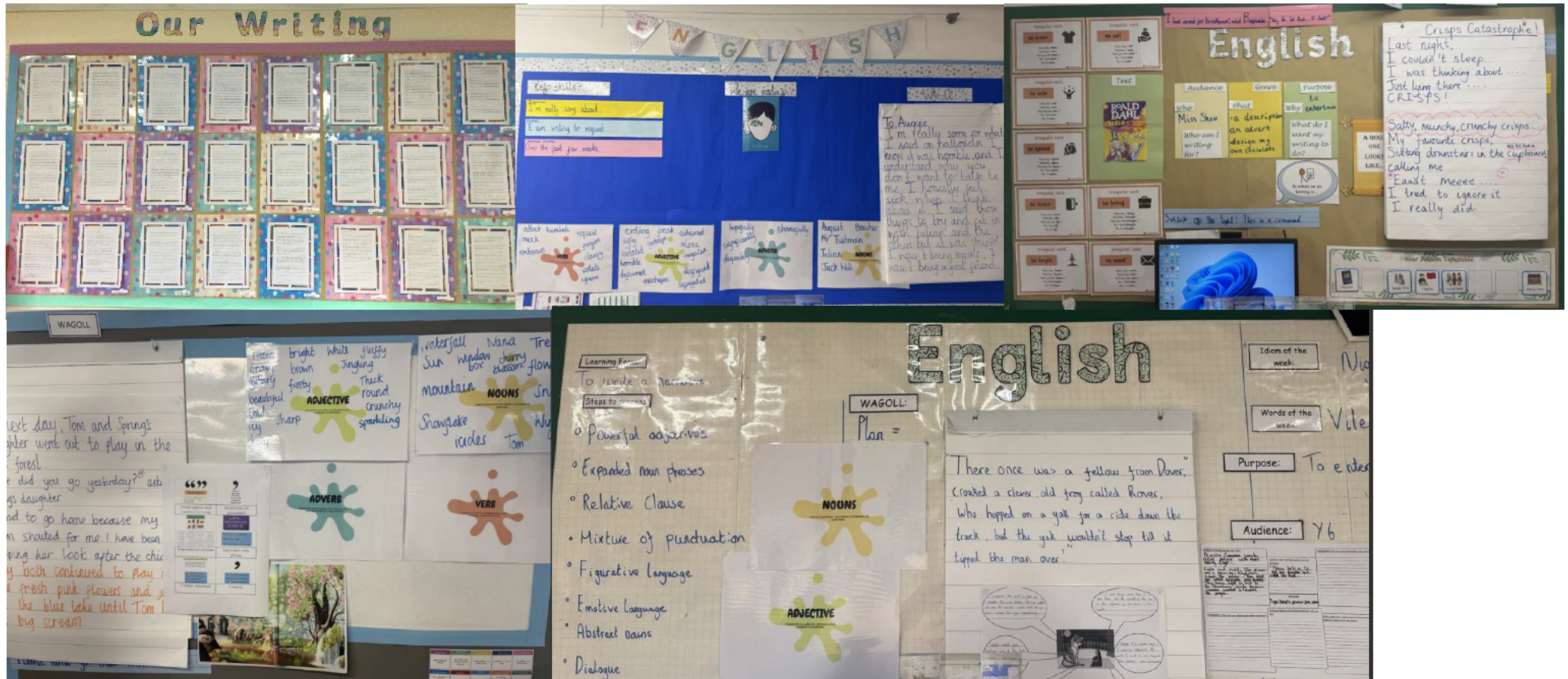


The Writing Curriculum at Brownlow Fold



Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

Writing is an essential skill that enables pupils to communicate clearly, creatively, and effectively. Through writing, pupils learn to organise their thoughts, express their ideas, and convey meaning to a range of audiences for different purposes. High-quality writing education equips pupils with the ability to craft coherent, accurate, and engaging texts across a variety of forms and genres.

Writing also supports wider learning by enabling pupils to record, develop, and reflect on their understanding across the curriculum. As pupils progress, they should learn to write with increasing fluency, precision, and independence, adapting their language and style to suit context and purpose. Mastery of writing empowers pupils to participate fully in school, in the workplace, and in society, and fosters creativity, critical thinking, and personal voice.

All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for writing aims to ensure that all pupils:

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Brownlow Fold's Aims

- Acquire a strong command of written English, using accurate grammar, punctuation, and spelling.
- Write clearly, accurately, and coherently, adapting their language and style for a range of purposes, audiences, and contexts.
- Develop the stamina and skills to write at length, for both pleasure and information.
- Plan, revise, and evaluate their writing, improving content, organisation, vocabulary, and technical accuracy.
- Use a wide and ambitious vocabulary, drawing on their reading and wider experiences to enhance their writing.
- Understand and use the conventions of writing in different genres, including narrative, non-fiction, and poetry.
- Take pride in presentation, developing a fluent, legible, and speedy handwriting style.

Brownlow Fold's Writing Curriculum Design, Methodology, Pedagogy and Teaching Approaches

Curriculum Design

- **Book-led:** Each half term is centred on a carefully selected, high-quality text that drives the learning. Books are chosen for their high-quality language, creativity and potential to inspire
- **Sentence structure:** All learning begins with opportunities to review sentence structure, ensuring children develop a strong understanding of the foundations of writing.
- **Progressively sequenced:** Learning builds over time through a coherent sequence of texts and skills. Core grammar, punctuation, spelling, and vocabulary are explicitly taught and revisited across year groups, through a spiral curriculum.
- **Purpose:** Children explore texts and stop at different parts to develop their own writing through a range of purposes and for a range of audiences.
- **Inclusive and diverse:** The texts chosen reflect a broad range of voices, backgrounds, and experiences, ensuring representation and inclusion for all pupils.
- **Developing Authors:** Children are given the opportunity to plan, draft, edit, and publish their writing, developing the craft of an author at each stage of the process.

Methodology

The methodology underpinning our writing curriculum is structured around a progressive, four-stage approach: **Immerse, Analyse, Plan, and Write**. This approach is designed to systematically develop pupils' confidence, creativity, and technical accuracy in writing. Through the use of high-quality model texts, oracy-rich activities, and purposeful writing opportunities, pupils are guided through each stage of the writing process to become competent, reflective, and independent writers.

Immerse

The **Immerse** stage is the foundation of each writing unit. At this point, pupils are introduced to the text type or context through a variety of engaging, meaningful experiences such as drama, discussion, storytelling, or visual stimuli. This stage establishes the purpose and audience for writing, ensuring pupils are emotionally and intellectually connected to the content.

During this phase:

- Key grammatical, structural, and vocabulary skills are introduced and practised in context.
- Pupils are exposed to modelled and shared writing, enabling the class teacher to demonstrate high-quality writing and set clear expectations.

- Children are given opportunities to write in role and respond to key moments within the text, developing early ideas and experimenting with tone and style.
- Oracy is prioritised to allow children to rehearse language before writing.

Analyse

The Analyse stage encourages pupils to "read as writers" by closely examining model texts. The focus here is on identifying the key features, techniques, and structures used by successful authors.

Pupils analyse:

- Sentence structures and grammatical patterns
- Authorial voice and vocabulary choices
- Organisational features of the genre
- Stylistic devices used for effect

This analytical approach enables pupils to adopt effective writing techniques and build a toolkit of strategies to draw upon in their own compositions.

Plan

In the Plan stage, pupils are supported to organise their ideas and intentions for writing. Drawing on the skills and knowledge acquired in the earlier stages, pupils use a range of scaffolds such as:

- Story maps
- Boxing-up templates
- Graphic organisers
- Vocabulary banks

Planning is often accompanied by oral rehearsal to support sentence construction and narrative flow. This stage prepares pupils for more sustained, independent writing by helping them structure their ideas with purpose and clarity.

Write

The Write stage provides pupils with the opportunity to become authors. They draft, revise, and publish their own extended pieces of writing, applying all the skills and knowledge developed through the previous stages. This stage typically includes:

- Independent drafting, with opportunities to reflect on success criteria
- Self- and peer-assessment to support editing and improvement
- Teacher feedback used to guide redrafting where appropriate
- Opportunities to publish, perform, or display final outcomes to reinforce pride and purpose

Throughout this stage, pupils are encouraged to write for a range of audiences and purposes, developing an authentic sense of authorship and ownership over their work.

Pedagogical Approach

The pedagogical approach of our writing curriculum is built on a structured, evidence-based model that combines explicit teaching, oracy, and purposeful writing. Through a consistent four-stage cycle- **Immerse, Analyse, Plan, and Write**- pupils are gradually supported from guided to independent writing. High-quality model texts, shared writing, and oral rehearsal are central to developing vocabulary, sentence structure, and authorial voice. Grammar and punctuation are taught in context, and pupils are given regular opportunities to edit and improve their work. Writing tasks are linked to real audiences and cross-curricular themes, making learning meaningful and engaging. The approach ensures all pupils access high-quality writing experiences while providing the scaffolding needed for progression and confidence.

Teaching Strategies

- **Immersive and creative:** Teachers use drama, discussion, and rich vocabulary exploration to bring texts to life and engage pupils in their learning.
- **Skills-rich and knowledge-led:** Grammar, spelling, punctuation, and literary techniques are taught in context and applied meaningfully within writing tasks.
- **Modelled and scaffolded:** Writing is supported through shared and modelled writing, enabling children to adopt the craft of writing and build independence over time.
- **Reflective and responsive:** Children are encouraged to evaluate, edit, and improve their writing. Teachers use formative assessment to adapt teaching and meet the needs of all learners.
- **Cross-curricular where appropriate:** Where possible, teachers select texts which link to wider curriculum subjects, allowing pupils to apply literacy skills across contexts.

Principles of Direct Instruction

At Brownlow Fold, our teaching is underpinned by the **Principles of Direct Instruction**: clear modelling, guided practice, frequent checking for understanding, and scaffolded support. Our writing curriculum aligns closely with these principles, ensuring consistency across our whole-school approach.

<u>Review:</u> Each lesson contains a short review of previous learning to strengthen connections and recall. 	<u>Modelling & Explanations:</u> Models and worked examples are provided to demonstrate learning in action (I DO) 	<u>Guided Practice:</u> Practice is guided by the teacher as pupils begin to practice new learning. Teachers offer support and prompts (WE DO) 	<u>Checking for Understanding:</u> The teachers continuously check for understanding by asking questions and giving feedback. 	<u>Independent Practice:</u> The teacher monitors independent practice, ensuring learning become automatic (YOU DO) 
<u>Small Steps:</u> New material is presented in small steps with opportunities to practise, reducing cognitive overload. 	<u>Questioning:</u> Children are asked lots of questions and responses checked for pupil understanding. 	<u>Scaffolding:</u> The teacher provides temporary support and scaffolds for difficult tasks which is gradually removed. 	<u>High Success Rate:</u> Aim for a high success rate during instruction to build confidence and to promote motivation. 	<u>Review:</u> The teacher facilitates daily, weekly and monthly retrieval practice to strengthen knowledge and promote automatic recall. 

At Brownlow Fold, our approach to teaching writing is built on clarity, structure, and high expectations for every learner. Our writing curriculum reflects these values, closely aligning with **Rosenshine's Principles of Direct Instruction** to promote equity and excellence for all pupils, including those who may find writing more challenging.

Writing lessons are carefully structured to include **explicit teaching of skills in small, manageable steps**. Teachers model key grammatical structures, vocabulary, and stylistic features, which pupils practise in **short, focused bursts of writing**. These rehearsals allow children to consolidate specific writing techniques before applying them more independently in extended compositions.

Guided writing, modelling, and scaffolded support are used to build pupils' confidence and accuracy. Teachers use **targeted questioning and immediate feedback** to address misconceptions and deepen understanding. Pupils then move towards **independent application**, drawing on the skills they have been taught and practised.

In line with our whole-school teaching principles, writing skills are revisited regularly through a spiral curriculum, where key skills are revisited at the start of lessons, in new units and through independent application. Our structured, research-informed approach underpins our belief that **every child can succeed in writing** when they are provided with the right support, modelling, and challenge.

Strategic Focus: Prioritising Foundational Knowledge, Basic Skills, and the Bottom 20% in Reading

At Brownlow Fold, we recognise that secure foundational knowledge in writing is essential for long-term success across the curriculum. Our strategic focus prioritises the systematic teaching of basic writing skills- including handwriting, spelling, grammar, sentence construction, and vocabulary development—from the earliest stages. These core components are revisited regularly and embedded through structured practice to ensure fluency and accuracy. Particular attention is given to pupils in the bottom 20%, with targeted support and interventions designed to close gaps quickly and effectively. By building automaticity in basic skills and ensuring all children have the tools to express themselves clearly and confidently, we lay the groundwork for high-quality, independent writing at every stage of learning.

Foundational Knowledge

At the heart of the English Writing curriculum is the belief that secure foundational knowledge is the key to long-term success in writing. From the earliest stages, the curriculum places a strong emphasis on developing basic writing skills, including a deep understanding of sentence structure, vocabulary, and grammar. These core skills are treated as the building blocks for all future writing and are revisited frequently to ensure children become fluent writers.

The curriculum is designed so that learning is broken into small, connected steps, enabling pupils to master one writing concept fully before moving on. This reduces the risk of gaps developing and allows children to build confidence gradually. Writing skills are not taught in isolation but are carefully sequenced so that new ideas grow from what pupils already know, reinforcing connections and strengthening recall.

To secure this foundation, the curriculum employs a gradual approach, allowing pupils to first explore ideas through speaking and drawing, then practise writing in simple forms, and finally apply more formal writing techniques. This ensures that children understand not just how to write, but also why effective writing works, giving them flexibility and depth of understanding.

Another way that foundational knowledge is prioritised is through planned opportunities to revisit and embed learning. Retrieval strategies such as regular review activities and a spiral curriculum structure mean that prior knowledge is constantly drawn upon and strengthened. By revisiting earlier content in new

contexts - such as linking storytelling to descriptive writing or persuasive language to argument writing - children deepen their understanding and retain skills more securely.

Through these approaches, the English Writing curriculum ensures that every child develops a secure and lasting foundation in writing. This allows pupils not only to write with confidence but also to apply their knowledge effectively to different writing styles and purposes, preparing them for the increasing complexity of writing tasks as they progress through school.

Basic Skills

Teaching basic writing skills is an essential priority because these foundations support all future learning. Fluency in sentence construction, confidence in spelling and grammar, and accurate use of language are crucial for students to succeed across the curriculum. High expectations, consistent routines, and carefully planned practice help students master these skills and use them independently.

Pupils must be taught:

- **Transcription Skills** (handwriting and basic punctuation)
- **Sentence Construction**
- **Vocabulary Development**
- **Oral language and Speaking**

Addressing the Needs of the Bottom 20% Readers in Writing

To support the bottom 20% of readers in writing, targeted and structured intervention is essential. These pupils often struggle with transcription skills (spelling, handwriting) and sentence construction due to limited phonics knowledge, vocabulary, and reading fluency. Writing instruction should be closely linked to reading, with clear modelling, sentence scaffolds, and opportunities for oral rehearsal. Regular, small-group or one-to-one support helps reinforce basic skills. A strong focus on building confidence, providing frequent feedback, and celebrating progress is key to ensuring these learners gain the foundational skills needed to write independently and effectively.

Key features of our approach to support the bottom 20% readers:

- **Systematic use of assessment** – to monitor progress closely and highlight gaps in knowledge and skills.
- **Structured interventions** – including additional phonics, precision teaching, and guided reading tailored to need.
- **Skilled adult support** – deploying trained staff to deliver intensive, high-quality teaching.
- **Motivation and engagement** – fostering positive attitudes to reading through carefully chosen texts that are both accessible and enjoyable.

Adaptive Teaching

At Brownlow Fold, adaptive teaching in our writing curriculum ensures all pupils access the same ambitious outcomes, regardless of their starting points, through high-quality, inclusive provision. Our whole-school approach maintains high expectations while adapting lessons to support mastery before progression. Learning support staff are deployed effectively to maximise targeted assistance, and provision is quality assured with external validation (DAQM November 2024, BPTAA July 2025).

We embed scaffolds such as sentence stems, vocabulary banks, graphic organisers, and oral rehearsal to meet diverse needs. The structured cycle of Immerse, Analyse, Plan, Write, and Edit allows teachers to make real-time adjustments, including clarifying language, modelling strategies, and providing targeted support. Feedback and editing are tailored to promote pupil reflection and improvement, fostering confident, independent writers.

How we do this:

- **Model Texts and Shared Writing:** Teachers adapt texts and shared writing to pupils' levels, breaking down complex language and using visual prompts.
- **Scaffolding for Independence:** Flexible use of scaffolds supports all pupils to reach the same outcomes, gradually reducing support as independence grows.
- **Oracy Rehearsal:** Pupils orally rehearse ideas before writing, with extra support where needed.
- **Targeted Support:** Learning support staff assist during planning and writing stages, providing real-time guidance.
- **In-the-Moment Adaptations:** Teachers adjust instruction based on pupil understanding, rephrasing or modelling as needed.
- **Pace and Content Adaptation:** Additional time is given to secure key skills before moving on.
- **Editing Support:** Pupils receive guided feedback through checklists and conferencing to improve their work effectively.

Adapting the curriculum for pupils who are SEND in writing

At Brownlow, we are committed to ensuring that all pupils, including those with SEND and those who find writing challenging, can access the full writing curriculum. Adaptive teaching strategies provide scaffolding, targeted support, and structured opportunities to build foundational skills while maintaining high expectations for every learner.

What do we do at Brownlow Fold:

- **Visual and concrete aids:** Pupils are regularly given access to hands-on materials (such as textured letters, writing tools of various sizes, and multisensory resources) and visual models (e.g., letter formation charts, story maps) to strengthen their understanding of writing processes before moving to independent writing tasks. These supports help reduce cognitive load and build confidence.

- **Scaffolding:** Pupils are provided with resources such as sentence starters, word banks, and examples of writing to support accuracy and independence.
- **Explicit Instruction:** Teachers model writing strategies step by step, such as how to form letters, construct sentences, or organize ideas, followed by guided practice before pupils attempt tasks on their own. Clear, consistent language and repetition help pupils retain key writing skills.
- **Targeted Questioning and Discussion:** Teachers regularly check pupils' understanding, simplifying or rephrasing questions when needed. Paired or group discussions provide pupils with extra thinking time and opportunities to verbalize ideas before writing.
- **Guided Practice and Intervention:** Pupils who find writing difficult rehearse skills with adult support before working independently. Misconceptions are addressed immediately to ensure pupils can "keep up, not catch up."
- **Short, Structured Tasks:** Writing activities are broken into manageable steps, with frequent reinforcement and opportunities to revisit key skills such as letter formation, sentence construction, and story sequencing.
- **Flexible Grouping:** Pupils may work in small focus groups for targeted writing interventions, with skilled adults providing additional support tailored to individual needs.
- **Use of Resources and Technology:** Adapted materials, ICT tools (such as word prediction software or speech-to-text apps), and visual prompts are available to reduce barriers to writing. Resource kits include writing aids to support independent access.
- **Supportive Environment:** Classrooms are organised and clutter-free, displaying key writing vocabulary, visual prompts, and examples of good writing to aid recall and support understanding.

Adapting the curriculum for pupils with SEND in English including the SEND Learning Environment Checklist

SEND English Curriculum Adaptations

Read, Write, Inc Phonics

Pupils learn the routines and behaviours necessary for each activity, and practise these until they use them automatically. This allows them to focus on learning to read and write.

Visual sounds cards are used in sessions to support writing.

Background noise is kept to a minimum.

Modelling of activities to ensure each child knows how to complete tasks.

Pupils are taught in small Read Write Inc. Phonics groups or individually with Fast Track Tutoring; breaking down the programme into small, incremental steps to help pupils who need extra support.

Lessons are well-paced, engaging and motivating.

Pupils learn new sounds each week and importantly, review previous sounds and words until they read them confidently in closely matched decodable texts.

Assessment matches the steps, so progress is recognised and celebrated.

All teachers are trained in RWI and have ongoing training to ensure that they can adapt their teaching to children's needs.

All children are taught specifically to their needs and are grouped in a way that they are taught at their level.

Progress for EACH child/group is what we focus on.

Reading and Writing

In guided reading/writing, pupils who need most support are placed opposite the teacher so they can hear and see teacher prompts clearly.

When monitoring class independent reading and writing, teachers and additional adults position themselves so all pupils are within range of eye contact.

Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

We avoid the need for copying lots of information.

Resource boxes are available for pupils to use as/when needed.

Well-maintained and attractive reading corners /shelves are provided.

Reading corners contain a range of texts that will appeal to all pupils.

Learning walls and displays contain pupils' own reading recommendations/book reviews.

Reading corners have appropriate seating and/or soft materials conducive to reading.

We use activities involving drama skills and role play such as hot seating.

Pupils are allowed enough time to complete reading and written tasks.

Learning support staff understand the topic they are supporting, have the required subject knowledge and have read any text being studied.

Some pupils with more significant learning disabilities may not yet can analyse language, but can be helped to form and express their own views independently through modelling and practice.

We introduce key vocabulary explicitly and we ensure this includes verbs as well as nouns.

Some pupils with significant learning difficulties have carefully planned activities that enable them to develop and consolidate their receptive and expressive communication skills on an incremental basis.

Paired talk is used before and during activities such as shared reading/writing.

Adapting the curriculum for pupils who are more able in writing

Within our curriculum, we are committed to providing all pupils with opportunities to excel, and this includes ensuring that our more able learners are consistently challenged across all lessons. Through our adaptive teaching approach, we carefully design activities and tasks that not only meet the needs of all learners but also specifically stretch and deepen the understanding of more able pupils. This ensures they are continually encouraged to push the boundaries of their skills and knowledge.

What do we do at Brownlow Fold:

- **Progressive Skill Development with Built-In Challenge:** Teachers tailor lessons to ensure every student faces appropriate challenges, helping them grow progressively.
- **Opportunities for Peer Collaboration and Feedback:** More able students take on teaching roles by peer-assessing, giving feedback, and helping edit their classmates' work, fostering collaborative learning.
- **Increased Challenge in Language and Structure:** Teachers use advanced vocabulary and complex sentence structures in their teaching models to immerse students in a rich language environment and push their learning further.
- **Targeted Questioning and Discussion:** Teachers deepen understanding by asking students to explain their thinking more fully during tasks, encouraging critical thinking and comprehension.

Retrieval in Writing

Retrieval practice is important in writing because it helps strengthen memory and deepen understanding of key writing skills and knowledge. By actively recalling information—such as grammar rules, sentence structures, vocabulary, or text features- students reinforce their learning, making it easier to apply these skills independently in their writing. This process improves long-term retention, boosts confidence, and supports fluency, enabling pupils to write more accurately and creatively without constantly needing prompts or references. In short, retrieval practice turns passive knowledge into active skill, which is essential for developing effective, confident writers. Each writing lesson begins with the teacher modelling sentence construction through think-aloud, using previously taught grammar concepts. This daily routine reinforces pupils' understanding of sentence structure, grammar, and punctuation, highlighting how small changes can alter meaning. For example:

- *They are drawn to the crystal-clear water.* (ambiguous)
- *They are drawn to the crystal-clear water.* (clear and unambiguous)

This deliberate practice helps pupils internalise language rules and apply them accurately in their own writing.

Whole school approach to retrieval



Retrieval Alley

To support retrieval, we have created a Retrieval Alley – a corridor that acts as a “memory chamber,” bringing key learning to the forefront of pupils’ minds. Each half term, one year group fills the alley with essential knowledge in an interactive way. Other classes create their own ‘mini chambers or displays within their classrooms’, ensuring retrieval is embedded throughout the school. Each class has a ‘**Key Knowledge Box**’ containing essential facts, concepts, and vocabulary pupils are expected to retain. These boxes provide clarity on core learning, strengthen long-term retention, and ensure curriculum continuity across the school.

Brownlow Time Traveller

Each class celebrates a ‘**Time Traveller of the Week**’ to reward pupils who excel in retrieval activities.

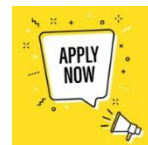
Teachers look for children who:

- Connect current lessons to previous units.
- Recall key facts, vocabulary, and methods with increasing accuracy.
- Explain how prior knowledge has supported their learning today.
- Show effort and positivity in retrieval activities.

Curriculum-Based Retrieval

- **Green for Growth Checks:** At the end of each unit, pupils complete a post-learning task to showcase their knowledge and demonstrate depth of understanding.
- **Knowledge Organisers:** Each unit (subject dependent) is supported by a knowledge organiser that highlights the **Key Knowledge** in bold. This knowledge is retrieved regularly and applied to future learning across the curriculum.
- The **Learning Cycle (Learn – Know – Retrieve – Apply)** ensures pupils build on prior knowledge, develop understanding, recall and strengthen key concepts, and confidently apply them to future learning.



<u>Link</u>	<u>Learn</u>	<u>Know</u>	<u>Retrieve</u>	<u>Apply</u>
				
Focus on prior knowledge through pre learning questions ▪ Within the same subject ▪ Within another subject ▪ From personal experience	Use the prime learning challenge, expressed as a question. Use the information gained from pre-learning tasks and our school context, to answer the subsidiary questions	Use the Knowledge Organisers and the Green for Growth Check	Link ideas to existing knowledge and organise into mental models/schemata	Apply knowledge to future learning

These approaches ensure pupils are consistently **learning, knowing, retrieving, and applying** knowledge, making connections across the curriculum and strengthening long-term memory.

Curriculum Conversations:

Each half term, children are grouped across year levels to take part in a 'Curriculum Conversation' led by all teachers. These sessions give pupils the chance to share their learning, make links between different concepts, and deepen their understanding. By regularly revisiting and discussing key content, children are more likely to retain important knowledge over time. Our curriculum is designed to build on previous learning and reinforce content, helping pupils develop secure and connected understanding (schemata).

Oracy

At Brownlow Fold, we recognise oracy as a foundational skill that supports not only learning and social development but also long-term success. Oracy—strong speaking and listening skills—is deliberately embedded within our writing curriculum because it directly enhances pupils' confidence and the quality of their written work.

Our writing curriculum emphasises the progression of vocabulary, grammar, and sentence structure alongside purposeful talk. When pupils are encouraged to articulate their ideas clearly and thoughtfully before writing, they develop a deeper understanding of language, structure, and content. This verbal rehearsal allows them to organise thoughts, select precise vocabulary, and construct coherent sentences, which leads to more effective and sophisticated writing outcomes.

By embedding oracy in writing lessons, we create a language-rich environment where pupils practise using accurate grammar and a broad vocabulary in meaningful contexts. This helps close attainment gaps by ensuring all children, regardless of background, have equitable access to high-level language and communication skills.

At Brownlow Fold, integrating oracy within the writing curriculum ensures pupils are not only equipped to express themselves powerfully on paper but also to communicate effectively in the wider world.

What do we do at Brownlow Fold:

- Use sentence stems to support pupils in structuring their ideas clearly.
- Engage pupils in oracy-based tasks such as hot seating, debating, persuasive talks, and conscience alleys to develop speaking, listening, and critical thinking skills.
- Encourage pupils to perform poetry and read their writing aloud to build confidence and refine expression.
- Use talk as a tool for pupils to verbalise ideas, experiment with vocabulary and grammar, and receive peer feedback.

TALK LIKE A ... WRITER 1

PURPOSE

SELF EVALUATION

I am writing to ... **ENTERTAIN**

I am writing for ... **INFORM**

My audience is ... **PERSUADE**

My purpose is ... **EXPLAIN**

My purpose is ... **DISCUSS**

PEER EVALUATION

I can tell you are writing to ...

I know this because ...

It's not fully clear that you are writing to ...

I think you should ...

OPENING UP

SELF EVALUATION

I have started by ...

I have opened with ...

I have chosen to start like this because ...

PEER EVALUATION

I like your opening because ...

Your opening makes me feel ...

I really like how you have ...

I think it would be even better if ...

FINISHING OFF

SELF EVALUATION

I have ended it with ...

I have ended it this way because ...

PEER EVALUATION

I like your ending because ...

The ending leaves me feeling ...

I really like how you have ...

I think it would be even better if ...

TALK LIKE A ... WRITER 1

TECHNIQUE

SELF EVALUATION

I have used ... here to ...

To make this part ...

I decided to ... because ...

To help structure my writing, I have ...

PEER EVALUATION

I love how you have used ...

Your writing is ... here because you have used ...

I think you should ...

USE OF VOCABULARY

SELF EVALUATION

I have chosen the word ... here because ...

I have shown ... by using the word ...

I have used words like ... to make the reader feel ...

PEER EVALUATION

I really like the word ... because ...

The phrase ... makes me feel ...

... is a really well chosen word because it tells the reader ...

An even better word here would be ...

HAVING AN IMPACT

- excited
- interested
- amused
- frightened
- shocked
- calm
- tense
- worried

TALK LIKE A ... WRITER 2

TECHNIQUE

SELF EVALUATION

I have used ... here to ...

To make this part ...

I decided to ... because ...

I am trying to create ...

I have tried to achieve this by ...

PEER EVALUATION

I love how you have used ...

Your writing is ... here because you have used ...

Your use of ... impacts on the reader by ...

Perhaps you could ...

USE OF VOCABULARY

SELF EVALUATION

I have used the word ... here because ...

I have shown ... by using the word ...

I have used words like ... to make the reader feel ...

I have used words like ... to create a ... atmosphere

I have used words like ... to paint a picture of ...

PEER EVALUATION

I really like the word ... because ...

The phrase ... makes me feel ...

... is a really well chosen word because it tells the reader ...

An even better word here would be ...

HAVING AN IMPACT

- enthralled
- captivated
- amused
- uptight
- shocked
- calm
- informed
- worried

TALK LIKE A ... WRITER 2

PURPOSE

SELF EVALUATION

I am writing to ... **ENTERTAIN**

My audience is ... **INFORM**

My intention is to ... **PERSUADE**

The purpose of my writing is ... **EXPLAIN**

The genre of this writing is ... **DISCUSS**

PEER EVALUATION

I can tell you are writing to ...

Your purpose is clear because of ...

Your purpose is very clear in this section because ...

It's not fully clear that you are writing to ...

Maybe you could try ...

OPENING UP

SELF EVALUATION

I have opened with ...

The reason for opening this way is ...

I have chosen to ... because ...

I wanted to ... so ...

PEER EVALUATION

I think your opening is strong because ...

Your opening makes me feel ...

I really like how you have ...

I think it would be even better if ...

FINISHING OFF

SELF EVALUATION

I have ended it with ...

I have ended it this way because ...

My ending is designed to leave the reader thinking/ feeling ...

PEER EVALUATION

I like your ending because ...

The ending leaves me feeling ...

I really like how you have ...

Your ending really spoke to me because ...

I think it would be even better if ...

Intent

At Brownlow Fold, we are committed to developing confident, creative, and skilled writers who can express their thoughts and ideas clearly and effectively. Our writing curriculum is carefully designed to build strong foundations in transcriptional skills, composition, grammar, punctuation, and spelling, ensuring pupils become fluent and accurate writers by the end of Year Six.

Key Writing Goals

- Enable pupils to become fluent in transcriptional skills (handwriting, spelling, and punctuation) to produce accurate and legible writing.
- Teach pupils successful composition strategies, including planning, drafting, organizing ideas, and structuring writing logically.
- Develop pupils' awareness of formality and the conscious use of Standard English to suit purpose and audience.
- Foster engagement with the full writing process, encouraging pupils to re-read, edit, and improve their work regularly.
- Provide varied opportunities for extended writing across multiple genres, allowing pupils to experiment with voice, style, and vocabulary.

By the end of Year Six, our pupils are confident, articulate writers who enjoy expressing their ideas creatively and effectively. They leave Brownlow Fold equipped with the skills and enthusiasm needed to become lifelong learners and communicators.

Implementation

At Brownlow Fold, we teach English through a comprehensive writing curriculum that places children's literature at its heart. Our carefully selected texts support a spiral curriculum approach, ensuring full coverage of key skills and knowledge while providing opportunities to revisit, revise, rehearse, and apply new learning. Across all year groups, writing is taught around high-quality texts following our four-step approach – immerse, analyse, plan, write – approach to allow pupils to build their learning progressively.

The rich and varied choice of texts supports children's contextual understanding and deepens their comprehension of key concepts across the curriculum. This whole-school approach ensures complete coverage of the National Curriculum expectations for writing composition, grammar, punctuation, vocabulary and spelling.

All learning sequences culminate in purposeful writing tasks designed for a wide range of audiences and purposes. Over their time at Brownlow Fold, children experience a broad spectrum of fiction and non-fiction writing, including recounts, news reports, explanations, poems, plays, and diverse stories. Drama, role-play, storytelling, and discussion are used to engage pupils' imaginations and develop their speaking and listening skills before focusing on vocabulary development, sentence craft, and creative writing.

In **Early Years and Key Stage 1**, the curriculum highlights building strong foundations in writing. In writing, children develop clear handwriting with appropriate spacing between words. They apply their phonics knowledge to spell accurately and learn to structure their writing, whether crafting stories or following instructions. Pupils are taught to enrich their work by expanding their vocabulary, including the use of descriptive adjectives and adverbs, and developing sentence structure through conjunctions and varied sentence openers. By the end of Key Stage 1, children have a firm grasp of fundamental punctuation and grammar and begin to develop a lifelong love of writing as a powerful form of communication.

Impact

At Brownlow Fold Writing, the impact of our approach is profound and thoughtful. We strive to ensure that every pupil not only enjoys writing but also makes good progress in developing the skills needed to write confidently across a diverse range of genres, purposes, and audiences. This consistent progress enables them to build a rich and varied vocabulary that enhances their communication throughout the curriculum. Pupils learn to apply spelling rules and grammatical concepts effectively, producing work that is both accurate and engaging. Importantly, we foster pride in their writing by providing opportunities for their work to be showcased within the school community and shared with their families, boosting their confidence and motivation. By the time they reach Year Six, students are able to write clearly and adapt their language and style to suit different contexts, demonstrating a strong command of the written word. Beyond technical skills, our ultimate goal is to cultivate a genuine love of writing, ensuring that most children meet the expected standards and are well-prepared to succeed in the secondary curriculum and beyond.

Subject Content

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

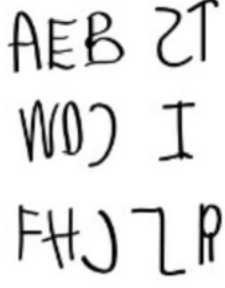
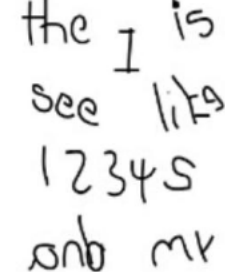
Writing Curriculum

Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Writing Progression in the EYFS		
Three – Four Years	Reception	Writing ELG
Writing • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy • Write some or all of their name. • Write some letters accurately. Handwriting • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.	Writing • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Re-read what they have written to check that it makes sense. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Handwriting • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils • for drawing and writing.	Writing • 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. Handwriting • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Early Steps Making Marks	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning. 	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name. 	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory. 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I write letters with spaces between them to resemble the idea of words 	I copy words that I see in the environment around me. I often do not know what the words say. 
Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy pto - potato sbr - strawberry	I can spell out and write down vc cvc words by matching letters and sounds, using Fred Fingers. at in up cat dog pig	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge. I use different spelling choices and more syllables. Plausible attempts Red words Adjacent consonants Alternative graphemes Split digraphs- home make

						Expected	Challenge
Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words.	Begins to be readable to others. Start to put finger spaces between my words and to use known words. I start to read my sentence.	Expected		
Text forms and purposes	I attempt to write simple labels.	I attempt to write simple labels.	I attempt to write simple lists.	I can write short captions and messages.	I can write a caption to match a picture	I can write more than one sentence about a picture	I can write at length (i.e. a well-known story).
				I can write lists, greeting cards and menus.			

Readiness for Year One

- Hold pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.
- Write simple sentences that can be read by others (including the use of some finger spaces)
- Start to develop an understanding of capital letters and full stops
- Begin to use digraphs when spelling
- Begin to spell some red words accurately

Year One

Handwriting	Spelling	Writing composition	Writing vocabulary, grammar and punctuation
sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	spell: words containing each of the 40+ phonemes already taught common exception words the days of the week English – key stages 1 and 2 name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 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 using the prefix un– 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] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.	develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.

Year Two

Handwriting	Writing transcription	Writing composition	Writing vocabulary, grammar and punctuation
form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters	spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear	develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Year Three

Handwriting	Writing transcription	Writing composition	Writing vocabulary, grammar and punctuation
use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Spelling (see English Appendix 1) Pupils should be taught to: use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] valuate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Year Four

Handwriting	Writing transcription	Writing composition	Writing vocabulary, grammar and punctuation
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 choosing the writing implement that is best suited for a task.	Spelling (see English Appendix 1) use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Year Five

Handwriting	Writing transcription	Writing composition	Writing vocabulary, grammar and punctuation
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 choosing the writing implement that is best suited for a task	use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus	plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Year Six

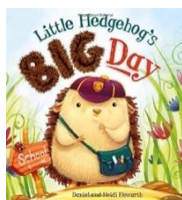
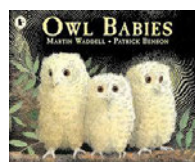
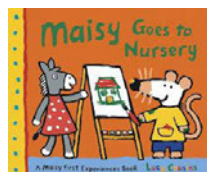
Handwriting	Writing transcription	Writing composition	Writing vocabulary, grammar and punctuation
write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task	use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus	plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

The Brownlow English Curriculum Long Term Plan – Writing

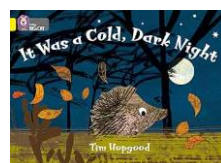
Nursery

Key Texts

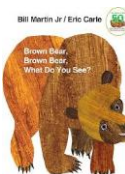
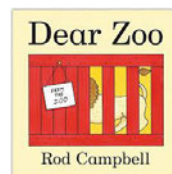
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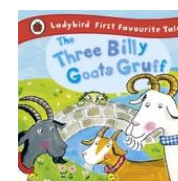
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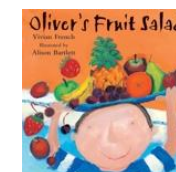
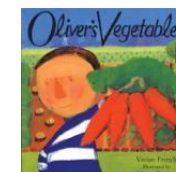
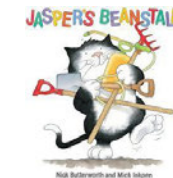
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Spring 2

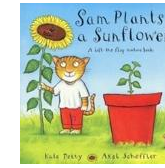


Summer 1



Summer 2

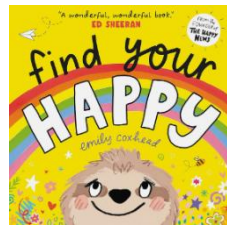




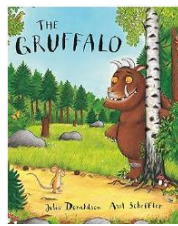
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Key Texts

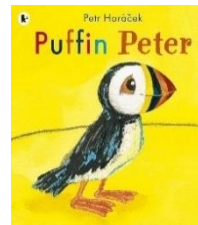
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Autumn 2



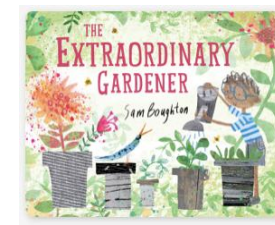
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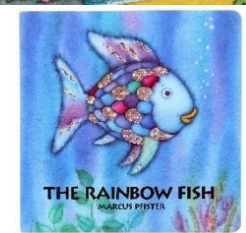
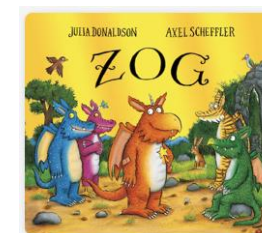
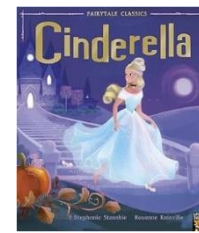
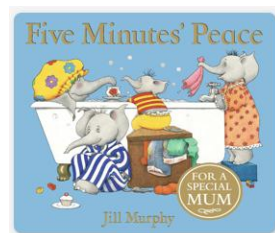
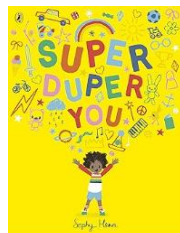
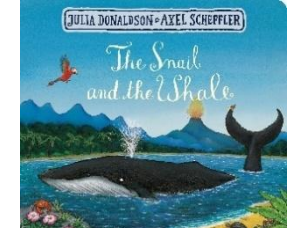
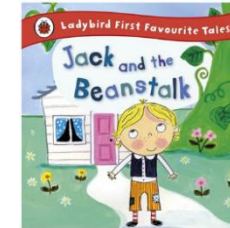
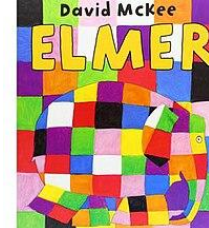
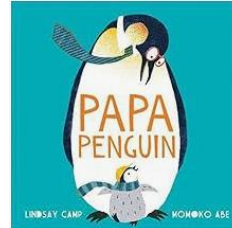
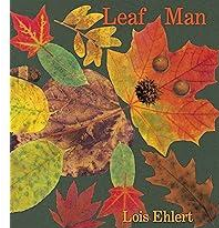
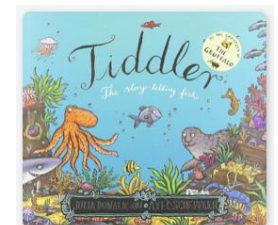
Spring 2

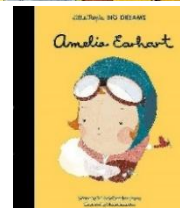
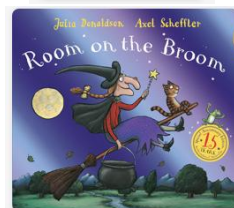
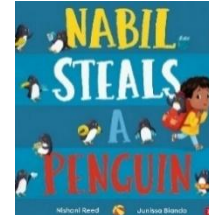
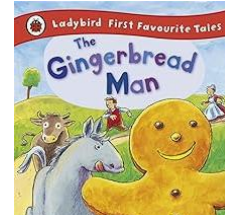
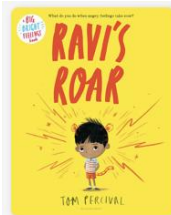
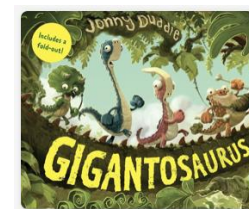
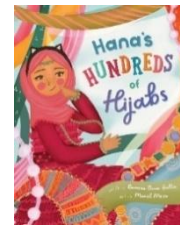
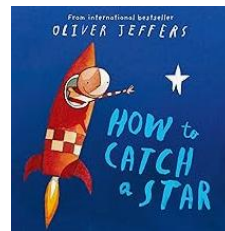
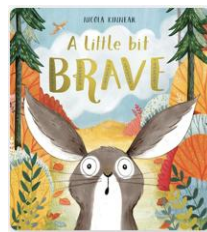
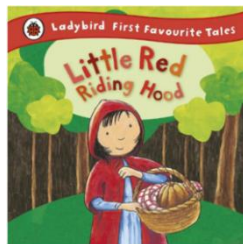


Summer 1



Summer 2





Year 1 Writing Overview

Composition:

Write simple sentences that are sequenced to form short narratives or recounts.

Write for a purpose, such as telling a story, giving information, or writing a letter.

Use capital letters and full stops with growing accuracy.

Begin to use joining words such as and, but, so to link ideas.

Use adjectives to add description (e.g. the big dog, a red ball).

Say out loud what they are going to write, and re-read their writing to check it makes sense.

Begin to plan their writing by discussing ideas or drawing pictures.

Make simple edits, such as correcting spelling of common words or adding a missing capital letter or full stop.

Use familiar story structures (e.g. beginning, middle, end) with support.

Grammar and Punctuation:

Use capital letters for:

The beginning of sentences

Names of people and places

The personal pronoun I

Use full stops at the end of statements.

Use question marks at the end of questions.

Leave spaces between words consistently.

Use regular plural nouns by adding -s or -es (e.g. cats, buses).

Use the prefix un- to change the meaning of words (e.g. kind → unkind).

Join words and clauses using and.

Spelling and Handwriting

Spell many common exception words correctly (e.g. the, said, come, was, you).

Use phonics knowledge to spell unfamiliar or more complex words, making plausible attempts (e.g. rainy, jumpt, freind).

Spell words containing known graphemes, including digraphs and trigraphs (e.g. ch, sh, th, igh, ear).

Add common prefixes and suffixes, such as:

- -s, -es (e.g. dogs, boxes)
- un- (e.g. unhappy)

Begin to segment spoken words into phonemes and represent them with graphemes when writing.

Hold a pencil correctly using a comfortable and efficient grip.

Form all lowercase and capital letters correctly and consistently.

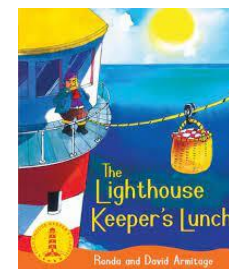
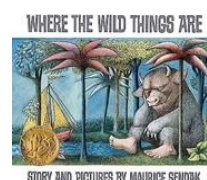
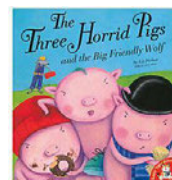
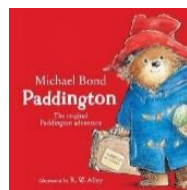
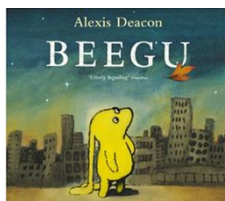
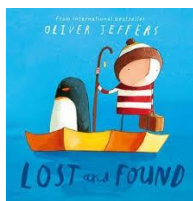
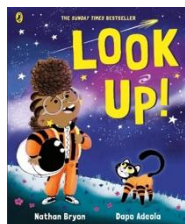
Ensure letters sit on the line, and are correctly sized and spaced.

Begin to leave spaces between words.

Write digits 0–9 clearly and correctly.

Some children may begin to use precursive letter formation, ready for joining in later years.

Autumn



Immerse
Mini outcomes

Immerse
Mini outcomes

Immerse
Mini outcomes

Immerse
Mini
outcomes

Immerse
Mini outcomes

Immerse
Mini outcomes

Immerse
Mini outcomes

Immerse
Mini outcomes

Signs and
labels
thought
bubbles
Flyers
Letters of
advice

Character
descriptions
Retellings
Advice letters
Instructions

Posters
guides
Captions
Letters
Speech bubbles
retellings
Short report

Character
description,
instructions,
thought
bubbles ,
mini
adventure
story for
Paddington,
labels and
captions

Character
descriptions,
labels for house,
inference
bubbles, a new
ending

draw and label max
or a wild thing,
Create own wild
thing to describe,
setting description,
oral retell

Instructions
Setting description
Shopping list
Speech bubbles
Diary entry
Character descriptions
Letter to mr grinling

Narrative
Explanation
Diary recount
wanted poster
Character description

Analyse:
A WAGGOL of
own narrative

Analyse:
Fact file on
hot or cold
places

Analyse:
Own version 'alien'
narrative

Analyse:
Instructions
on how to
take of a
bear

Analyse:
a retell of the
three little pigs

Analyse:
A letter from Max

Analyse:
Story retell with time first
next

Analyse:

Plan:
own narrative

Plan:
Fact file on
hot or cold
places

Plan:
Own version 'alien'
narrative

Plan:
Instructions
on how to

Plan:
Sequence the
order of the story

Plan:
A letter from Max

Plan:
Story retell with time first
next

Plan:

Write: own narrative	Write: Fact file on hot or cold places	Own version 'alien' narrative	take of a bear Write: Instructions on how to take of a bear	Write: A retell of the three little pigs	Write: A letter from Max	Write: Story retell with time first next	Write: A newspaper report
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Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Combining words to
make
sentences
Joining words using
'and'

Combining words to make
sentences
Joining words using
'and'

Combining words to make
sentences
Joining words and clauses using
'and'

Sentence Structure

Separation of words with
spaces
Capital letters
Full Stop

Separation of words with
spaces
Capital letters
Full Stops

Separation of words
with spaces
Capital letters
Full Stops
Question mark
Exclamation mark

Punctuation

Separation of words with spaces
Capital letters
Full Stops
Question mark
Exclamation mark
Capital Letters for names and
personal pronoun - I

Spelling

The, by, you, loves, pull,
a, come, has, they, are,
do, there, of, to

do, the, they, he, his, are,
be, so, you, he, was, of, to,
where, so, there, are, you,
is, no, one, they
Plural endings

love, the, to, has, of,
one, so, some, where,
be, me, today, some,
of, my, I, go, so, ask,
where, be, house,
friend, he, said, was,
his, the
Suffix 'ed'
Plural ending

is, your, too, some, of, be, so,
has, thea, where, is, do, we,
house, I, to, the, no, has, go,
our, are, here, you
Plural ending
-ing endings

said, there,
once, was,
some,
where, he,
she, some,
the, put, to,
full, once,
are, ask

do, the, they, he, his, are, be, so, you,
he, was, of, to, where, so, there, are,
you, is, no, one, they
Plural endings

Plural
endings 's' /
'es'
'ing' endings
Verb ending-
ed

Key Vocabulary:

letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation

Year 2 Writing Overview

Composition:

Write narratives about personal experiences and those of others (real or fictional).
Write for different purposes, such as stories, reports, instructions, and letters.
Use a clear beginning, middle, and end in their writing.
Sequence sentences to form short narratives or explanations.
Re-read their writing to check it makes sense.
Make simple additions, revisions, and corrections to their writing (e.g. adding detail, correcting errors).
Use expanded noun phrases to describe and specify (e.g. *the blue butterfly*).
Use subordination (e.g. *when, if, that, because*) and coordination (e.g. *and, but, or*) to extend sentences.
Maintain the correct tense throughout a piece of writing (past or present).

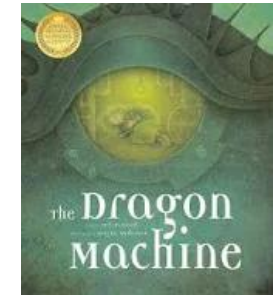
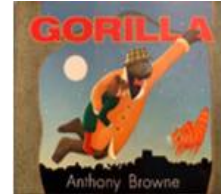
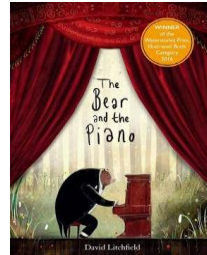
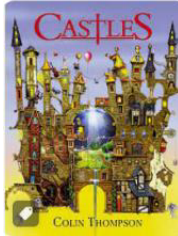
Grammar and Punctuation:

Use capital letters, full stops, question marks, and exclamation marks accurately.
Use commas in lists.
Use apostrophes for contracted forms (e.g. don't, can't) and singular possession (e.g. the dog's bone).

Spelling and Handwriting

Spell most common exception words correctly (e.g. *because, people, again*).
Use phonics knowledge to spell many words correctly.
Apply spelling rules taught in Year 2, such as:
Adding suffixes: *-ed, -ing, -er, -est, -ful, -ly, -ment, -ness*
Changing y to i when adding endings (e.g. *happy* → *happier*)
Dropping e before adding *-ing* (e.g. *make* → *making*)
Form lower-case letters of the correct size relative to one another.
Start using some diagonal and horizontal strokes to join letters.
Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters.

Autumn



Immerse
Mini outcomes

Setting descriptions
Character creation of who lives in one of the castles
Instructions on how to build a castle
Postcard from a castle

Analyse:
Information text all

Immerse
Mini outcomes

Persuasive posters
Warning posters
Instructional writing
Letter of advice
Dairy entry
Certificate

Analyse:

Immerse
Mini outcomes

Character description
Setting description - winter Victorian London
Diary Entry
Letter from Tiny Tim to Father Christmas
Inference comic strips between Scrooge and the Ghost

Analyse:
A Christmas Poem

Immerse
Mini outcomes

Speech bubbles
letters of advice
Postcards
Diary
Retell
Information poster

Analyse:
Own narrative about bravery

Immerse
Mini outcomes

Character descriptions, labels for house, inference bubbles, a new ending

Analyse:
Persuasive

Immerse
Mini outcomes

Setting descriptions
Character descriptions
Diary entry
Postcards
Captains log
Instructions
Inference thought bubbles

Analyse:
An adventure story

Immerse
Mini outcomes

Diary entry
Setting descriptions
Postcards
Fact file on space
Speech bubbles between characters
Letters home

Analyse:
How to be an explorer

Immerse
Mini outcomes

Setting descriptions
A missing chapter – a new adventure
Packing list
Instructions on how to look after dragons

Analyse:
Non – Chronological report on dragons

about Castles	Non-Chronological report of the Great Fire of London			leaflet to visit the Zoo			
Plan: Information text all about Castles	Plan: Non-Chronological report of the Great Fire of London	Plan: A Christmas wish poem	Analyse: Own narrative about bravery	Plan: Persuasive leaflet to visit the Zoo	Plan: An adventure story	Plan: How to be an explorer	Plan: Non – Chronological report on dragons
Write: Information text all about Castles	Write: non-chronological report of the Great Fire of London	Write: A Christmas Wish Poem	Analyse: Own narrative about bravery	Write: Persuasive leaflet to visit the Zoo	Write: An adventure story	Write: How to be an explorer	Write: Non – Chronological report on dragons

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Grammar: Word

Recap on previous years learning: Plurals es/s Adjectives Suffix Superlatives – er/est	Recap on previous years learning: Plurals es/s Adjectives Suffix Superlatives – er/est Suffix -ful/less	Recap on previous years learning: Plurals es/s Adjectives Suffix Superlatives – er/est Suffix -ful/less	Recap on previous years learning: Plurals es/s Adjectives Suffix Superlatives – er/est Suffix -ful/less Suffix – ness/ment Adjectives into adverbs ly	Recap on previous years learning: Plurals es/s Adjectives Suffix Superlatives – er/est Suffix -ful/less Suffix – ness/ment Adjectives into adverbs ly	Recap on previous years learning: Plurals es/s Adjectives Suffix Superlatives – er/est Suffix -ful/less Suffix – ness/ment Adjectives into adverbs ly
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Sentence Structure

Recap on previous years learning. Co-ordination (or, and, but)	Recap on previous years learning. Co-ordination (or, and, but) Subordination (when, because) Expanded Noun Phrases for	Recap on previous years learning. Co-ordination (or, and, but) Subordination (when, because, if) Expanded Noun Phrases for description and specification
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Expanded Noun Phrases for description Introduce sentence types	description Introduce sentence types
--	---

Punctuation

Separation of words with spaces Capital letters Full Stop Question marks Exclamation marks Pronoun – I Proper nouns	Separation of words with spaces Capital letters Full Stop Question marks Exclamation marks Pronoun – I Proper nouns	Separation of words with spaces Capital letters Full Stop Question marks Exclamation marks Pronoun – I Proper nouns Commas in a list Teach: Apostrophes to mark possession Apostrophes to show contractions	Separation of words with spaces Capital letters Full Stop Question marks Exclamation marks Pronoun – I Proper nouns Commas in a list Apostrophes to mark possession Apostrophes to show contractions
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Spelling

Spellings	Spellings	Spellings	Spellings	Spellings	Spellings
find, gold, sure, would, everybody, climb, should, water, floor, door, behind, climb, whole, people, find	poor, even, move, behind, father, busy, many, could, everyone, after, people, child, only, cold, because, prove, even, parents, most, told, old, Mrs, Mr	after, because, could, door, everybody, many, Mr, Mrs, path, people, should, sugar, water, sure, because, most, gold, great	would, should, great, past, improve, child, wild, plant, break, floor, door, behind, climb, whole, people, find	wild, gold, Mr, cold, beautiful, because, pretty, could, climb, people, everybody, should	

Key Vocabulary:

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma

Year 3 Writing Overview

Composition:

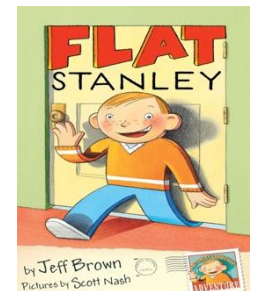
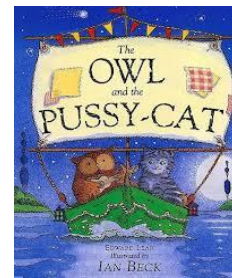
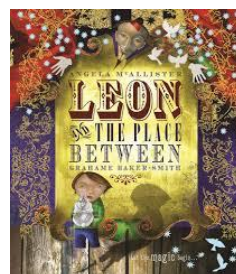
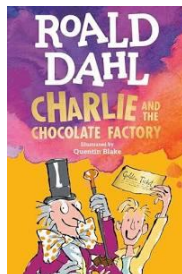
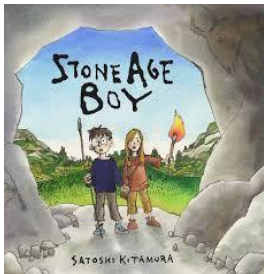
Write with a clear purpose, e.g. to inform, entertain, or describe.
 Begin to use paragraphs to organise ideas (often one idea per paragraph).
 Use a wider range of sentence structures, including simple, compound and some complex sentences.
 Develop ideas logically and in sequence (e.g. events in order in a story).
 Start to include detail and description to engage the reader (e.g. adjectives, adverbs, expanded noun phrases).
 Use dialogue in narratives, beginning to use inverted commas (speech marks).
 Plan their writing (e.g. using mind maps, story mountains, or lists).
 Edit their own work, improving vocabulary and correcting punctuation or spelling errors.

Grammar and Punctuation:

Use capital letters, full stops, question marks, and exclamation marks mostly correctly.
 Begin using commas in lists and for clarity.
 Use apostrophes for possession and contractions.
 Use conjunctions (e.g. **because, although, while, if, when**) to extend sentences.
 Begin to use fronted adverbials (e.g. **Later that day, Suddenly, In the distance**) with commas.

Spelling and Handwriting

Spell many common words correctly, including Year 3/4 statutory words (from the National Curriculum list).
 Use their understanding of phonics to attempt more complex words.
 Use joined handwriting consistently, with increasing speed and legibility.



Immerse

Mini Outcomes

Missing poster descriptions
 Diary Entry
 How to survive in the Stone Age
 Dialogue – meeting Om
 Descriptive Writing

Immerse

Mini Outcomes

Newspaper advert: persuasive for finding a golden ticket
 Create your own sweet or chocolate description
 Diary entry of Oompa Lumpa
 Interview questions for Willy Wonka – quotes

Immerse

Mini Outcomes

Persuasive poster for coming to the circus
 Improving sentence – the boy went into the tent
 Noun phrases – show review what could they see

Immerse

Mini Outcomes

Instructions – packing for an adventure
 A message in a bottle being left a sea
 Love letter to each other
 Description of the bong tree land

Immerse

Mini Outcomes

Letter to Gepetto
 Diary entry – Pinocchio's first day as a real boy
 A travel journey of the places that Pinocchio went
 Interview the blue fairy
 Why we shouldn't lie explanation

Immerse

Mini Outcomes

Postcard from a place he visits
 Instructions of how to send yourself in the post
 Character description of Stanley as a hero

Adding a scene to an empty page	Secret door to a secret room – children to make up include in the brochure	Diary entry of flying on the carpet Speech bubbles for dialogue		Description of a new wooden boy	
Analyse: A WAGGOL of a Non – Chron Report about the Stone Age	Analyse: A WAGGOL of a Persuasive brochure for the factory	Analyse: A WAGGOL of _____ and the place between	Analyse: A WAGGOL of a poem for story	Analyse: Moral story	Analyse: newspaper report of Stanley Saves the Day
Plan: Own Version of Non- Chron Report	Plan: Persuasive brochure to visit the factory	Plan: Own version of Leon and the Place Between	Plan: A poem for story	Plan: Write a story with a moral	Plan: Newspaper of what stanley has done
Write: Non – Chron Report	Write: Persuasive brochure to visit the factory	Write: Own version of Leon and the Place Between	Write: A poem for story	Write: Own moral story	Write: A newspaper report

All extended pieces of writing will be edited and published as part of our writing process.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Grammar: Word

Build on previous year & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly	Build on previous units & focus on: on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis- , in- , dis- , un-) Use of the forms or an when next word starts with a consonant or a vowel Word families based on common	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis- , in- , dis- , un-) Use of the forms or an when next word starts with a consonant or a vowel Word families based on common
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words showing how words are related in form and meaning

words showing how words are related in form and meaning

Sentence Structure

Revisit:
Use of sentence types.
Use of expanded noun phrases.
Time adverbials to show place and time using conjunctions (so, if, because)

Teach:
Expressing time using adverbs.
Using prepositions in expanded noun phrases.
Inverted commas

Teach:
Expressing time, place and cause
using prepositions, e.g. before,
after, during, in
Use a wider range of conjunctions,
e.g. when, if, because, although

Revisit:
Expressing time, place and cause
using prepositions e.g. before,
after, during, in, because, of
Expressing time, place and cause
using adverbs e.g. then, next, soon, therefore
Use a wider range of conjunctions,
e.g. when, if, because, although

Revisit:
Expressing time, place and cause
using prepositions e.g. before,
after, during, in, because, of
Expressing time, place and cause
using adverbs e.g. then, next, soon, therefore
Use a wider range of conjunctions,
e.g. when, if, because, although

Revisit:
Expressing time, place and cause
using adverbs e.g. then, next, soon, therefore
Expressing time, place and cause
using prepositions e.g. before,
after, during, in, because of

Revisit:
Expressing time, place and cause
using adverbs e.g. then, next, soon, therefore
Expressing time, place and cause
using prepositions e.g. before,
after, during, in, because of

Punctuation

Revisit from Year 2:
Use of capital letters, full stops, question marks and exclamation marks to show different sentence types
Apostrophes for contractions
Apostrophes for possession
Commas in a list

Revisit:
Commas to separate items in a list
Apostrophes to mark singular possession in nouns
Inverted commas to punctuate direct speech

Revisit:
Apostrophes to mark singular possession in nouns
Learn how to use commas to separate items in a list

Teach:
Inverted commas to punctuate direct speech

Use all taught punctuation:
Use of capital letters, full stops, question marks and exclamation marks to show different sentence types
Apostrophes for contractions
Apostrophes for possession
Commas in a list

Use all taught punctuation:
Use of capital letters, full stops, question marks and exclamation marks to show different sentence types
Apostrophes for contractions
Apostrophes for possession
Commas in a list
Inverted commas to punctuate direct speech

Teach:
Inverted commas to
punctuate
direct speech

Inverted commas to
punctuate
direct speech

thorough, appreciate,
apparent, excellent,
convenience,
immediately,
embarrassing,
necessary, community,
recommend
Words ending in -ous

appear, arrive, describe,
different, extreme,
experience, heart, special,
surprise and thought
famous, experience,
remember, busy, minutes,
describe, possible, various,
permission, hesitation

imagine, increase,
important, interest,
island, knowledge,
learn, length and
library, material,
mention, medicine,
minute, natural,
naughty, occasion,
often

Spelling

calendar, caught, centre,
certain, decide, describe,
different, disappear,
accident, answer, appear,
arrive, believe, bicycle,
breath, breathe and build.
Words ending in ly

increase, decide,
building, women,
enough, strength, heard,
believe, experiment,
extreme, favourite,
forward, fruit, grammar,
group, guard and guide

reign, remember, sentence,
separate, special, strange,
strength, suppose, surprise,
privilege, recognise,
shoulder, harass, necessary,
awkward, desperate, bruise,
criticise, average

Key Vocabulary:

Preposition, conjunctions, word family, suffix, prefix, main clause, subordinate clause, constant letter, vowel letter, inverted commas, commas

Year 4 Writing Overview

Composition

Ideas are organised into paragraphs around a theme.

Clear beginning, middle, and end in stories or structured information in non-fiction.

Vocabulary is chosen for effect - some adventurous or topic-specific words are used.

Sentences are often varied in length and structure (e.g. using questions, commands, exclamations).

Dialogue is used with correct punctuation to show character and advance the action (in stories).

Writes for a range of purposes: stories, instructions, reports, letters, diaries, etc.

Writing is coherent, making sense and showing a logical flow.

Grammar & Punctuation

Can use a wide range of conjunctions (e.g. although, while, because, however).

Begins to use fronted adverbials (e.g. *Later that day*, *With a sigh*, *Suddenly*, etc.) with correct punctuation.

Uses noun phrases to add detail (e.g. *the dark, stormy night*).

Can use capital letters, full stops, question marks, and exclamation marks used correctly.

Can use commas in lists and to mark fronted adverbials.

Use apostrophes correctly (for possession and contraction).

Speech punctuation (inverted commas) is generally correct.

Spelling and Handwriting

Spells most common Year 3/4 words correctly (as listed in the National Curriculum).

Applies spelling rules (e.g. changing *y* to *i* before adding -es, adding suffixes like -ous or -ly).

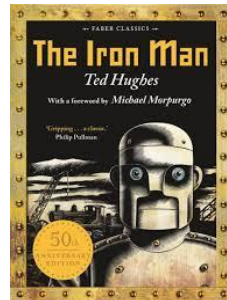
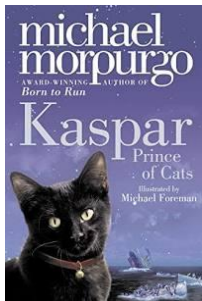
Can spell words with prefixes and suffixes (e.g. *dis-*, *mis-*, *-ness*, *-ment*).

Uses possessive apostrophes with singular and plural nouns (e.g. *the girl's book*, *the girls' coats*).

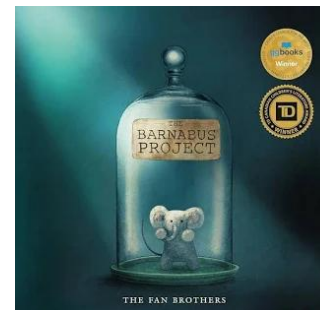
Uses joined handwriting consistently and legibly.

Writing is usually neat and evenly sized.

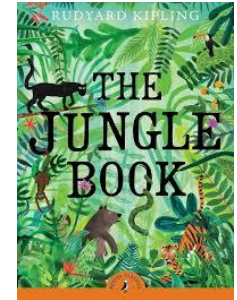
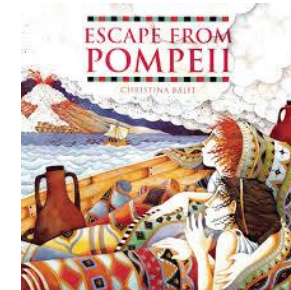
Autumn



Spring



Summer



Immerse: Character descriptions Reports Letters advertising leaflet balanced report	Immerse: This is Winter Poem Postcard to explain the reindeer Speech bubbles characters in role Letter to winter's child Description of Spring's child	Immerse: News bulletin linked to hook Quotes of who saw things Description of iron man Letter to Hogarth to offer advice Diary entry Instructional writing – capturing iron man or building one	Immerse: Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue	Immerse: Setting descriptions Diary entry Letters of advice Vivid description of volcano Thought bubbles of what people were thinking? Timeline of key events	Immerse: Speech – should animals live in a zoo or be wild Diary entry Lost in the jungle – what can you see hear, smell Letter of advice to Mowgli Non-chron on an animal
Analyse: A WAGGOL of Newspaper report	Analyse: A WAGGOL of an alternative tale A Spring's Child	Analyse: A WAGGOL of an alternative ending	Analyse: A WAGGOL of a brochure	Analyse: Newspaper of tragic event	Analyse: Persuasive text of moving to the jungle
Plan: A Newspaper report	Plan: An alternative tale a Spring's Child	Plan: An alternative ending	Plan: Write a persuasive brochure	Plan: Newspaper report of Pompeii	Plan: Persuasive text of moving to the jungle
Write: A Newspaper report	Write: An alternative tale a Spring's Child	Write: An alternative ending	Write: A persuasive brochure	Write: Newspaper report	Write: Persuasive piece

Each extended piece should be proofread and edited using the support cards per class.

Publish Autumn 1	Publish Autumn 2	Publish Spring 1	Publish Spring 2	Publish Summer 1	Publish Summer 2
Grammar: Word					
Develop understanding of standard English forms for verb inflections (we were instead of we was)	Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)

Grammatical difference
between
plural and possessive -s

Grammatical difference
between
plural and possessive -s

Grammatical difference
between
plural and possessive -s

Grammatical difference
between
plural and possessive -s

Sentence Structure

Teach:
Noun phrases
expanded by the
addition of modifying
adjectives,
nouns and
prepositions
Fronted adverbials

Teach:
Noun phrases
expanded by the
addition of modifying
adjectives,
nouns and preposition
phrases
Expressing time and
place and
cause using
prepositions [for
example, before, after,
during, in,
because of] (Recap
from Y3)
Fronted adverbials

Revisit:
Noun phrases expanded by
the
addition of modifying
adjectives,
nouns and prepositions
Fronted adverbials
Developing the range of
sentences
with more than one clause by
using a wider range of
conjunctions including when,
if,
because, although, before,
after,
while, so'

Revisit:
Noun phrases expanded by
the
addition of modifying
adjectives,
nouns and preposition
phrases
Expressing time and place
and
cause using prepositions
[for
example, before, after,
during, in,
because of] (Recap from
Y3)
Fronted adverbials

Revisit:
Noun phrases expanded
by the
addition of modifying
adjectives,
nouns and preposition
phrases
Expressing time and
place and
cause using prepositions
[for
example, before, after,
during, in,
because of] (Recap from
Y3)
Fronted adverbials

Revisit:
Noun phrases expanded by
the
addition of modifying
adjectives,
nouns and preposition
phrases
Expressing time and place
and
cause using prepositions [for
example, before, after,
during, in,
because of] (Recap from Y3)
Fronted adverbials

Punctuation

Teach:
Inverted commas and
other
punctuation to
indicate direct
speech
Use commas after
fronted
adverbials
Apostrophes for
possession (plural
nouns)

Teach:
Inverted commas and
other
punctuation to indicate
direct
speech
Apostrophes for
possession (plural
nouns)
Use commas after
fronted
adverbials

Revisit:
Inverted commas and other
punctuation to indicate direct
speech
Apostrophes for possession
(plural
nouns)
Use commas after fronted
adverbials

Revisit:
Inverted commas and
other
punctuation to indicate
direct
speech
Apostrophes for possession
(plural
nouns)
Use commas after fronted
adverbials

Revisit:
Inverted commas and
other
punctuation to indicate
direct
speech
Apostrophes for
possession (plural
nouns)
Use commas after
fronted
adverbials

Revisit:
Inverted commas and other
punctuation to indicate
direct
speech
Apostrophes for possession
(plural
nouns)
Use commas after fronted
adverbials

Spelling

consider, caught,
difficult, enough,
guard, history,
knowledge, learn,
library, medicine
Notice, natural,
possession, remember,
therefore, surprise,
through, though,
thought, difficult

imagine, heard, centre,
consider, decide,
believe, although,
actual, heart, length
Purpose, regular,
remember, special,
separate, sentence,
strange, various,
actual, certain

describe, disappear, heard,
imagine, material, particular,
peculiar, separate, straight,
strength
actual, appear, believe,
caught, difficult, extreme,
group, important, perhaps,
remember

height, knowledge,
question, probably,
through, woman, women,
strange, straight, describe,
decide, breath, believe,
actually, build, natural,
mention, perhaps, peculiar,
position
Spellings with suffixes

believe, certain,
consider, decide,
difficult, favourite,
heart, imagine, special,
therefore
Permission, discussion,
hesitation, confession,
action, expression,
politician, extension,
appreciation

enough, interest, imagine,
increase, guide, forward,
group, purpose, remember,
special, strange, purpose,
sentence, separate, describe,
certain, caught, centre,
actual, appear

Key Vocabulary

determiner, pronoun, possessive pronoun, adverbial

Year 5 Writing Overview

Composition

Writing is organised into paragraphs, each focused on a main idea or theme.

Narrative writing has a clear structure: a beginning that introduces characters/settings, a well-developed middle, and a suitable ending.

Non-fiction writing (e.g. reports, letters, instructions) is clearly structured with logical organisation and appropriate features.

Writing is coherent, with ideas flowing smoothly and linked logically.

Pupils write for a range of purposes and audiences, adapting tone and style accordingly.

Grammar & Punctuation

Uses a wide range of conjunctions to extend and link ideas within and across sentences (e.g. although, while, because, however).

Begins to use fronted adverbials to vary sentence openings and show time, place, or manner (e.g. Later that day, With a sigh, Suddenly), punctuated correctly with a comma.

Expands sentences using detailed noun phrases for description and clarity (e.g. the dark, stormy night).

Demonstrates consistent and accurate use of capital letters, full stops, question marks, and exclamation marks.

Uses commas in lists and correctly places commas after fronted adverbials.

Applies apostrophes accurately for both contraction (e.g. didn't) and possession (e.g. the girl's coat, the boys' footballs).

Uses inverted commas to punctuate direct speech, with generally correct placement of accompanying punctuation.

Spelling and Handwriting

Spells most words from the Year 3/4 statutory word list correctly, and begins to spell words from the Year 5/6 list with growing accuracy.

Applies a range of spelling rules and patterns, such as changing y to i before adding suffixes (e.g. flies), and adding common suffixes (e.g. -ous, -ly).

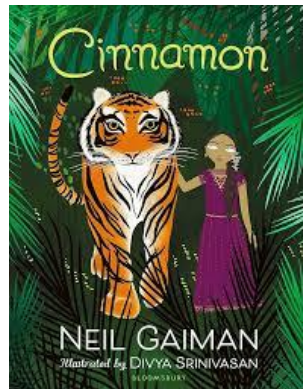
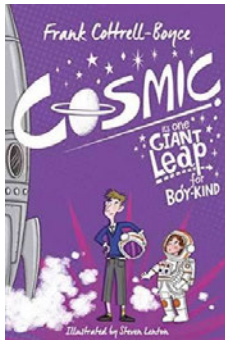
Accurately spells words with common prefixes and suffixes (e.g. dis-, mis-, -ness, -ment).

Uses apostrophes for possession correctly with both singular and plural nouns (e.g. the girl's book, the girls' coats).

Uses joined handwriting consistently and legibly across all written work.

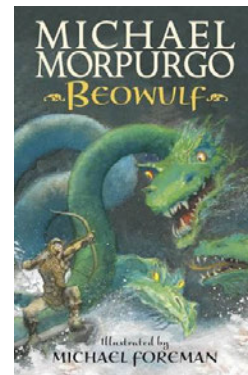
Overall presentation is neat, with evenly sized and spaced writing appropriate for the task.

Autumn



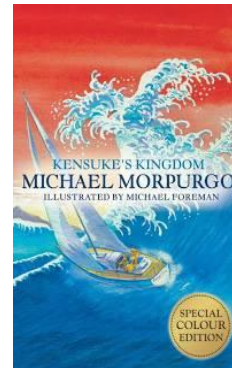
Immerse:
Character
description
How to guide
Dialogue –
inference speech
bubbles
Setting description

Immerse:

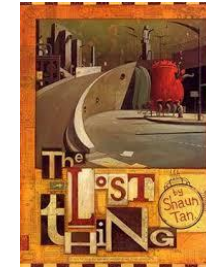


Immerse:
Obituary
Diary from King
Hrothgar
Descriptive writing
Kenning -poem
Additional chapter of
the story
Dialogue – inference
speech bubbles
Setting description of
the lair

Spring



Immerse:
Hook – message in a bottle
Description of the storm
How to survive on a desert
island
A letter home
Orangutan fact file
A new ending what is Michael
never left the island?



Immerse:
Rainplayer:
Instructions
Information poster
Missing page/scene
Diary entry
Debate
Non -Chron report
mayans
Biography of the
Rainplayer

The Lost thing:
Diary Entry
Formal letter
How to guides/ Non
Chron report
TV advert

Summer



Immerse:
Jungle poems (free verse or
haiku)
Short action scene on suspense (tiger encounter/tsunami)
Diary Entry
Letter to Wills Mum informal
Retell of the story from Oona's
POV

Analyse:
A persuasive leaflet
to go to space

Analyse:
A newspaper of the
battle

Analyse:
A WAGGOL of a balanced
Argument

Analyse:
Biography of the
Rainplayer

Analyse:
Non chron report on
Rainforest/conservation

Plan:
A persuasive leaflet
to go to space

Plan:

Plan:
A newspaper report
of the battle

Plan:
A balanced argument Should
Kensuke stay or leave

Plan:
Biography of the
Rainplayer

Plan:
Non Chronological Report of
Rainforest/conservation

Write:
A persuasive leaflet
to go to space

Write:

Write:
A newspaper report

Write: a Balanced argument

Write:
Biography of the
Rainplayer

Write:
Non Chronological Report of
Rainforest/conservation

The Lost Thing:
Own Fantasy Story

The lost think own
Fantasy Story

The lost thing: Own
Fantasy Story

Each extended piece should be proofread and edited using the support cards per class. After that, it must be published.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Develop an
understanding of the
understanding of the
use of verb prefixes

The difference between
vocabulary
of informal speech and
vocabulary
appropriate to formal
speech and
writing – formal tone
Use verb prefixes (un-
, de-
, re-
,

The difference
between vocabulary
of informal speech
and vocabulary
appropriate to formal
speech and
writing – formal tone
Use verb prefixes (un-
, de-
, re-
,

Grammar: Word

Verb prefixes mis,
over and de
Converting nouns or
adjectives
into verbs using
suffixes

Develop an understanding of the
understanding of the
use of verb prefixes
Verb prefixes mis, over and de
Converting nouns or adjectives
into verbs using suffixes
The difference between
vocabulary
of informal speech and
vocabulary
appropriate to formal speech and

Develop an understanding of the
understanding of the
use of verb prefixes
Verb prefixes mis, over and de
Converting nouns or adjectives
into verbs using suffixes
The difference between
vocabulary
of informal speech and
vocabulary
appropriate to formal speech and

over-
, dis-
, mis-)

over-
, dis-
, mis-)

writing – formal tone
Use verb prefixes (un-
, de-
, re-
,
over-
, dis-
, mis-)

writing – formal tone
Use verb prefixes (un-
, de-
, re-
,
over-
, dis-
, mis-)

Sentence Structure

Teach:
Indicate degrees of possibility using modal verbs
Expanded noun phrases to convey complicated information concisely
Develop understanding of relative clauses

Revisit:
Indicate degrees of possibility using modal verbs
Expanded noun phrases to convey complicated information concisely
Use fronted adverbials

Teach:
relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

Revisit:
Indicate degrees of possibility using adverbs and modal verbs
Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

Revisit:
Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
Develop understanding of expanded noun phrases to convey complicated information concisely
Indicate degrees of possibility using modal verbs

Punctuation

Indicate parenthesis using dashes and brackets
Commas after fronted adverbials (reinforce from Y4)
Inverted commas to indicate direct speech (reinforce from Y4)

Commas, brackets and dashes for parenthesis
Use commas after fronted adverbials

Commas for parenthesis
Use commas to clarify meaning and avoid ambiguity

Use commas for clarity and to avoid ambiguity
Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)
Indicate parenthesis using brackets

Use commas for clarity and to avoid ambiguity
Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)
Indicate parenthesis using brackets

Use commas for clarity and to avoid ambiguity
Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)
Indicate parenthesis using brackets

occupies, physical, individual,
impossible, determined,
excellent, vulnerable,
aggressive, temperature,
inaccessible, recommend,
advice, guarantee, definitely,
suggest, recognise, persuade,
guarantee, communicate
Spelling with hyphens

ancient, curiosity, determined,
environment, identity, occupy,
recognise, symbol, temperature
Soldiers, desperately,
immediately, through,
community, accordingly,
individuals, persuaded, well-
known, marvellous, opportunity,
determination, aggressive

curiosity, individual, category,
profession, untamed,
drooping, twig-like, muscle,
variety, elongated, stomach,
attached
community, guaranteed,
system, marvellous,
definitely, leisure, especially

occupy, awkward,
accommodate,
temperature, stomach,
especially, bruise,
appreciate, physical

curiosity, individual, category, profession,
untamed, drooping, twig-like, muscle, variety,
elongated, stomach, attached
community, guaranteed, system, marvellous,
definitely, leisure, especially

occupies, physical, individual, impossible,
determined, excellent, vulnerable, aggressive,
temperature, inaccessible, recommend,
advice, guarantee, definitely, suggest,
recognise, persuade, guarantee, communicate

Spelling

Key Vocabulary

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6 Writing Overview

Composition

Writing is structured into well-organised paragraphs, each developing a clear idea or theme, with effective use of cohesion between and within paragraphs.

Narrative writing includes a clear and engaging structure, with character and setting introductions, a developed plot, and an effective resolution.

Non-fiction writing (e.g. reports, letters, balanced arguments, instructions) demonstrates logical organisation, appropriate layout, and accurate use of genre-specific features.

Writing is coherent and cohesive, with ideas linked using a range of devices such as conjunctions, adverbials, and repetition of key words or phrases.

Pupils write confidently for a range of purposes and audiences, selecting vocabulary, tone, and style to suit the context, and showing increasing awareness of formality where appropriate.

Grammar & Punctuation

Uses a wide range of conjunctions to extend and link ideas within and across sentences (e.g. although, while, because, however).

Begins to use fronted adverbials to vary sentence openings and show time, place, or manner (e.g. Later that day, With a sigh, Suddenly), punctuated correctly with a comma.

Expands sentences using detailed noun phrases for description and clarity (e.g. the dark, stormy night).

Demonstrates consistent and accurate use of capital letters, full stops, question marks, and exclamation marks.

Uses commas in lists and correctly places commas after fronted adverbials.

Applies apostrophes accurately for both contraction (e.g. didn't) and possession (e.g. the girl's coat, the boys' footballs).

Uses inverted commas to punctuate direct speech, with generally correct placement of accompanying punctuation.

Spelling and Handwriting

Spells most words from the Year 3/4 statutory word list correctly, and begins to spell words from the Year 5/6 list with growing accuracy.

Applies a range of spelling rules and patterns, such as changing y to i before adding suffixes (e.g. flies), and adding common suffixes (e.g. -ous, -ly).

Accurately spells words with common prefixes and suffixes (e.g. dis-, mis-, -ness, -ment).

Uses apostrophes for possession correctly with both singular and plural nouns (e.g. the girl's book, the girls' coats).

Uses joined handwriting consistently and legibly across all written work.

Overall presentation is neat, with evenly sized and spaced writing appropriate for the task.

Autumn



Immerse:
Character descriptions
Setting descriptions
Dialogue
Diary entry
Newspaper report

Analyse:
An alternative version of Wizard of Oz

Plan:
An alternative version of Wizard of Oz

Immerse:
Formal letter
Poem
Diary entry
Postcard
Speech for accepting people

Analyse:
A non chron report on a balanced argument

Plan:
A balanced argument on should children go to school or be home schooled.

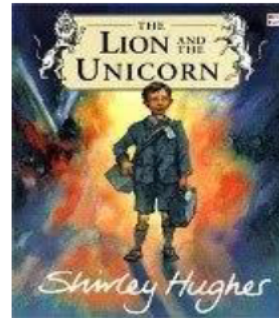
Immerse:
Letters
character descriptions
diaries
poster
short playscripts
short report

Analyse:
A Narrative retelling (longer story built around a man's journey to another country)

Plan:
A Narrative retelling (longer story built around a man's journey to another country)



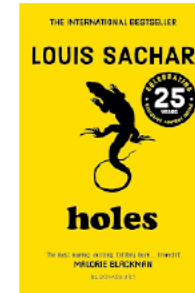
Spring



Immerse:
Letters
diary entries
Character and setting descriptions
non-chronological reports

Analyse:
A historical narrative

Plan:
A Narrative (historical)



Immerse:
Persuasive text
Diary entry
Speech
Formal letter of complaint

Analyse:
Non-Chron about Lizard

Plan:
Non-Chron about lizard

Summer



Immerse:
Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation

Analyse:
Narrative sequel from a different character's perspective

Plan:
Narrative sequel from a different character's perspective

Write:
An alternative
version of Wizard of
OZ

Write:
A balanced argument
on whether children go
to school or be home
schooled.

Write:
A Narrative retelling
(longer story built
around a man's journey
to another country)

Write:
A historical narrative

Write:
Non-Chron about lizards

Write:
Narrative sequel from a
different character's
perspective

Each extended piece should be proofread and edited using the support cards per class. After that, it must be published.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Grammar: Word

Develop an
understanding of the
understanding of the
use of verb prefixes

The difference
between vocabulary
of informal speech and
vocabulary
appropriate to formal
speech and
writing – formal tone
Use verb prefixes (un-
, de-
, re-
,
over-
, dis-
, mis-)

The difference between
vocabulary
of informal speech and
vocabulary
appropriate to formal
speech and
writing – formal tone
Use verb prefixes (un-
, de-
, re-
,
over-
, dis-
, mis-)

Verb prefixes mis, over
and de
Converting nouns or
adjectives
into verbs using
suffixes

Develop an
understanding of the
understanding of the
use of verb prefixes
Verb prefixes mis, over
and de
Converting nouns or
adjectives
into verbs using suffixes
The difference between
vocabulary
of informal speech and
vocabulary
appropriate to formal
speech and
writing – formal tone
Use verb prefixes (un-
, de-
, re-
,
over-
, dis-
, mis-)

Develop an understanding of the
understanding of the
use of verb prefixes
Verb prefixes mis, over and de
Converting nouns or adjectives
into verbs using suffixes
The difference between vocabulary
of informal speech and vocabulary
appropriate to formal speech and
writing – formal tone
Use verb prefixes (un-
, de-
, re-
,
over-
, dis-
, mis-)

Sentence Structure

Teach: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Revisit: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Teach: relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Revisit: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Revisit: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs
Punctuation				
Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets	Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
Spelling				
ancient, cemetery, environment, frequently, immediately, lightning,	thorough, appreciate, apparent, excellent, convenience, immediately, embarrassing, necessary, community,	according, apparent, available, controversy (controversial), criticise, desperate, necessary, opportunity, occur, immediately	stifling, excavate, grimace, barren, preposterous, sanitary, predatory, twain, callous, writhe	ancient, attached, familiar, muscles, identity, stomach, lightning, determined, curiosity
				disastrous, leisure, environment, average, available, necessary, nuisance, especially, vehicle, conscience, explanation, ancient, apparent, attached, excellent, thorough, recognise

marvellous, rhythm,
suggest, temperature

recommend, privilege,
recognise, shoulder,
harass, necessary,
awkward, desperate,
bruise, criticise,
average

system, according,
muscle, immediately,
variety, average,
rhythm

predatory, defiance,
moisture, vile,
grumble, condemn

Key Vocabulary

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

The Brownlow English Curriculum Long Term Plan – Oracy

EYFS Early Learning Goals:

Communication and Language:

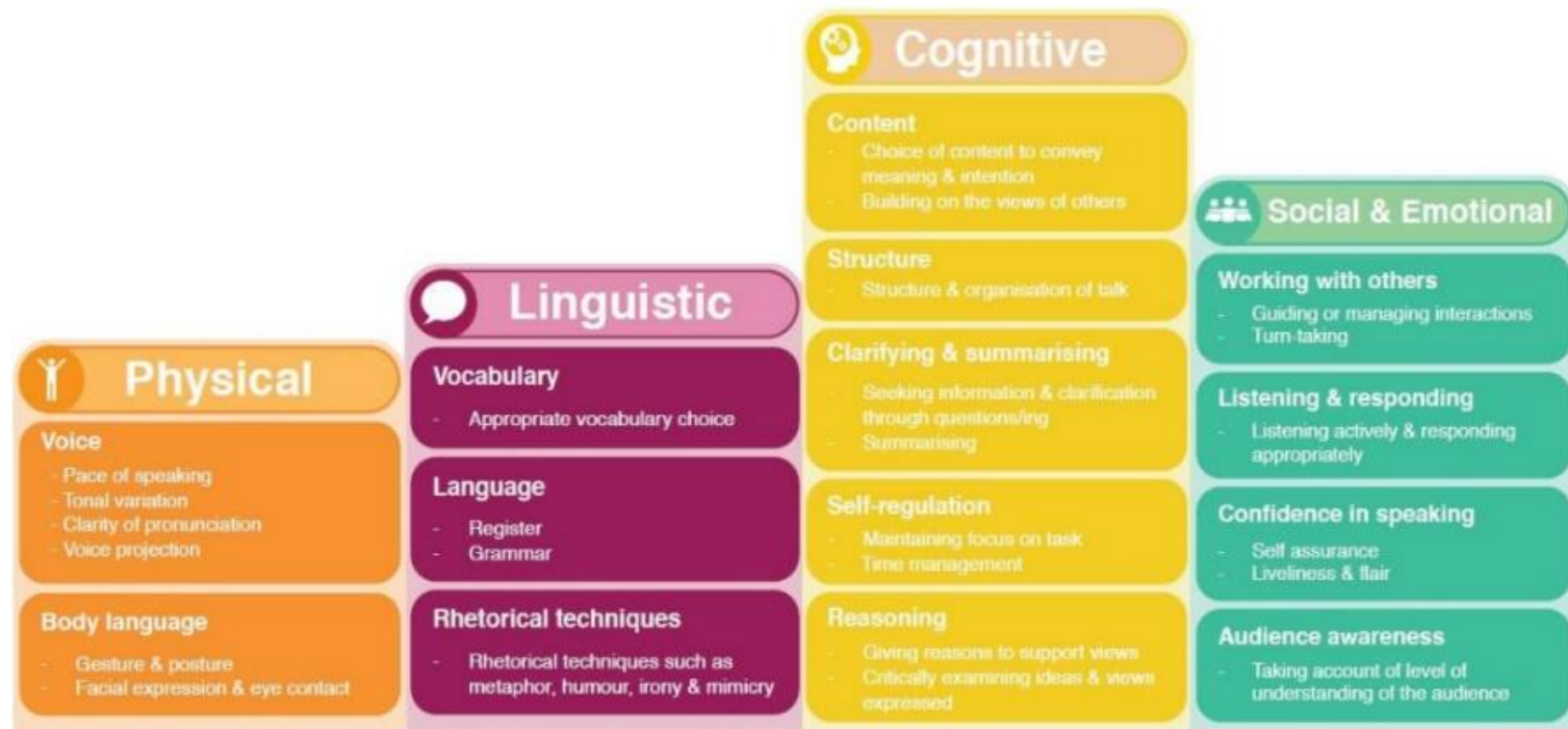
- Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

National Curriculum Objectives

Spoken Language Year 1-6:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English

- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication



EYFS

Physical

To speak audibly so they can be heard and understood

- To use gestures to support meaning in play

Cognitive

- To use 'because' to develop their ideas
- To make relevant contributions and asks questions
- To describe events that have happened to them in detail

Progression of skills

Linguistic

- To use talk in play to practice new vocabulary
- To join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Social and Emotional

- To look at someone who is speaking to them
- To take turns to speak when working in a group

Year One

Physical

- To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.
- To speak clearly and confidently in a range of contexts

Cognitive

- To offer reasons for their opinions
- To recognise when they haven't understood something and asks a question to help with this.
- To disagree with someone else's opinion politely.
- To explain ideas and events in chronological order.

Linguistic

- To use vocabulary appropriate specific to the topic at hand
- To take opportunities to try out new language, even if not always used correctly.
- To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'
- To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

Social and Emotional

- Listens to others and is willing to change their mind based on what they have heard
- To organise group discussions independently of an adult.

Year Two

Physical

- Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.
- Considers position and posture when addressing an audience.

Cognitive

- To offer opinions that aren't their own.
- To reflect on discussions and identify how to improve.

Linguistic

- To be able to use specialist language to describe their own and others' talk.
- To use specialist vocabulary.
- To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.

Social and Emotional

- To be able to summarise a discussion.
- To reach shared agreement in discussions.

- To adapt the content of their speech for a specific audience.
- To speak with confidence in front of an audience.

Year Three

Physical

- To consider movement when addressing an audience.
- To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.

Cognitive

- To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.
- To ask probing questions.
- To reflect on their own oracy skills and identify areas of strength and areas to improve.

Linguistic

- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

Social and Emotional

- To use more natural and subtle prompts for turn taking.
- To be able to empathise with an audience.
- To consider the impact of their words on others when giving feedback.

Year Four

Physical

- To consider movement when addressing an audience.
- To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.

Cognitive

- To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.
- To ask probing questions.
- To reflect on their own oracy skills and identify areas of strength and areas to improve.

Linguistic

- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

Social and Emotional

- To use more natural and subtle prompts for turn taking.
- To be able to empathise with an audience.
- To consider the impact

Year Five

Physical

- To consider movement when addressing an audience.
- To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.

Cognitive

- To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.

Linguistic

- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

Social and Emotional

- To use more natural and subtle prompts for turn taking.
- To be able to empathise with an audience.

- To ask probing questions.
- To reflect on their own oracy skills and identify areas of strength and areas to improve.

- To consider the impact of their words on others when giving feedback.

Year Six

Physical

- To speak fluently in front of an audience.
- To have a stage presence.
- Consciously adapt tone, pace and volume of voice within a single situation.

Cognitive

- To construct a detailed argument or complex narrative.
- To spontaneously respond to increasingly complex questions, citing evidence where appropriate.

Linguistic

- To vary sentence structures and length for effect when speaking.
- To be comfortable using idiom and expressions.

Social and Emotional

- To use humour effectively.
- To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.

Curriculum Conversation/Retrieval Practice: English – Reading/Writing/SPAG/Phonics

What are you currently reading? What do you like or dislike about it?

- Can you tell me about a book you've read recently that made you think or feel something?
- How do you plan your writing before you start?
- Which punctuation mark did you learn recently? How do you use it?
- What strategies help you when you come across a tricky word?
- Can you explain how you edit and improve your writing?

EYFS and Year 1

Phonics

- What sound does this grapheme make: "sh"?
- Can you spot a digraph in this word: "ship"?
- What tricky words have you learned this week?

- What do you do when you see a word you don't know?

Reading

- Who is your favourite character from a story?
- What happened at the beginning of your book?
- Can you tell me a word that rhymes with "cat"?
- What kind of books do you enjoy and why?

Writing

- What are the steps you follow when writing a sentence?
- How do you make your writing easier for someone else to read?
- What do you do at the start of every sentence?
- Can you show me how you form your letters?

SPAG

- What sound does a full stop make in your voice when reading?
- Can you find a capital letter in this sentence?
- How do you show someone is speaking in your writing?

Years 2–3

Phonics/Spelling

- What spelling rules help you remember how to write plurals?
- What are suffixes and how do they change a word?
- Can you give me a word that ends in "-ing"?
- What happens to a word when we add "-ed"?

Reading

- What is the main idea of the story you're reading?
- Can you summarise what you've read in three sentences?
- What does the word "*enormous*" mean in this sentence?
- How is the character feeling? What evidence can you find?

Writing

- How do you use your plan to help you write?
- What makes a good opening to a story?
- How do you check your writing makes sense?
- Can you show where you added a simile or description?

SPAG

- Can you turn this sentence into a question?
- What is the difference between a verb and an adverb?
- What punctuation do you use to show possession?
- What conjunctions can you use to extend a sentence?

Years 4–6

Spelling and Grammar

- What is the rule for changing a word ending in 'y' to a plural?
- When do you use a semi-colon?
- What is the difference between a colon and a dash?
- Can you give examples of relative clauses?

Reading

- How does the author build tension in the story?
- What's the theme of the story? How do you know?

- Can you compare two characters from different books?
- What is the author's viewpoint in this non-fiction piece?

Writing

- How do you adapt your writing for different audiences?
- What is the purpose of each paragraph in your writing?
- Can you show me how you used figurative language?
- What editing changes made your writing more effective?

SPAG

- Identify the subject and object in this sentence.
- What is passive voice, and when would you use it?
- Can you change this sentence from direct to reported speech?
- What are modal verbs, and how do they affect meaning?

Metacognitive/Reflection Questions (All Key Stages)

- What helps you become a better reader or writer?
- How do you know when a piece of writing is 'finished'?
- What's your favourite spelling strategy?
- What do you do when you don't understand a word or sentence?

Careers in English

At Brownlow our aim is to raise aspirations and support career related learning, helping children learn about the world around them broadening their aspirations and challenging stereotypes. There are so many varied pathways to a chosen career it's important that children recognise the opportunities that are available to them.

[hashtag#startsmalldreambig](#)



Empowered Learner

Each term the 'Empowered Learner' focus emphasises six areas of personal development. Throughout their time at Brownlow Fold all children are supported to become self-evaluative of their own strengths and areas for development. We recognise the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of our pupils to enjoy and reflect on their learning across the curriculum.



Autumn One - Self Manager
Autumn Two - Effective Participants

Spring One - Resourceful Thinker
Spring Two - Reflective Learner

Summer One - Independent Enquirer
Summer Two - Team Worker

Extra-Curricular Clubs

At Brownlow Fold, we provide children with a wide range of extra-curricular activities. Extra-curricular activities help children to learn about themselves and develop and use their skills and knowledge in different contexts. In addition to building skills within a specific discipline, extracurricular activities are great for developing general academic and soft skills. For example debating for public speaking, academic competitions for exam strategies and sport for teamwork. Being part of a group or team also provides a sense of belonging, with extracurricular activities offering an opportunity for children to interact with others with similar interests and potentially build friendships outside of their usual circle.

Some of the clubs we have offered that link to English:

- Greater depth writers club
- Creative writing club
- Library monitors
- Reading champions weekly meeting
- Year 6 SATs Reading Booster Club

Enrichment

Key Stage One Parent Readers

Parent/carers in EYFS and Key Stage One are invited in to school to read with their child in class. This is extremely beneficial as it promotes a love of reading and involves parents/carers in their child's learning.

Book and a Brew Coffee Mornings

To enable parents/carers to support learning regular book and a brew sessions have been hosted this year which enables parents/carers to come into school and enjoy a book and a warm drink with their child.



World Book Day

This year's theme was Reading for Pleasure, which is a huge part of the reading expectations in schools since the new Reading Framework was released last year. How we promote a Reading for Pleasure culture in school is vitally important to encourage children to be readers for life.



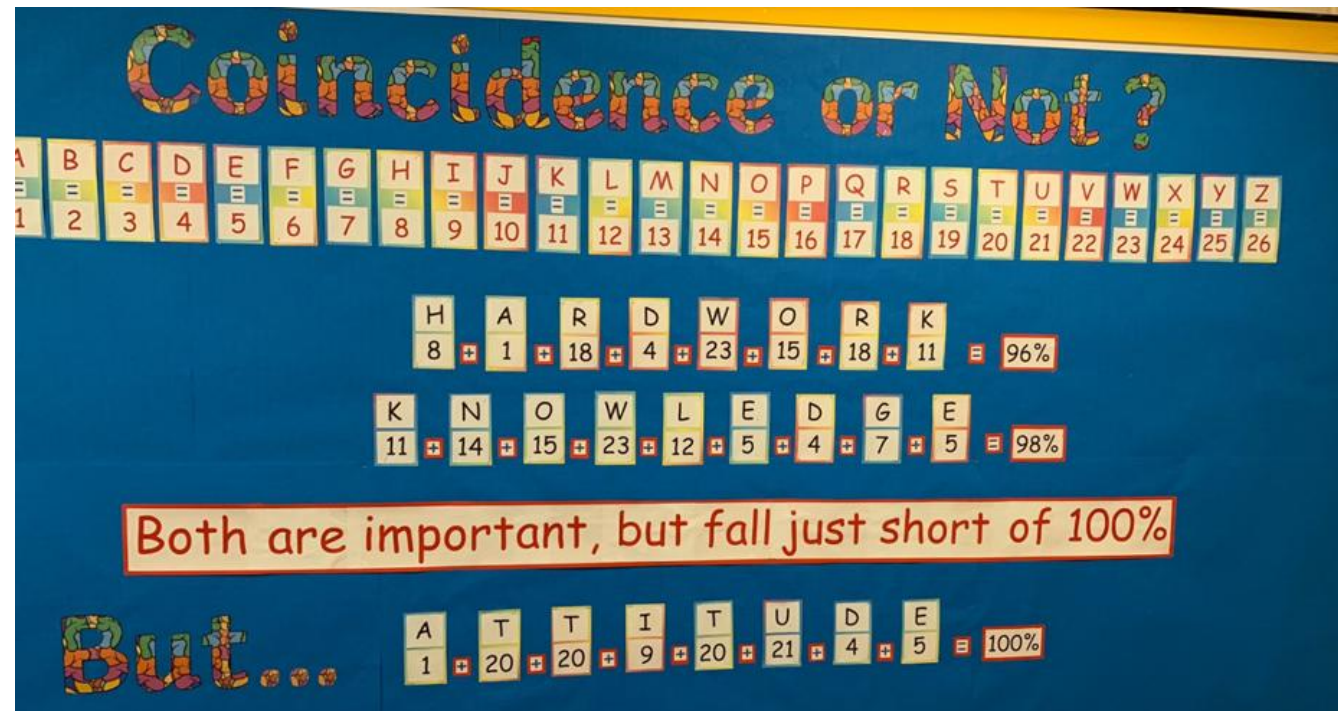
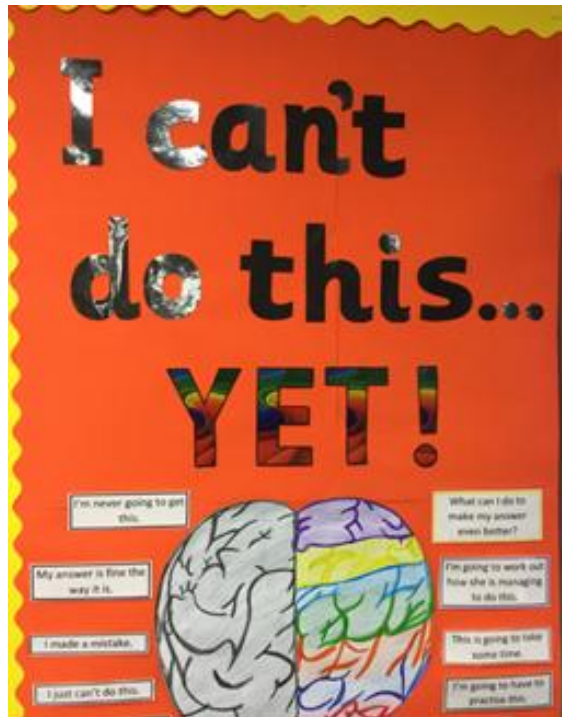
Storytelling workshops

Library

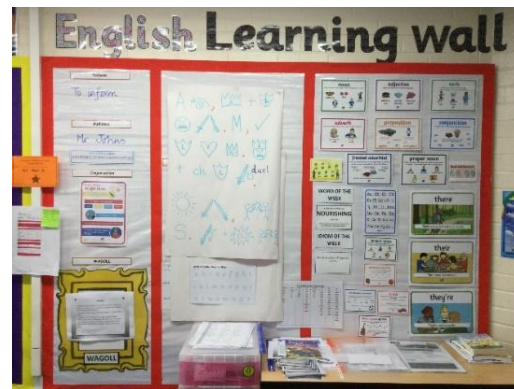
Every class gets the opportunity to visit the library once a week where they can choose a book to take home alongside their reading scheme book. We use this an opportunity to promote reading for pleasure and for lots of “book talk”.

Growth Mind-set

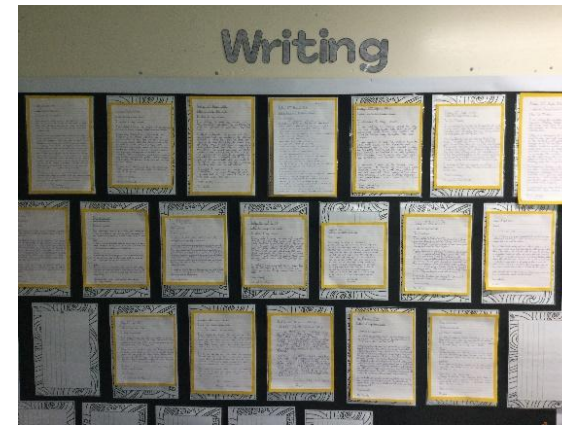
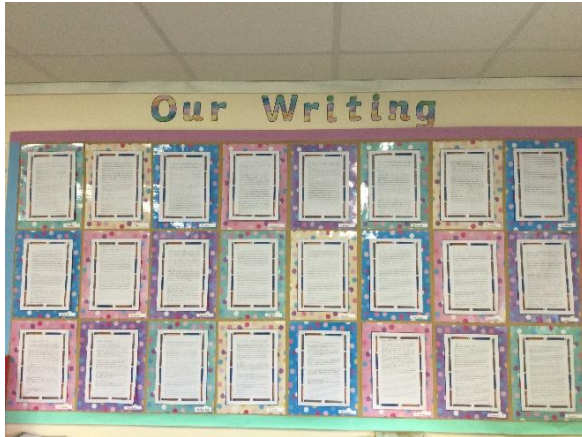
At Brownlow Fold we teach the children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning (even when they find work challenging). Adopting a Growth Mind-set approach offers an optimistic view about what is achievable for everyone at Brownlow Fold.



Displays



Writing Displays



Brownlow Bucket List

At Brownlow Fold we have carefully designed a 'Brownlow Bucket List' to provide our pupils with a range of memorable and meaningful experiences during their time with us. Rather than being a list created individually, it is a collection of activities and opportunities chosen by the school, ensuring that every child has the chance to take part. Our aim is for pupils to leave Brownlow Fold having not only achieved academically, but also having enjoyed a wide variety of experiences that will enrich their personal growth, confidence, and sense of community. These activities include opportunities to:

- Try new challenges both in and outside of the classroom.
- Take part in cultural, creative, and sporting experiences.
- Develop life skills that will support them beyond primary school.
- Celebrate important milestones with their peers.

The Bucket List is something we want children to be proud of as they move on to the next stage of their education. Each item ticked off will represent an achievement or special memory that has shaped their journey with us.



Things to achieve before I leave...

Take part in a Forest School Workshop 	Become a pupil ambassador 	Attend the Headteacher celebration tea party 	Share and debate my views 	Try food from another country
Have my art work exhibited 	Participate in the schools linking projects with pupils from another school 	Take part in a sports competition 	Visit a place of worship 	Carry out a science experiment
Take part in Geographical field work 	Read a target amount of books each year 	Recite a poem 	Perform on stage 	Achieve an Empowered Learner Award
Achieve the Teddy Award 	Take part in the Y6 residential 	Visit a beach 	Learn to ride a bike (Bikeability) 	Help look after our school dog (Teddy)
Visit a library or museum 	Learn to swim 	Achieve the Star of the week 	Meet a member of parliament 	Raise money for charity
Plant flowers and seeds in the sensory garden 	Record an episode for the Brownlow podcast 	Take part in the Learner to Learner programme 	Find my way using a map/compass 	Take part in an extracurricular club
Meet an author 	Learn to play an instrument 	Ensure I have a Growth Mindset 	Visit an airport 	Complete a Commando Joe mission
Sing on a stage as part of choir 	Achieve the reader of the week 	Take part in the Brownlow Bake Off 	Enter a competition 	