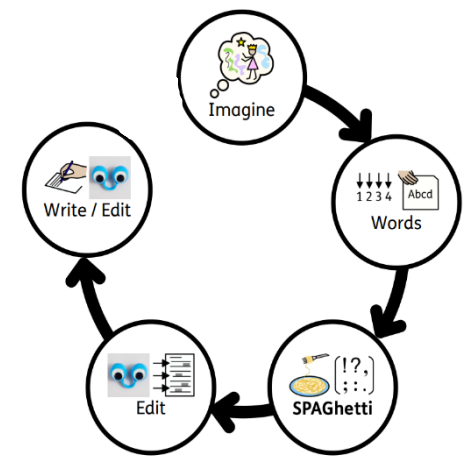


Dictation Sequence – 5 Min Sessions

Day 1: Imagine and Internalise

- 'Picture the scene'.
- Tell a story to set the scene for the picture.
- Show the picture (talk)
- Show the sentence (read, repeat and be expressive)
- Talk the sentence using the narrative approach (who, what, where, when and why).
- Explain that it is a statement, command, exclamation or question.
- Put the sentence on the wall for visual reminder all week.



Day 2: Which Words?

- Count the words.
- Gather cubes for each word (space them appropriately).
- Talk the tricky words.
- Sound button words.
- Show visual mnemonics (pictures) for tricky words or homophones.
- Practise new/tricky words.
- Write with eyes closed.
- Practise these words every day on whiteboards as part of settling for phonics.
- **GDS Only Zone** – show them the challenge sentence. How will they meet the challenge? Check spellings and grammar.

Day 3: Successful SPAGhetti

- Write the sentence in the air.
- Quick practise spellings.
- CAPITAL vs lowercase (do they know the difference e.g. Jj, Ss, Ww, Yy or Gg)
- Starting (always capitals – green) and stopping the sentence – which way today (red)?
- **GDS Only Zone** – Write their challenge sentence. Will theirs end in the same way?

Day 4: Editing Eyes

- Show 3 different versions of the sentence with mistakes (spelling, punctuation and grammar e.g. verb tenses).
- Children to talk through the mistakes together in talking trios.
- Edit sentences with the children using purple polishing pen on board.

Day 5: Write It Right!

- Children to transcribe the sentence as teacher dictates onto handwriting paper at a table.
- Edit and check (peer checking an option).
- 6-Point Check
 1. Can we read the writing?
 2. Finger spaces?
 3. Correct number of words?
 4. Correct CAPITALS?
 5. Has the sentence stopped?
 6. Super spelling?
- **GDS Only Zone** – Write their challenge sentence perfectly.

Dictation Planning – Year R and RP

When Cohort Ready

Week	Sentence	FOCUS (Statements)
1	It is a sock.	Spaces, capital letters and full stops
2	It is a mess.	Spaces, capital letters and full stops
3	It is a bug.	Spaces, capital letters and full stops
4	It is a doll.	Spaces, capital letters and full stops
5	I had an elf.	As above and capital letter for I
6	I had to get off.	As above and capital letter for I
7	Dad had a nap.	Spaces, capital letters and full stops
8	Jon zips up Ron.	As above and capital letters for names.
9	Fuzz Fox got wet.	As above and capital letters for names.
10	Yak is not hot.	Spaces, capital letters and full stops
11	Vac can go back.	Spaces, capital letters and full stops
12	Quack is quick.	Spaces, capital letters and full stops

Early Learning Goals

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Literacy – Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy – Writing

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

Dictation Planning – Year 1

Autumn Term

Week	Sentence	FOCUS	Challenge
1	Dad can run.	Spaces, capital letters and full stops	Dad can run ...
2	It is hot now.	Spaces, capital letters and full stops	It is hot now that ...
3	I got to see a cat.	As above and capital letter for I	I got to see a cat then...
4	Mum is with my dog.	As above and personal pronoun	Mum is with my dog.
5	Get him then set off.	Spaces, capital letters and full stops	Get him then set off for...
6	I can park a big car.	As above and capital letter for I	I can park a big and...
7	All of the rats hid.	Spaces, capital letters and full stops	All of the rats hid behind...
8	Bob had a bad back.	Spaces, capital letters and full stops	Bob had a bad back and a...
9	This was not an egg.	Spaces, capital letters and full stops	This was not an egg. It was a...
10	I had to go into it too.	As above and capital letter for I	I had to go into the too.
11	Mum said no but I said yes.	As above and capital letter for I	Mum said no but I said yes and...
12	As if that was me.	Spaces, capital letters and full stops	As if that was me who...

Year 1	WRITING					
	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none">Spell words containing each of the 40+ phonemes already taughtSpell common exception words that have been taughtName the letters of the alphabet in orderUse letter names to distinguish between alternative spellings of the same soundUse –ing and –ed, where no change is needed in the spelling of root words	<ul style="list-style-type: none">Sit correctly at a table, holding a pencil comfortably and correctlyBegin to form lower-case letters in the correct direction, starting and finishing in the right placeForm capital lettersForm digits 0-9Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.	<ul style="list-style-type: none">Say out loud what they are going to write aboutDiscuss what they have written with the teacher or other pupilsUse simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary	<ul style="list-style-type: none">Has an awareness that ideas can be organised into a sequence	<ul style="list-style-type: none">Compose a sentence orally before writing itWrite a simple sentence starting with a personal pronounWrite a simple sentence starting with a noun/proper noun	<ul style="list-style-type: none">Leave spaces between wordsUse capital letter for namesUse capital letter for the personal pronoun ‘I’Begin to punctuate sentences using a capital letter and a full stopJoin words using ‘and’

Dictation Planning – Year 1

Spring Term

Week	Sentence	Focus	Challenge
1	Put it down and go.	Joining words with ‘and’	Put it down and go
2	Frogs can jump and hop.	Joining words with ‘and’ frogs can jump and hop.
3	You are shocking her.	Spaces, capital letters and full stops	You are shocking her by...
4	Singing that song is bad.	Spaces, capital letters and full stops	Singing that song is bad for the...
5	They will be hanging this up.	Spaces, capital letters and full stops	They will be hanging this up and...
6	She checked on his chicken too.	Spaces, capital letters and full stops	She checked on his... chicken too.
7	We fished for them.	Spaces, capital letters and full stops	We fished for them in the...
8	Look at what he cooked.	Spaces, capital letters and full stops	Look at what he cooked with his...
9	What day comes after Monday?	Capital letter for days of the week / Questions	What day comes after...
10	When will you help the little children?	Questions	When will you help the little children do...
11	Did you have some chips on Wednesday?	Capital letter for days of the week / Questions	Did you have some ... chips on Wednesday?
12	Saturday was when there were markets.	Capital letter for days of the week	Saturday was when there were markets and...

Phase 2	<ul style="list-style-type: none">Spell the days of the week		<ul style="list-style-type: none">Select basic ideas and content linked to the purpose of a task	<ul style="list-style-type: none">Sequence sentences to form short narratives	<ul style="list-style-type: none">Write a simple sentence with straight forward subject/ verb agreement	<ul style="list-style-type: none">Begin to punctuate sentences using a question mark
	<ul style="list-style-type: none">Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbsBegin to spell words using contracted forms		<ul style="list-style-type: none">Re-read what they have written to check that it makes sense			<ul style="list-style-type: none">Join clauses using ‘and’Use a capital letter for days of the week

Dictation Planning – Year 1

Summer Term

Week	Sentence	FOCUS	Challenge
1	Do his untidy boxes come from shops?	Questions, prefix (un) and noun phrases	Do his boxes come from shops or...
2	Foxes like going out at night.	Simple prepositions	Foxes like going out at night to...
3	The unhappy coaches went to one town.	Prefix (un) and noun phrases	The coaches went to one town to...
4	It's just so much fun!	Exclamation marks	It's just so much fun...
5	Don't tell me I'm too old!	Exclamation marks	Don't tell me I'm too old and...
6	Here is my house and here is your goat.	Join clauses using 'and'	Here is my ... house and here is your ... goat.
7	People saw Mr Green and he looked very glum.	Join clauses using 'and'	People saw Mr Green and he looked very...
8	Mrs Ford made the hat and called their helpline.	Join clauses using 'and'	Mrs Ford made the ... hat and called their helpline.
9	I could be the coolest kid.	Suffix (est)	I could be the coolest kid and...
10	It's about time you asked about my day!	Exclamation marks	It's about time you asked about my ...
11	Make it the longest by miles.	Suffix (est)	Make it the longest by miles so that...
12	Oh dear! The sharper thorn hurt.	Suffix (er) and exclamation marks	Oh dear! The sharper thorn hurt and...
13	The shorter cow came home.	Suffix (er)	The shorter cow came home and it...
14	Taller people can reach up high.	Suffix (er) and simple prepositions	Taller people can reach up high and they can...

Phase 3					
<ul style="list-style-type: none"> Can use the prefix un- Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 		<ul style="list-style-type: none"> Use simple prepositions 	<ul style="list-style-type: none"> Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions 	<ul style="list-style-type: none"> Write reliably formed simple and compound sentences 	<ul style="list-style-type: none"> Begin to punctuate sentences using an exclamation mark Use simple noun phrases (adjective + noun) Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Dictation Planning – Year 2

Autumn Term

Week	Sentence	FOCUS	Challenge
1	My school is great.	Statements	My school is great and I love...
2	Which friend should I play with today?	Questions	Which friend should I play ... with today?
3	I am very busy but I love hard work.	Conjunction – but	I am very busy but I love ...
4	Find some money or hunt for gold.	Conjunction – or	Find some ... money or hunt for ... gold.
5	Who says that our child is wild?	Questions	Who says that our ... child is wild?
6	What is coming up the path behind you?	Questions and prepositions	What is that ... coming up the path behind you?
7	When do you both have a break again?	Questions and homophones	When do you both have a ... break again?
8	Where can I move this plant to?	Questions	Where can I move this plant to it's ...
9	Why would most parents be cross?	Questions	Why would most parents be...?
10	Kindly stop pushing past me!	Suffix (ly) and commands	Kindly stop pushing past me because ...!
11	We're nearly in the last week of term!	Suffix (ly), contractions and exclamations	We're nearly in the last...
12	Christmas is coming around quickly!	Suffix (ly) and exclamations	Christmas is coming around quickly...

Year 2	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none">Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctlySpell by learning new ways of spelling phonemes for which one or more spellings are already knownSpell common homophonesSpell common exception words taught so farAdd suffixes to spell longer words, including –ly	<ul style="list-style-type: none">Form lower-case letters of the correct size relative to one anotherWrite capital letters and digits of the correct size, orientation and relationship to one another and to lower case lettersUse spacing between words that reflects the size of the letters	<ul style="list-style-type: none">Consider what they are going to write before beginning by planning or saying out loud what they are going to write aboutWhen planning, write down ideas and/or key words, including new vocabularyMake simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupilsRe-read to check that writing makes sense e.g. verb tense	<ul style="list-style-type: none">Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentenceUse brief opening and endingAppropriately sequences ideas	<ul style="list-style-type: none">Write questions (beginning with who/ what/ when/ where/ how etc)Write statements	<ul style="list-style-type: none">Use capital letters, full stops, question marks and exclamation to demarcate sentencesUse coordinating conjunctions (or/and/but)Write expanded noun phrases to describe and specifyUse the present and past tenses correctly and consistentlyUse –ly to turn adjectives into adverbs – slow/ slowly

Dictation Planning – Year 2

Spring Term

Week	Sentence	FOCUS	Challenge
1	Pull the door closed when you sing.	Conjunction – ‘when’ and commands	Pull the door closed when you sing...
2	You are beautiful after a walk if you have a bath.	Conjunction – if	You are beautiful after a walk if you have a ... bath.
3	I don’t mind that I am cold.	Conjunction – ‘that’ and contractions	I don’t mind that I am cold and ...
4	Everybody sat on the grass because the floor was wet.	Conjunction – because	Everybody sat ... on the grass because the floor was wet.
5	It’ll take a whole day to climb that but I’ve only got an hour.	Conjunction – ‘but’ and contractions	It’ll take a whole day to climb that ... but I’ve only got an hour.
6	I’d eat even less sugar to improve my diet.	Contractions	I’d eat even less sugar and ... to improve my diet.
7	It’s full of a handful of playful pixies.	Suffix (ful)	It’s full of a handful of playful pixies.
8	The class were so thoughtful that they have half away.	Suffix (ful)	The ... class were so thoughtful that they have half away.
9	Something so big can’t be heartless.	Suffix (less)	Something so big and ... can’t be heartless.
10	Why does her guide seem so fearless?	Suffix (less) and questions	Why does her guide seem so fearless when ...?
11	I’ve got to pass through so many giants!	Contractions and exclamations	I’ve got to pass through so many ... giants!
12	Prove you’ll work hard every day.	Contractions and commands	Prove you’ll work hard every day or ...
13	Get me a steak, a pretty hat and my father.	Comma in a list	Get me a ... steak, a pretty hat and my father.
14	I’m fast, naughty and sure to appear soon.	Comma in a list and contractions	I’m fast, naughty and sure to appear soon when...

	Phase 2	<ul style="list-style-type: none">Use the possessive apostrophe (singular)Add suffixes to spell longer words, including –ful, –less (to create adjectives)Spell more words with contracted formsDistinguish between homophones and near-homophones	<ul style="list-style-type: none">Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	<ul style="list-style-type: none">Proof-read to check for errors in spelling, grammar and punctuationSelection of relevant content shows an awareness of purpose and an emerging awareness of their audienceUse adventurous vocabulary appropriate to task	<ul style="list-style-type: none">Link related sentences through the use of pronouns and adverbials where appropriate	<ul style="list-style-type: none">Write commands using the imperative form of a verb	<ul style="list-style-type: none">Use subordinating conjunctions (when/ if /that /because)Use commas to separate items in a listUse apostrophes to mark where letters are missing in spellingUse the suffixes –er, -est, in adjectives
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Dictation Planning – Year 2

Summer Term

Week	Sentence	FOCUS	Challenge
1	The builder asked me to hold these higher above him.	Suffix (er) and preposition	The builder asked me to hold these higher above him because...
2	My eye is smaller than the earth!	Suffix (er) and exclamation	My eye is smaller than the earth and ...
3	Is a banana the strangest fruit?	Suffix (est) and questions	Is a banana the strangest fruit or ...
4	I laughed at the toughest test yet.	Suffix (est)	I laughed at the toughest test yet because ...
5	Our enjoyment was enough to please the group.	Suffix (ment)	Our enjoyment was enough to please the ... group.
6	We were in agreement that the answer was eight.	Suffix (ment)	We were in agreement that the answer was eight...
7	The strangeness of his clothes surprised them.	Suffix (ness)	The strangeness of his ... clothes surprised them.
8	The poor guard couldn't show any weakness.	Suffix (ness)	The poor guard couldn't show any weakness because ...
9	The famous drummer was singing so loudly behind the band.	Progressive form and preposition	The famous drummer was singing so loudly behind the band that ...
10	He was shouting the question to his favourite player.	Progressive form	He was shouting the question to his favourite player because...
11	Decide on Bob's special present this minute!	Possessive apostrophe and commands	Decide on Bob's special present this minute because ...
12	Sam's island is an important and busy place.	Possessive apostrophe	Sam's island is an important and busy place because ...
13	It's difficult to remember my football club's address.	Possessive apostrophe and contractions	It's ... difficult to remember my football club's address.
14	Promise to help us before we move along!	Commands and prepositions	Promise to help us before we move along or ...

	Phase 3	<ul style="list-style-type: none">Add suffixes to spell longer words –ment, –nessWrite from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far		<ul style="list-style-type: none">Use a range of prepositions (behind, before, above, along)		<ul style="list-style-type: none">Use sentences with different forms: statement, question, exclamation, command	<ul style="list-style-type: none">Use the progressive form correctly and consistently e.g. he was shouting.Use apostrophes to mark singular possession in nounsForm nouns using suffixes –ness, –er and by compounding e.g. whiteboard, supermanUse and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i>
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Dictation Planning – Year 3

Autumn Term

Week	Sentence	FOCUS	Challenge
1	I’ve been experimenting with peculiar exercises.	Suffixes – s, es, er,ed, ing	I’ve been experimenting with peculiar exercises...
2	Her decision was unpopular so she decided to disappear.	Prefixes – un, dis (root word <i>decide</i>)	Her decision to... was unpopular so she decided to disappear.
3	I awoke to find that an unusual octopus I’d caught hadn’t taken its medicine.	Apostrophes for contractions, irregular past-tense verbs	I awoke to find that a/an..... I’d caught hadn’t taken its medicine.
4	Their neighbour continued until they finally obeyed him.	Rarer GPCs with <i>ei</i> (<i>ei, eigh, aigh, ey</i>)	Their neighbour continued until they finally obeyed him and...
5	Grate the cheese and then wait before you guess the weight.	Homophones (<i>brake, great, eight, weight, son</i>)	Turn into direct speech.
6	Great work positioning that brake on your bicycle, son.	Homophones (<i>brake, great, eight, weight, son</i>)	Turn into direct speech.
7	Recently the length and size of their potatoes has increased.	Revise: homophones, Yr 2 prefixes and suffixes	Recently the length and size of their potatoes has increased because...
8	It is time to reconsider the options, reimagine and rebuild.	Prefixes – mis, re	Turn into direct speech.
9	Misbelief turned to anger as she cried, “You must’ve misheard me!”	Prefixes – mis, re, contractions, direct speech	Misbelief turned to ... as she ..., “You must’ve misheard me!”
10	There is a myth that pyramids are actually ancient Egyptian gyms.	<i>i</i> sound spelt y	Turn into direct speech.
11	“I’m certain my veins are grey,” he told the neighing doctor.	Revise rarer GPCs with <i>ei</i> (<i>ei, eigh, aigh, ey</i>)	“I’m certain my veins are grey,” he told the neighing doctor as he...
12	There is a licking league for people with extreme tongue lengths.	Words ending with the <i>g</i> sound spelt <i>gue</i>	Turn into direct speech.
13	“Here is the cheque for your completely grotesque statue,” stated Dave.	Words ending with the <i>k</i> sound spelt <i>que</i>	“Here is the cheque for your completely grotesque statue,” ... Dave.

Year 3	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none">Use further prefixes and suffixes and understand how to add them (English Appendix 1)Spell words that are often misspelt (English Appendix 1)Use the first two or three letters of a word to check its spelling in a dictionary	<ul style="list-style-type: none">Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedIncrease the legibility, consistency and quality of their handwriting	<ul style="list-style-type: none">Writing is clear in purposePlan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammarWhen planning, discuss and record ideasCompose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabularyEvaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements	<ul style="list-style-type: none">Organise writing into logical chunks and write a coherent series of linked sentences for eachSelect nouns and pronouns to provide clarity for the readerUse simple organisational devices, e.g. headings and subheadings	<ul style="list-style-type: none">Draft and write an increasing range of sentence structures (simple and compound)Use some variation in sentence types (statement/ command/ question/ exclamation)	<ul style="list-style-type: none">Use conjunctions to express time, place and causeUse adverbs and prepositions to express time, place and causeUse inverted commas to punctuate direct speechKnow when to use ‘a’ and ‘an’Proof-read for spelling and punctuation errorsUse irregular simple past-tense verbs e.g. awake / awoke