

Red Hall Primary School



Writing progression in  
English.

January 2021- Mrs H Shaw

Reviewed September 2021

### Statement of intent:

At Red Hall Primary School, we intend to create confident writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure the children of Red Hall Primary School are immersed in a range of genres and have a clear understanding of purpose. Our learners will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our learners are challenged and encouraged to take risks and view mistakes as another part of the learning process. Our learners will always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

Our writing curriculum offer is centred around our curriculum drivers of;



Furthermore opportunities for writing are well established within all our four curriculum areas;



Knowing our place in the world



STEM



Language and communication



Growth Mindset

### Red Hall Primary School:

- 🌱 Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- 🌱 Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- 🌱 Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- 🌱 Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- 🌱 Ensures that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- 🌱 Ensures that all pupils understand all elements of English, as per the national curriculum.

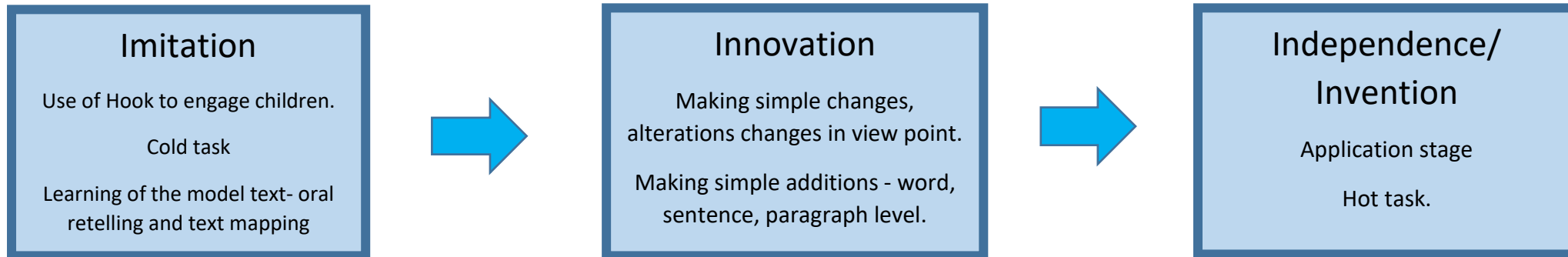
### Writing Learning Journey and lesson timings

Here at Red Hall Primary school we follow the Talk for Writing approach. Talk for writing is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

Each unit of writing will consist of learning done through roughly a 2-3 week learning journey and will be done through daily lessons Monday to Friday. This is in order to ensure that the build-up of knowledge and skills is progressive and clear. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is no need for Learning Journeys to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).

Teachers clearly establish the purposes and audiences for writing at the start of the process of each 'learning journey' or unit of work. They make teaching objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they will need to undertake and the nature of proposed outcome, which is real and purposeful. The learning journey should be made clear to the children, who are fully involved in the process and clear about the outcome they are working towards. At Red Hall Primary School, pupils experience writing in different forms for a variety of audiences. They write for different purposes and are taught to plan, draft, proof read, improve and present their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

### The talk for writing learning journey process –



## Equal spread of coverage of genres

Genres of writing should be covered with an equal spread. Teachers are encouraged to deliver a poetry unit followed by either a narrative or a nonfiction. This is done so that children have the opportunity to apply skills equally to a range of writing as well being able develop technical, structural and vocabulary understanding. It **also gives fixed points of comparison for each piece of writing**. These genre overviews should be done at the start of the year but done so loosely so that they can easily be adapted if and when needed. These overviews should detail the any links made to other areas of the curriculum as well as skills that will be covered. Each genre is linked to a quality whole class text and further supported by supplimnetary texts used within guided reading.

	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two	
<b>KS1- Year 1</b>	Whole class text:		Whole class text:		Whole class text:		
	Handas surprise- Eileen Browne The great fire of London- Liz Gogerly		Polar Express- Chris Van Allsburg Harvey Slumfenburger's Christmas present- John Burningham		Paddington- Michael Bond Katie in London- Jams Mayhew		
	<b>N</b>	Narrative- story	<b>N</b>	Narrative- story	<b>N</b>	Narrative story	
	<b>NF</b>	Recount- Diary writing	<b>NF</b>	NC Report	<b>NF</b>	Instructions- Recipes NC Report	
	<b>P</b>		<b>P</b>	Paddington at the Palace	<b>P</b>	The Jolly Postman- Allan Ahlberg	
	Speaking and listening:			Speaking and listening:		Speaking and listening:	
	Listening skills- to listen to others in a range of situations and respond appropriately. Asking and answering questions- questions linked to a topic being discussed. Drama performance and confidence- to take part in a simple role of a known story- Nativity.			Listening skills- to listen to others in a range of situations and respond appropriately. Following instructions- to understand instructions with more than one point. Drama performance and confidence- speak clearly , know when it is their turn in a performance.		Listening skills- to listen to others in a range of situations and respond appropriately. Speaking for range of purposes- to retell simple stories and recounts aloud. Vocabulary building- To think of alternatives for simple vocabulary choices.	
	Punctuation focus:			Punctuation focus:		Punctuation focus:	
	Capital letters, capital letter for I, full stop, question marks,			Capital letters for names, capital letter for I, full stop, question marks, exclamation marks speech bubbles. Bullet points		Capital letters for names, capital letter for I, full stop, question marks, exclamation marks speech bubbles. Bullet points	
	Grammar focus:			Grammar focus:		Grammar focus:	
Singular plural, determiners, adjectives Prepositions, using and to join two sentences.			Precise clear language, similes using as, homophones adverbs <i>ly</i> , Spell days of the week using and to extend and join sentences, comma in a list		Simple connectives: While, when where openers <i>Ly</i> openers.		

### 1. Non fiction text types

- Explanation texts
- Persuasion
- Discussion
- Non-chronological/ information texts
- Recounts
- Instructions

### 2. Poetry

- Free verse
- Visual poetry
- Structured poetry

### 3. Key features of fiction genres

- Adventure
- Mystery
- Science Fiction
- Fantasy
- Historical fiction
- Stories with Dilemmas
- Myths
- Legends
- Fables
- Fairy tales

*See separate documents*

*Whole school English writing overview*

*Genre progression document.*

## Grammar and punctuation progression

For each year group, there is a set of non-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and develop the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the txt type. These would be useful to refer to when thinking about the skills coverage for each learning journey. We do not teach discreet standalone lessons on SPAG, instead skills are interwoven within our model texts and taught in relation to the specific genre for that unit. Year groups may use Short SPAG just checks as a tool to assess children’s understanding and retention.

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>● Use finger spaces between words</li> <li>● Begin TO USE Capital letters</li> <li>● Begin to use full stops</li>   <li>● Use simple sentences with connectives ‘and’</li>   <li>● Say, write and read back a sentence.</li>   <li>● Introduced to using the determiners the, a, my, your, an, this, that, his, her.</li>   <li>● Begin to use simple adjectives old, big, small, quiet etc.</li> <li>● Repetition for rhythm and repetition in description</li> </ul>	<p>Consolidate reception list</p> <ul style="list-style-type: none"> <li>● Use capital letters for names.</li> <li>● Capital letter for the personal pronoun ‘I’</li> <li>● Use full stops, Question marks exclamation marks correctly.</li> <li>● Begin to use speech bubbles to show speech.</li> <li>● Begin to use bullet points in Non-fiction texts.</li> <li>● Recognise types of sentences- statement, question and exclamation.</li> <li>● Use simple connectives such as, and, but, or, so, because, so that, then, while, when, where to form compound sentences</li> <li>● Use of ‘who’ to form complex sentence</li> <li>● Introduce prepositions inside, outside, towards, across under.</li> <li>● Introduce terms singular and plural</li> <li>● Embellish simple sentences using adjectives.</li> <li>● Use prefix Un and know how it changes meaning.</li> <li>● To use similes using ‘as’</li> <li>● Begin to use precise clear language to give information.</li> </ul>	<p>Consolidate Year 1 list</p> <ul style="list-style-type: none"> <li>● Commas to separate items in a list</li> <li>● Comma after an ‘ly’ opener.</li> <li>● Speech bubbles and speech marks for direct speech</li> <li>● Apostrophes to mark contracted forms</li> <li>● Apostrophes to mark singular possession</li> <li>● Two adjectives to describe a noun</li> <li>● Expanded noun phrases</li> <li>● Similes using ‘like’</li> <li>● Alliteration</li> <li>● Adverbs for description</li> <li>● Adverbs for information</li> <li>● Vary sentence openers</li> <li>● Secure use of compound sentences and, but, so or.</li> <li>● Secure use of complex sentences (using who and which)</li> <li>● Additional subordinating conjunctions- while, when, where, until, so that.</li> <li>● Suffixes ful, less,er,est,ness,</li> <li>● Use generalisers for information</li> </ul>
<p><b>Terminology</b> Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’</p>	<p><b>Terminology</b> Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs Connective Alliteration Simile – ‘as’</p>	<p><b>Terminology</b> Introduce: Apostrophe (contractions and singular possession) Commas for description ‘Speech marks’ Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present,) Adjective / noun, Noun phrases Generalisers</p>

Year 3	Year 4	Year 5	Year 6
<p>Consolidate Year 2 list</p> <ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks, exclamation marks and commas for lists.</li> <li>• use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause <ul style="list-style-type: none"> <li>○ Use conjunctions (when, so, before, after, while, because).</li> <li>○ Use adverbs (e.g. then, next, soon).</li> <li>○ Use prepositions (e.g. before, after, during, in, because of).</li> </ul> </li> <li>• Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact.</li> <li>• Correctly use verbs in 1st, 2nd and 3rd person.</li> <li>• Use perfect form of verbs to mark relationships of time and cause.</li> <li>• Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech</li> <li>• Use colon before a list</li> <li>• Prefixes auto, super, anti</li> <li>• Group ideas into basic paragraphs.</li> <li>• Write under headings and sub-headings.</li> <li>• Write with increasing legibility, consistency and fluency.</li> <li>• Use ‘a’ or ‘an’ before a word starting with a vowel or consonant.</li> </ul>	<p>Consolidate Year 3 list</p> <ul style="list-style-type: none"> <li>• Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause</li> <li>• Use past and present tense correctly and consistently</li> <li>• Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition).</li> <li>• Use adjectival phrases (e.g. biting cold wind).</li> <li>• Use appropriate choice of noun or pronoun.</li> <li>• Use fronted adverbials and use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).</li> <li>• Use apostrophe for singular and plural possession.</li> <li>• Use commas to mark clauses.</li> <li>• Use inverted commas and other punctuation to punctuate direct speech.</li> <li>• Correct use of standard English for verb inflections we was, we were</li> <li>• Use of repetition to persuade.</li> <li>• Use paragraphs to organised ideas around a theme.</li> <li>• Use connecting adverbs to link paragraphs.</li> </ul>	<p>Consolidate Year 4 list</p> <ul style="list-style-type: none"> <li>• Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly.</li> <li>• Use inverted commas and other speech punctuation to indicate direct speech.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Add phrases to make sentences more precise and detailed.</li> <li>• Use range of sentence openers – judging the impact or effect needed.</li> <li>• Use pronouns to avoid repetition.</li> <li>• Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).</li> <li>• Use the following to indicate parenthesis: <ul style="list-style-type: none"> <li>○ Brackets</li> <li>○ Dashes</li> <li>○ Commas</li> </ul> </li> <li>• Link clauses in sentences using a range of subordinating and coordinating conjunctions.</li> <li>• Use relative clauses beginning with who, which and that to add detail and description</li> <li>• Use verb phrases to create subtle differences (e.g. she began to run).</li> <li>• Consistently organize into paragraphs.</li> <li>• Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</li> <li>• Use fronted adverbials with commas to vary sentence structure</li> <li>• Use of colons</li> <li>• Use of rhetorical questions</li> </ul>	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> <li>• Use subordinate clauses to write complex sentences.</li> <li>• Use passive voice where appropriate.</li> <li>• Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</li> <li>• Use a sentence structure and layout matched to requirements of text type.</li> <li>• Use semi-colon, colon or dash to mark the boundary between independent clauses.</li> <li>• Use colon to introduce a list and semi colon within a list.</li> <li>• Use correct punctuation of bullet points.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use full range of punctuation matched to requirements of text type.</li> <li>• Use wide range of devices to build cohesion within and across paragraphs.</li> <li>• Use paragraphs to signal change in time, scene, action, mood or person.</li> </ul>
<p><b>Terminology</b>  Introduce: Word family, Conjunction  Adverb, Direct speech, Inverted commas,  Prefix, Consonant/Vowel, Clause,  Subordinate clause, Determiner,  Synonyms, Relative clause, Relative  pronoun, Imperative, Colon for  instructions, Subordinating conjunction</p>	<p><b>Terminology</b>  Introduce: Pronoun, Possessive pronoun,  Adverbial, Fronted adverbial, Apostrophe –  plural possession</p>	<p><b>Terminology</b>  Introduce: Relative clause/ pronoun, Modal verb,  Parenthesis, Bracket- dash, Determiner, Cohesion,  Ambiguity, Metaphor, Personification, Onomatopoeia,  Rhetorical question</p>	<p><b>Terminology</b>  Introduce: Active and passive voice,  Subject and object, Hyphen, Synonym,  antonym, Colon/ semi-colon, Bullet  points, Ellipsis, Subjunctive, Tense:  present and past progressive; present  perfect; past perfect</p>

## New Vocabulary for our Journey

One of our curriculum drivers is the importance of our children being language rich.

For each T4W unit, children will be introduced to new words. These words should be relevant to the work being produced within the English learning journey. As part of our work on continuous provision across the school, children will expand their vocabulary and knowledge of vocabulary, encourage children to improve their writing and spelling and allows independent learning.

This should be displayed in classrooms as follows and should include the definition of the word, what type of word class it is and an example of the word within a sentence (related to the stimulus). Where possible, the example sentences should be created using the skills being taught for the learning journey. So, if one skill being taught is fronted adverbials, the example (some, not all) sentences should include fronted adverbials.

These should be premade and printed either on A4 or A3 so that they are visible by ALL children. See example adjacent. These should include the word, word class, definition, an example of the word used in a sentence and synonyms for that word

Furthermore, through supplementary texts in guided reading children will use Magpie books as a resource for collecting a bank of ambitious vocabulary they have come across and can use in their own independent writing.

## Peculiar – Adjective

**Definition - A word to describe something as strange or unusual.**

**Example - The shop window, that filled the shop front, displayed a peculiar object.**

**Synonyms – abnormal, odd, strange, weird.**



## Working Walls

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. It should be very clear what the **F**ormat, **A**udience and **P**urpose is for each unit and that this is displayed on the working wall. As part of the T4W process the tool kit and rule kit specific to that genre is also displayed for children to refer to. These should be written clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision. These should remain on the walls for as long as the children need and should remain available after a learning journey so children are reminded and encouraged to use these skills in other writing.

Modal verbs...  
These are verbs that indicate certainty or possibility. A great writing tool to make the reader think, will this happen, or oh my goodness, this IS going to happen.  
• I will hurt myself if I jump - Impression given that the character will be hurt creating a feeling of danger.  
• I should be able to make it to dinner - Impression given that the character might make it to dinner but this is not certain.

Apostrophes for possession  
These indicate when one noun is possessed/owned by another noun.  
Singular - where one noun owns something. *suggests only one bowl*  
The cat's bowl was empty. *Apostrophe before the S also indicates only one*

Plural - where there is more than one possessing noun. *More than one bowl*  
The cat's bowls were empty. *Indicates more than one bowl*

Relative clause sentences  
Who which that whose  
Used to add information for the reader. Gives more information and helps build a clearer image.  
*Main clause makes sense by itself*  
The Great depression, which occurred just before WW2, was a time of great economic suffering. *Relative clause does not*

Hitler, whose army was formidable, ordered his men to invade Poland.  
• DO NOT CONFUSE WHOSE WITH WHO'S (WHO IS)

Cause and effect conjunctions.  
Used to join two clauses that explain the reason and result of something.

- All the children in GSA read and wrote a comment thereby making Mr Ali very proud. *Effect*
- Britain declared war on Germany due to their aggression in Europe. *Cause*
- As a consequence of The Treaty of Versailles, the German economy was left in ruins. *Effect*

**Cause + effect**

Relative clause sentences.  
Who which that whose  
Used to add information for the reader. Gives more information and helps build a clearer image.  
*Main clause makes sense by itself*  
The Great depression, which occurred just before WW2, was a time of great economic suffering. *Relative clause does not*

Hitler, whose army was formidable, ordered his men to invade Poland.  
• DO NOT CONFUSE WHOSE WITH WHO'S (WHO IS)



## Spellings

Here at Red Hall Primary School our spelling curriculum is supported by the use of Spelling Shed.



The whole school follows the progression outlined in each of the stages

Stage 1 – Year 1 to stage 6- Year 6.

This integrates smoothly with the phonics programme of letters and sounds.

Each week, children will be taught a spelling rule/pattern based on the curriculum. Children will then be expected to apply this rule in sentences based on the context of their learning. Spelling will go home based on the rule along with words from the Year 1/2, Year 3/4 and Year 5/6 curriculum words. As well as these, children will be tested on 'topic words' where they will have words that link to their Topic. Children will be allocated spelling games to practise application on their spelling shed area. Once a week the children will complete a 'hive' test where children will be tested on their spellings.

### Application of spellings in written work.

As learners at Red Hall Primary School we encourage our children to be ambitious with their language choices and not be intimidated by tricky spellings. Children are encouraged to use a Say, Snip, Spell and Lock process.

**SAY**- pronunciation of the word is essential, for both adults and the child. In particular, the children's accent/ dialect- impacts on their spelling. Use of a spelling voice, looking at Schwas emphasising unstressed vowel sounds and Elisions- hidden sounds when speaking,

**SNIP**- breaking words into syllables. This builds upon KS1 with the use of the phoneme frame. Dividing words where it feels natural to the child- These are drawn using lines. The number of lines needed is one less than the number of syllables. Important to ensure there is a vowel sound in each syllable.

**SPELL**- building on the use of sound buttons in KS1 choose an appropriate written spelling for each sound.

**LOCK**- once the child has learned the spelling ensure they have opportunities to lock it in and practice.

Children are encouraged to show their spelling attempts whether this be on whiteboards, post it notes, in margins or in spelling jotters. Our children are further encouraged to underline words they have attempted to spell but still need support with, this will indicate to the teacher that the child needs support in how to spell.

When marking children's written work, spelling mistakes will be identified with the 'S' symbol. Depending on the level of independence required This symbol may be placed next to the incorrect work itself or located in the margin for the children to try and identify.

Alphabet

al      pha      bet

— — | — — | — — —

a l      ph a      b e t

## Edit and improve process using annotations and footnote system




Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in purple polishing pen. Once they have done this, they will then use a footnote system in order to improve/add sentences or sections to their work for their final draft.

Corrections or edits where one word is being changed/added or if there is a punctuation mark being added should be done in the body of the text (annotations). Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be included as a footnote.

Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.

☺

Tuesday 13<sup>th</sup> October 2020  
WAI write a description using appropriate writing tools and vocabulary

The dappled light beamed through the swaying trees. It was a mirrored reflection of a workday. The churches walls, which were quivering like a gem, stood with confidence as if they just been polished. The sound of birds tweeting illuminated my day. The smell of freshly cut grass and blooming flowers made my spirit vibrate. The overtones elegance of the church was showcased very well in the heart of the parish church's field. A hopping bunny bunny sprang in front of me. He darted ahead at lightning. There was not a cloud in the sky the only thing visible was the scintillating sun.

A squawking crow's shriek echoed around the serene grassy area sending my hairs standing for the ghastly moon. The bees were leaving over me waiting for the moment to snatch me from this world. I started for the crawling bees to be spotted out by the haunting howls,

knocking me out. Just one sleep and the whole world under the creek I just made. I thought it was ~~so~~ <sup>so</sup> sinisterly whispering my name as I continued walking. The wind howled. I shivered. The church, which was rustic and old, made me have to blink a few times to get my bearings.

the shapes of jobs

\* I carried on walking on the majestic stepping stones stopping at every tree to pick and eat the scrumptious berries. The bees' buzz were tiny drops of heaven. When I thought this place couldn't be any more beautiful, I came across a glistening pond. The shimmering fish swam with great beauty.

Wednesday 14<sup>th</sup> October 2020  
WAI edit and improve our writing

- It was ~~the~~ <sup>the</sup> most beautiful and relaxing things you could have in your natural life. As I carried on walking, I saw ~~some~~ <sup>some</sup> robots.
- It felt good to be in the company of the people of the past.
- I edged forward being one step at a time. The grassy stones' shadows ~~but~~ <sup>but</sup> they were a bit ghastly. I heard it was ~~my~~ <sup>my</sup> end.
- It was that crawling. I began to quiver my peace and soon I was darting.
- Will I ever see a place like this ever again.

Shining with love I am so impressed with your use of language well done

Thursday 17<sup>th</sup> September 2020  
WAI write an explanation of the Weimar Republic using appropriate writing tools

What caused WW2?

1. The Treaty of Versailles  
 The treaty of Versailles ended WW1. It was the treaty which Germany was forced to sign and Germany had to give up a lot of land and money (10 billion in today's money). Because of the Treaty of Versailles, the German economy was in ruins and the government was in a state of chaos. The treaty also said Germany was only allowed 100,000 men in their army and no submarines or airplanes and a battleship (a ship that blows bombs to force back sea attacks) for the navy.

2. When Germany and Italy became aggressive and started invading neighbouring countries. Britain, France, and the USA wanted to keep the peace so they did nothing. As they were seeing that the other countries in Europe didn't do anything about invading their neighbours, Germany decided to take over Czechoslovakia in 1939. Germany's next step was to invade Poland. Poland was a small country and it was easy for Germany to take over. Poland was a small country and it was easy for Germany to take over. Poland was a small country and it was easy for Germany to take over.

3. Hitler and the League of Nations  
 Hitler and the League of Nations was a power in Germany in 1933. Hitler became the Führer (leader) of Germany and he wanted to make the nation's people really in Hitler becoming the Führer (leader). Hitler became the Führer (leader) of Germany and he wanted to make the nation's people really in Hitler becoming the Führer (leader).

Friday 18<sup>th</sup> September 2020  
WAI write an explanation of the Weimar Republic using appropriate writing tools

What caused WW2?

1. The Treaty of Versailles  
 The treaty of Versailles ended WW1. It was the treaty which Germany was forced to sign and Germany had to give up a lot of land and money (10 billion in today's money). Because of the Treaty of Versailles, the German economy was in ruins and the government was in a state of chaos. The treaty also said Germany was only allowed 100,000 men in their army and no submarines or airplanes and a battleship (a ship that blows bombs to force back sea attacks) for the navy.

2. When Germany and Italy became aggressive and started invading neighbouring countries. Britain, France, and the USA wanted to keep the peace so they did nothing. As they were seeing that the other countries in Europe didn't do anything about invading their neighbours, Germany decided to take over Czechoslovakia in 1939. Germany's next step was to invade Poland. Poland was a small country and it was easy for Germany to take over. Poland was a small country and it was easy for Germany to take over.

3. Hitler and the League of Nations  
 Hitler and the League of Nations was a power in Germany in 1933. Hitler became the Führer (leader) of Germany and he wanted to make the nation's people really in Hitler becoming the Führer (leader). Hitler became the Führer (leader) of Germany and he wanted to make the nation's people really in Hitler becoming the Führer (leader).

Friday 18<sup>th</sup> September 2020  
WAI write an explanation of the Weimar Republic using appropriate writing tools

What caused WW2?

1. The Treaty of Versailles  
 The treaty of Versailles ended WW1. It was the treaty which Germany was forced to sign and Germany had to give up a lot of land and money (10 billion in today's money). Because of the Treaty of Versailles, the German economy was in ruins and the government was in a state of chaos. The treaty also said Germany was only allowed 100,000 men in their army and no submarines or airplanes and a battleship (a ship that blows bombs to force back sea attacks) for the navy.

2. When Germany and Italy became aggressive and started invading neighbouring countries. Britain, France, and the USA wanted to keep the peace so they did nothing. As they were seeing that the other countries in Europe didn't do anything about invading their neighbours, Germany decided to take over Czechoslovakia in 1939. Germany's next step was to invade Poland. Poland was a small country and it was easy for Germany to take over. Poland was a small country and it was easy for Germany to take over.

3. Hitler and the League of Nations  
 Hitler and the League of Nations was a power in Germany in 1933. Hitler became the Führer (leader) of Germany and he wanted to make the nation's people really in Hitler becoming the Führer (leader). Hitler became the Führer (leader) of Germany and he wanted to make the nation's people really in Hitler becoming the Führer (leader).

## Writing Assessments

As part of our assessment and internal moderation, we will judge writing with a holistic view looking at a range of writing across the curriculum. Following the objectives as they are set out in the national curriculum, we will make our assessments using the assessment frameworks.

At the end of each unit children complete an independent hot task. We encourage children to take pride in the publication of their writing. Children are given time to reflect upon the success of their writing and assess against the success criteria. Children at Red Hall are inspired to both write as a writer and to write as a reader. Writing opportunities are extended into all areas of the curriculum ensuring that our children write with purpose to either entertain, inform or persuade a range of audiences.

Moderation takes place termly- This can be both internal and external.

For independent pieces of writing (Hot writes) a moderation form is completed. Each year group has a form based on the expectations of the year group.

Judgments are then inputted into our Educater system.

*See separate documents*

*Writing moderation documents*

## Handwriting

Our handwriting programme will enable every child to develop a fluent, legible, joined style of handwriting in line with the national curriculum requirements and expectations that will enable them to write with a consistent speed, fluency and accuracy.

At Red Hall Primary School we have adopted the cursive approach to teaching handwriting. This is to be used as soon as the children are secure in the correct basic formation of each letter.

Foundation stage- children are taught to write individual letters using the correct movements using the PENPALS handwriting scheme.

Group one- Long ladder letters l,l,t,u,j,y

Group two- One armed robot letters r,b,n,h,m,k,p,

Group three- Curly caterpillar letters- c,a,d,o,s,g,q,e,f

Group four- zig zag letters- z,v,w,x

Children are encouraged right from the start to have correct pencil grip, write from left to right and top to bottom. Children will write on lined paper and encouraged to have their correct position and posture.

Key adaptations that Red Hall adhere to

- We do not join from a y,j,g,q
- We do not join from a capital letter
- Lower case f will have a cross piece level with the top of letters such as m,o,n,e,c,a
- We do join s to other letters in line with our phonics programme.

EYFS	YR1	YR2	YR3	YR4	YR5	YR6
I can write most letters correctly using the correct sequence of movements I can show difference between upper and lower case	I can form lower case letters in a way that will be easy to join later	I can use handwriting joins with confidence in independent writing	I can write legibly in joined writing maintaining consistency in size and spacing	I can use fluent joined handwriting for all writing, except where other forms are required.	I can adapt my handwriting to specific purposes for example printing and use of italics	I can use different styles handwriting for different purposes developing a consistent, personal and legible style.

Children are to have handwriting practice incorporated within their English delivery. Interventions are used as a tool to further support children who display difficulties in handwriting.

We celebrate handwriting success through certificates, visits to SLT and gaining pen licence in KS2

*See separate documents-*

*Handwriting policy*