



Writing at Moorside

2025-2026

*'Writing as Readers'*



# Writing At Moorside

## INTENT

At Moorside, our writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer’s voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of Writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding Writing. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of Writing and communicating through vocabulary rich and high-quality literature, using **Ready Steady Write** by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their Writing; can write clearly and accurately and adapt their language and style for a range of contexts.

## IMPLEMENTATION

Organisation and Curriculum Coverage

**Ready Steady Write** empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resource

Our English curriculum is developed around a sequence of high-quality age-appropriate texts, using Literacy Count’s **Ready Steady Write** units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing – Teachers model Writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the Writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy.
- Shared Writing – Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as having pride and ownership over the finished piece.
- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the Writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

### **Working Walls and Table Resources**

Each class is expected to develop an English working wall which adapts daily with teaching. Working Walls at Moorside are purposeful and reflect the learning journey that day/week. Modelled language choice and Displays should model the writing process and scaffolds needed for children to apply to their own writing. Spellings, handwriting and supporting phonics materials should also be displayed within the classroom to aid children's writing. Sentence accuracy checkers are available to all children, both in their books and in the environment. Staff will model the expectations throughout the curriculum.

## **Inclusion**

### **Children with English as an additional language:**

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes:

- Teacher and peer modelling and consistent use of visual support
- Repetition and recasting of language features
- Word banks and scaffolded speaking and listening activities
- Resources that include images to secure language understanding
- Use of technology to support interpretation of Example Texts

Teachers work with the SENDCO to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the SENDCO to help them make rapid progress.

### **Children with Special Educational Needs:**

Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- scaffolds and supports to develop writing ideas and language acquisition
- technology to support the generation of ideas, develop words banks and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning and editing – with opportunities for the children to practice modelled techniques
- a focus on cognitive and metacognitive strategies to help children articulate their learning
- flexible groupings to ensure peer support and appropriate level of challenge

### **Confident and competent writers:**

Children are given opportunities to deepen their knowledge in writing and to effectively draw upon their reading when constructing texts. writing groups and differentiation. Lesson plans for **Ready Steady Write** include appropriate challenge and these are considered when delivering lessons.

## **IMPACT**

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. High quality visits and visitors to the school enhance the curriculum and provide opportunities for Writing for a purpose. Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss and share their ideas.

### **Assessment**

Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of Writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Teachers also complete a Reflecting on Unit outcomes document after each half termly unit, to identify next steps and the subsequent units are amended to include these focuses. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Termly staff meetings allow for whole school moderation of writing to deepen understanding of standards.

Subject leaders will analyse termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning will be discussed in half termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.

### **Moderation**

Every half-term, the staff have moderation meetings to moderate their writing between phases to ensure consistency and accuracy. Termly, we meet as a whole team to assess writing standards across the school.

## Our Writing Journey at Moorside

### 'Writing as Readers'

#### Nursery

- Our Writing journey starts in the Nursery where the children's imaginations are ignited through our Nursery Rhymes and Core Stories which are embedded in everyday sessions.
- Children are taught Phonics through the Read, Write Inc programme where they will learn their initial sounds that will open a world of Reading for them to explore stories and fact books.
- Dough Disco is used to embed the children's knowledge of Phonics and letter formation.
- Reading opportunities are embedded into our continuous provision with engaging Reading areas in every classroom. Phonics stations set up for children to consolidate their knowledge of the initial sounds.
- Writing stations are available for the children to mark make and have a focus on forming letters and their name.
- To ensure our children develop their fine motor skills, provisions are carefully planned to ensure our Nursery children develop their ever-growing muscles to form their letters and develop the correct pencil grip.

#### Reception

- Building on from their learning in Nursery, the children have daily Phonics sessions in targeted groups from The Read, Write Inc Programme.
- The children have access to engaging book areas within the continuous provision.
- The children start our Ready, Steady, Write programme for Writing and have daily Writing lessons to aid their communication and language skills. In the provision, there are themed activities based on the books which promote a love of storytelling and immerse the children in the texts.
- Letter formation stations are set up around the provision to consolidate the children's learning.

# Reception

A	B	C	D	E	F
Vehicle Texts					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome & Writing Purpose					
Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme	Narrative: A Star Theme Purpose: To tell and write sentences around the theme	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme	Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme	Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme
Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe
Explicitly teach of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.					
Grammar: Word					
Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences. *Words shown below need to be in line with phonics scheme being followed by your school.					
Focus on: •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	Build on previous unit & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come
Grammar: Sentence					
Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
Grammar: Text					
Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including: Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including: Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including: Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including: Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including: Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.
Grammar: Punctuation					
Focus on: Letter formation Separation of words and spaces	Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I, he	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names
Terminology for Pupils					
letter, capital letter, word, sentence, full stop, question mark					

## Year 1

A	B	C	D	E	F
<b>Vehicle Texts</b>					
Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: Finding Narrative Purpose: To retell a story	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate
Recount: Messages Purpose: To inform and explain events that have happened	Instructions: How to catch a witch Purpose: To instruct	Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Recount: Postcards Purpose: To recount	Instructions: Recipes Purpose: To instruct
<b>Grammar: Word</b>					
Build on previous year & focus on: Regular plural noun suffix -s or -es	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs	Build on previous units & focus on: Reinforce plural noun suffix -s/-es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives
<b>Grammar: Sentence</b>					
Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'
<b>Grammar: Text</b>					
Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives
<b>Grammar: Punctuation</b>					
Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
<b>Terminology for Pupils</b>					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					

## Year 2

A	B	C	D	E	F
<b>Vehicle Texts</b>					
A River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned the Dark	Rosie Revere
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: Circular Narrative	Narrative: Setting Narrative	Narrative: Finding Narrative	Narrative: Return Narrative	Non-Fiction: Persuasive Letter	Narrative: Invention Narrative
Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To persuade	Purpose: To narrate
Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Narrative: Banning Narrative Purpose: To narrate	Explanation: How a machine works Purpose: To explain
<b>Grammar: Word</b>					
Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use –ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes –s or –es	Build on previous units & focus on: Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
<b>Grammar: Sentence</b>					
Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command	Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a question and command	Build on previous units & focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicate its function as question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
<b>Grammar: Text</b>					
Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
<b>Grammar: Punctuation</b>					
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
<b>Terminology for Pupils</b>					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

## Year 3

A	B	C	D	E	F
<b>Vehicle Texts</b>					
The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Egyptian Mystery Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate
Explanation: Trap Explanation Purpose: To explain	Information: Foxes Information Report Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Information: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
<b>Grammar: Word</b>					
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in 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: Use of the forms a or an when next word starts with a consonant or a vowel	Build on previous units & focus 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 units & focus 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 units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) 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
<b>Grammar: Sentence</b>					
Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification	Build on previous units & focus on: 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	Build on previous units & focus on: 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'	Build on previous units & focus on: 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	Build on previous units & focus on: 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)	Build on previous units & focus on: 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
<b>Grammar: Text</b>					
Build on previous year & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Headings and sub-headings to aid presentation	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
<b>Grammar: Punctuation</b>					
Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list	Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech	Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
<b>Terminology for Pupils</b>					
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					

## Year 4

A	B	C	D	E	F
<b>Vehicle Texts</b>					
The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
Recount: Newspaper Report Purpose: To recount	Information: Information Report Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount
<b>Grammar: Word</b>					
Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous year & focus on: 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: Grammatical difference between plural and possessive - s	Build on previous units & focus on: 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) Grammatical difference between plural and possessive - s	Build on previous units & focus on: Verb inflections (we were instead of we was)
<b>Grammar: Sentence</b>					
Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous year & focus on: 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	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Fronted adverbials
<b>Grammar: Text</b>					
Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and sub headings	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
<b>Grammar: Punctuation</b>					
Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
<b>Terminology for Pupils</b>					
determiner, pronoun, possessive pronoun, adverbial					

Year 5

A	B	C	D	E	F
<b>Vehicle Texts</b>					
When we Walked on the Moon	FARThER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
<b>Writing Outcome &amp; Writing Purpose</b>					
Narrative: Exploration Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Cliff hanger Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate
Recount: Formal Mission Log Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Formal Report Purpose: To inform	Persuasion: Bargain Letter Purpose: To persuade	Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss
<b>Grammar: Word</b>					
Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: 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-)	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes
<b>Grammar: Sentence</b>					
Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: 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
<b>Grammar: Text</b>					
Build on previous year & focus on: Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
<b>Grammar: Punctuation</b>					
Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: 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
<b>Terminology for Pupils</b>					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

## Year 6

A	B	C	D	E	F
<b>Vehicle Texts</b>					
Rose Blanche	A Story Like the Wind	The Origin of the Species	The Ways of the Wolf	Shackleton's Journey	Hansel and Gretel
<b>Writing Outcome &amp; Writing Purpose</b>					
Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate	Recount: Documentary Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss Narrative: Hunted Narrative Purpose: To narrate	Recount: Biography Purpose: To recount	Persuasion: Letter Purpose: To persuade
<b>Grammar: Word</b>					
Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
<b>Grammar: Sentence</b>					
Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing
<b>Grammar: Text</b>					
Build on previous year & focus on: using a wider range of cohesive devices - adverbials	Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Use headings and sub-headings to structure information	Build on previous units & focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
<b>Grammar: Punctuation</b>					
Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
<b>Terminology for Pupils</b>					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					



# At Moorside, we are... **Writers**



## **EARLY YEARS**

- Animal Stories
- Animal Factfiles
- Stories Around Themes
- Wanted Posters
- Letter Writing
- Superhero Sentences
- Traditional Tales
- Instruction Writing
- Descriptions

**E**



## **YEAR 2**

- A Circular Narrative
- A Setting Narrative
- A Return Narrative
- Persuasive Letters
- Explanations
- Instructions
- Letter Writing
- Diaries
- Information Texts
- An Invention Narrative
- A Banning Narrative

**1**

**2**



## **YEAR 1**

- A Finding Story
- A Hunting Story
- Recounts
- Traditional Tales
- Detective Stories
- A Portal Story
- Instructional Writing
- Postcards
- Information Texts



## **YEAR 3**

- Writing Fables
- A Setting Narrative
- A Return Narrative
- A Mystery Narrative
- Information Reports
- Explanations
- Leaflets
- Newspaper Reports



## **YEAR 4**

- A Setting Narrative
- A Refugee Narrative
- An Invention Narrative
- Newspaper Reports
- Myths
- A Twisted Narrative
- Persuasive Letters
- Information Texts
- Writing Letters
- Biographies
- Diaries

**3**

**4**



## **YEAR 6**

- A Flashback Narrative
- Newspaper Reports
- A Discovery Narrative
- An Endurance Narrative
- Balanced Arguments
- Biographies
- Explanations
- Letter writing
- Explanations

**5**

**6**



## **YEAR 5**

- An Exploration Narrative
- A Setting Narrative
- A Cliff Hanger Story
- A Character Narrative
- A Dilemma Narrative
- Survival Guides
- Balanced Arguments
- Recounts
- Letter Writing