

Writing Coverage from September 2020 – Covid Recovery Rationale

The following document outlines the areas of learning for writing that were missed due to the corona virus lockdown. All teachers should aim to cover these in the Autumn term to ensure gaps in skills coverage are closed. The focus should be on developing the pupils' writing skills by covering grammar and spelling missed during Covid lockdown. While there is not enough time to cover all of the units missed, teachers should be mindful of what has not been covered in the previous year when approaching units in the academic year 2020-21. Pupils may not have some necessary prior knowledge, so more time may be needed when looking at examples of the text type and identifying features or more opportunities for pupils to independently write sections of or whole texts should be planned for.

Where classes have been newly mixed (Year 5 is a mixture of Larch, Sycamore and Cedar; Year 6 is a mixture of Cedar and Oak), then teachers must consider the gaps for all classes that their pupils are coming from. Year 5 have already considered gaps from all Year 4 classes and have adapted their long-term plan accordingly.

Grammar

The grammar should be taught as a stand-alone lesson once a week, as previously agreed, (ideally on Mondays) and where possible, this should then be applied further during activities throughout the week. Ideally this will relate to the writing unit so that it makes sense and pupils are able to apply this. Due to missed coverage, it may be necessary to include short bursts of grammar as starters to English lessons to enable a drip feed approach. The No Nonsense Grammar scheme should continue to be followed. The order in which this is followed is at the discretion of the class teacher.

Spelling

Spelling should continue to be taught as short lessons (3 x 25 mins weekly), following the No Nonsense Spelling Scheme, as previously agreed. As there are more weeks than spellings, which normally allows time for revisiting, teachers should cover missed spelling patterns from the previous year group, before starting their year group spellings.

Initial assessment

All teachers have been asked to plan in an independent piece of writing at the beginning of September, before any English teaching. This can then be used to look at gaps in skills, and plan next steps. These should also be used to build succinct success criteria for pieces of writing.

The "what I like" and "targets for this unit" marking approach should be used to mark this so you can identify 2 or 3 achievable next steps for pupils. This writing should also be a guide as to the skills that may need revisiting / teaching (which may differ to the broader skills on Target Tracker, particularly due to lockdown but also normal regression over the Summer holidays).

Current Year 1 going into Year 2	
Units	Stories from other cultures
	Traditional/ fairy tales
Grammar	Adjectives
	Punctuation to include exclamation marks
	Suffixes er / est
Spelling	Phonics taught in preparation of phonics test. Year 1 spellings given as activity in lockdown Revisit in Autumn 1 of Year 2

Current Year 2 going into Year 3	
Units	Narrative
	Poetry
	Information texts
	Fiction
	Explanation texts
Grammar	Suffixes
	Conjunctions
	Expanded noun phrases
	Verbs
	Adverbs
	Adjectives
	Exclamations
	Questions and statements
Spellings	Year 2 are taught phonics but worth revisiting Year 2 spelling list in Autumn Term of Year 3

Current Year 3/4 Sycamore, Larch and Willow going into 4 and 5	
Units	Poetry
	Stories with historical settings
	Stories from other cultures

	Dialogues and plays
	Persuasion
Grammar	Formation of nouns with prefixes eg super, anti, auto (crossover with spelling here)
	Expressing time, place and cause using adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of). Taught discreetly. Needs revisiting.
	Use of the present perfect form of verbs instead of the simple past
	Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)
Spelling	Suffixes -ion, -tion, -ssion, -cian and -sion
	Adding '-ly' to create adverbs of manner
	Homophones
	The /s/ sound spelled c before 'i' and 'e'
	Sol and real word families
	Phon and sign word families
	Prefixes auto-, super- and anti-
	Prefix bi- meaning two

Current Year 4 in Cedar going into Year 5	
Units	Biography
	Poetry
Grammar	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Use of the present perfect form of verbs instead of the simple past
	Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)
Spelling	Adding '-ly' to create adverbs of manner.
	Suffixes -ion, -tion, -ssion, -cian and -sion

Current Year 5 in Cedar going into Year 6	
Units	Biography
	Poetry

Grammar	Indicating degrees of possibility using adverbs (for example, perhaps, surely)
	Linking ideas across paragraphs using a wider range of cohesive devices.
	Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence)
	Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify)
	Verb prefixes (for example, dis-, de-, mis-, over- and re-).
	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter).
	Modal verbs
	Active and passive
	Subjunctive
	Linking ideas across paragraphs using tense choices (for example, he had seen her before)
	Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive
Spellings	inlet/able plus ably/ibly
	ie and ei words
	Problem prefixes

Current Year 5 in Oak going into Year 6	
Unit	Explanation
	Discussion
Grammar	Linking ideas across paragraphs using a wider range of cohesive devices. Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence)
	Indicating degrees of possibility using modal verbs (for example, might, should, will, must).
	Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken by me.
	Modal verbs
	Active and passive
	Subjunctive
	Linking ideas across paragraphs using a wider range of cohesive

	devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis.
Spellings	All spellings covered

Beverley Palmer
Writing Subject Leader
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