through Punctuation and Grammar Essential Skills (PAGES) and must also be embedded within writing teaching.

* Black text denotes objectives taught through writing.

Mullion's curriculum has been developed in line with the National Curriculum, which can be viewed here:

https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf

Starting Point

Mullion's Writing curriculum builds upon skills developed in EYFS.

Three and Four-Year-Olds	Writing	Writers make wavy lines and distinct separate marks. If the child shows an interest and want to write, they must develop hand and finger strength to hold a chunky crayon or pencil comfortably and with control. Eventually, they may be able to make attempts to write some very familiar letters, for example from their name.
Reception	Writing	Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write recognizable letters, most of which are correctly formed; Write simple phrases and sentences that can be read by others.
Early Learning Goals	Speaking	Children at the expected level of development will: <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Fine Motor Skills	Children at the expected level of development will: <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
	Writing	Children at the expected level of development will: <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

End Point

Mullion's history curriculum aims to prepare children for Key Stage 3. The Key Stage 3 and 4 Curriculum can be viewed here:

https://assets.publishing.service.gov.uk/media/5a7b876led915d4147620f6b/SECONDARY_national_curriculum_-_English2.pdf

Mullion Comprehensive is our feeder school.

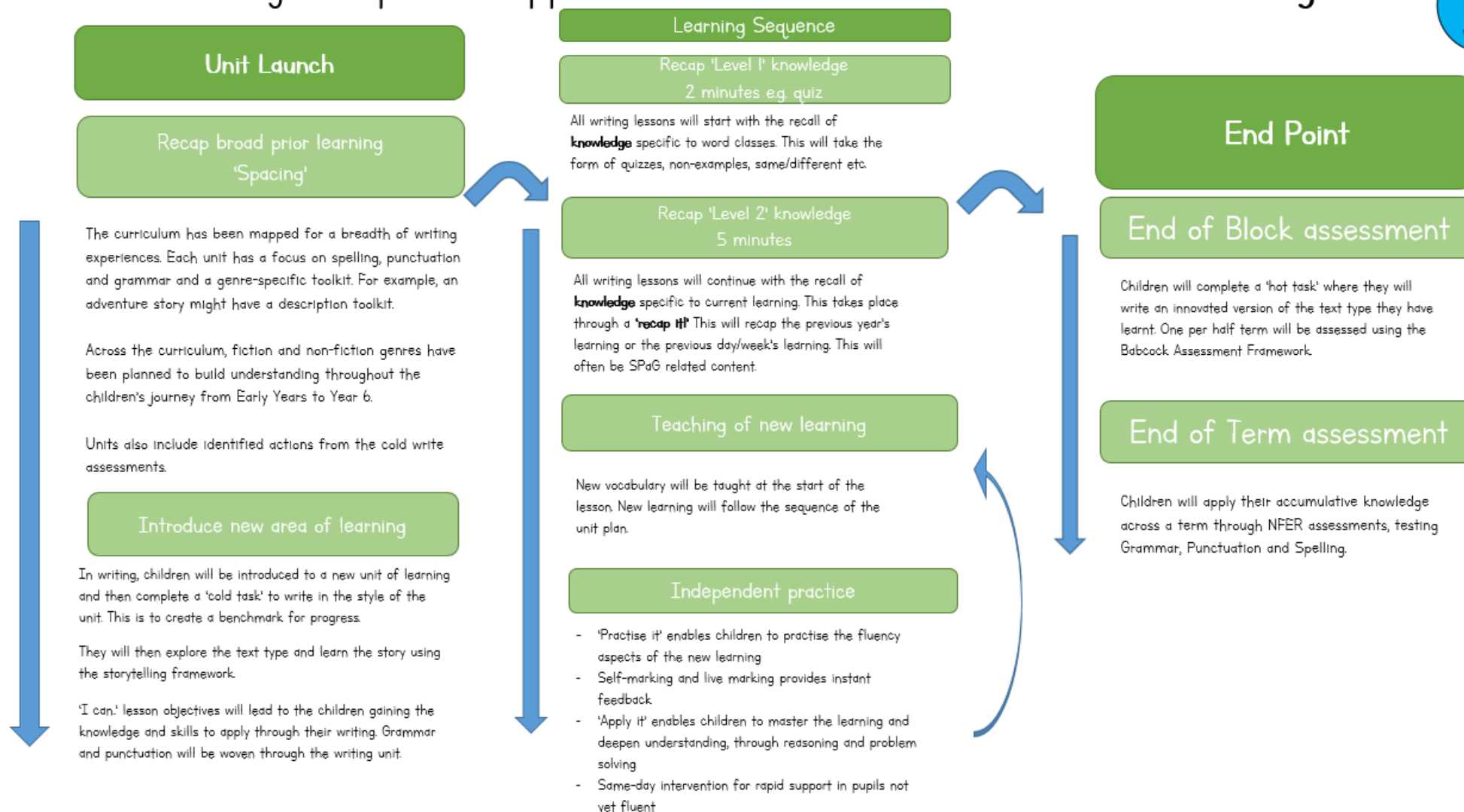
This is their learning: <https://www.mullionschool.org.uk/english>

Lesson Design

- **Handwriting** – using the Mullion Primary School handwriting progression document and assessing the next steps in handwriting from marking.
- **Spelling** – practising spellings from with RWI spelling units or red/orange (exception) words
- **Dictation** – This is sentence-level writing based on the spelling, punctuation and grammar in focus. It will be followed by 'tick and fix' editing of basic SPaG modelled by the teacher.
- **Recap** – Level 1: Word Classes from the Mullion Primary School spelling, punctuation and grammar progression document and in-line with assessments. These will be retrieval-style questions, multiple choice, example/non-example, songs etc.
- **Recap** – Level 2: Prior learning within the lesson sequence. This could be spelling, punctuation and grammar related or retelling the text type as a class. These will be retrieval-style questions, multiple choice, example/non-example, songs etc.
- **Vocabulary** – sharing key vocabulary (3 words maximum) and definitions with examples.
- **Learn It** – Direct instruction: the teacher models learning in a way that enables pupils to learn key content.
- **Practice It / Apply It** – Independent Practice: children's opportunity to practice the learning. They will mirror the strategies taught by their teacher where appropriate. This could be in modelled examples, questions to answer, short-burst writing opportunities, story mapping etc. This could also be through dramatic conventions and does not need to be written daily.
- **Assess it/ Feedback**: This is continual throughout the lesson. Live marking enables quick identification of misconceptions and, where necessary, remodelling of 'Learn It' through direct instruction.

Assessment

A Subject Specific Approach to Assessment and Feedback: Writing



SEND Adaptations

ENGLISH/HISTORY/RE/MFL - Subject specific adaptations

Communication and Interaction

SLCN (Speech, language and communication needs)	<ul style="list-style-type: none"> ● Pre-teach and reteach of vocabulary prior to new learning ● Early identification of children with SCLN needs in Early Years using data from pre-school settings and home visits. ● Use photographs of the provision as visual prompts. ● Simplify and slow down language using two or three key words. if appropriate. ● Explicitly teach vocabulary using a visual prompt. ● SALT Interventions (small group and 1:1) ● 1:1 intervention under the direction of a SALT therapist ● Ensure that all instructions are broken down and supported visually where necessary ● Awareness through staff training that children with SCLN often find English/Language learning challenging ● Provide lots of repetition of activities and particularly vocabulary. ● Provide a low distraction/quiet environment so that the child can focus on communication when other children are in louder discussion. ● Invite children to comment on key issues, reformulating it to check understanding. ● Discuss with the child how you could explain a History topic to another person using alternative forms of communication (eg. drawings, paintings, role-play).
Autism	<ul style="list-style-type: none"> ● Target learning around the child's area of interest ● Provide a low-distraction environment for reading activities ● Try not to use idioms and figurative language and be aware that children with ASD may find learning in this area challenging ● Adults to be aware that children with ASD may find reading comprehension activities difficult - provide specific intervention in this area where necessary ● Use of 'visuals' to support verbal and written information that has been given ● Use of structures and routines for writing and recording ideas ● Stories can bring the past to life. Encourage story writing to promote empathy with people in the past and to encourage the discussion of interpretations or sources; Some children often feel comfortable with their knowledge of their own world but disorientated by ideas associated with the past. Starting with the known allows children to feel confident and new ideas to be shaped and modified. Build on the child's understanding. Start with child's own knowledge, views and understanding and identify their preconceptions and misconceptions – eg. "What rights do you as year 6 have today?" as a starting point for the status and rights of people in history. ● Use a range of different questions to elicit causation, understanding, empathy, judgement etc. Careful ● planning can help children with ASD to develop higher level reasoning, eg. by designing questions carefully, based on their prior learning, and, if necessary, providing some pre-tutoring of lesson content. ● Recognise that the language of history may be challenging and cause barriers for some children, eg: ● the specific use in history of an everyday word, eg. 'party', 'church', 'state'; the use of history-specific terms, eg. 'chronological', 'artefact' the use of abstract terms, eg. 'power', 'belief'.

Cognition and Learning

Dyslexia	<ul style="list-style-type: none">● All children to have access to Dyslexia Friendly resources - overlays, coloured paper, highlighters● Targeted intervention (Precision Teaching) to learn/retain new information (phonics, word reading and word spelling)● Consider colour coding/highlighting different sections of text - text in one colour, questions in another●
Dyspraxia	<ul style="list-style-type: none">● Provide task management boards to encourage children to complete learning task independently● Consider alternative methods of record written information - Clicker, iPad, Chrome book● Checklists of equipment required for learning● Access to a writing slope● Regular breaks in writing activities as children with Dyspraxia will tire easily● Use a bank of motor movement activities to
Dyscalculia	<ul style="list-style-type: none">● See general curriculum adaptations● Be aware that children with Dyscalculia are likely to find the concept of 'time' challenging and may require additional support when using and constructing timelines

SEMH

Trauma/Anxiety	<ul style="list-style-type: none"> ● Ensure choice of texts does not contain content that will add to the child's trauma and / or remind them of their trauma
ADHD	<ul style="list-style-type: none"> ● Use of high level interest literature ● Use of a reading ruler/bookmark to help the child keep their place on a page ● Teaching of 'active reading' strategies such as highlighting, underpinning and note taking ● Pre-teaching of new vocabulary ● Allow additional time when reading ● Use of voice recording technology to support retention of ideas ● use reading fluency strategies of my turn, your turn
Physical and sensory difficulties	
Visual Impairment	<ul style="list-style-type: none"> ● Bespoke advice from the VI team to be followed ● Carefully selected reading material – clear pictures and good visual contrast ● Access to books written in Braille ● Access to 'screen reading' technology ● Include as many multi-sensory real life experiences as possible to enable blind and partially sighted children to develop a shared understanding of the world ● Establish clear turn-taking rules and a hands-up or non-interruption rule for class and small group discussions ● Use of electronic texts ● Systematic approach to the learning of spellings
Hearing Impairment	<ul style="list-style-type: none"> ● Bespoke advice from the HI team to be followed ● Pre teach vocabulary for upcoming lessons in context
Physical Disability	<ul style="list-style-type: none"> ● This is very specific to the needs of the children and advice will be followed form the relevant agency (physiotherapy, OT, Disability service) ● Range of writing implements ● Alternatives to written recording of information ● Speak to text technologies ● Adaptive seating