

Intent

With these aspirations, our **INTENT** for the reading curriculum is:

We strive to ensure that every pupil will develop the confidence to write, regardless of their background, needs or abilities.

To ensure children are able to write clearly, accurately and coherently, adapting their language for a range of contexts, purposes and audiences.

Children use their imagination to develop unique ideas, using a range of vocabulary for effect.

To equip children with transcriptional skills needed to support them in the composition of writing.

To develop children’s understanding of language and vocabulary so that they can write texts with rich and engaging language choices.

To ensure continual development of pupils’ confidence and competence in spoken language and listening skills to enhance their writing.

To develop understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

To support children to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words

Implementation		
Planning We value the importance of talk and discussion as part of the reading and writing process. Collaborative work, shared reading and writing and parent engagement is encouraged. Quality texts, inspiring experiences or visitors form the basis of all writing. Writing is planned using a clear sequence of lessons that build up to an extended piece of writing. Progression over time is achieved through careful planning and delivery of the sequences in which substantive literacy knowledge is built up session by session. Within each year group, pupils have the opportunity to write across a range of purposes and audiences. Writing becomes more complex in structure and independence across key stages.	Recording During English lessons, that take place daily, pupils have the opportunity to develop skills needed to communicate effectively through the written word by note-taking, planning, making lists, recording vocabulary, annotating and writing for a specific purpose. Pupils have individual books where the whole writing process from preparing, planning, drafting, proofreading and editing is recorded. Pupils are encouraged to take pride in their work through demonstrating good presentation and careful, legible handwriting is encouraged and praised. Each piece of writing can be tracked step-by-step and forms part of a pupil’s personal progression and attainment journey which in turn forms an important part of assessment for learning.	Assessment Writing is assessed at the end of each half-termly unit on Sonar which links directly to the national curriculum objectives used for planning. A range of summative and formative assessment strategies are used to identify misconceptions and inform future teaching and learning during the writing process. High-quality, targeted feedback is provided to children which focuses on the progress in their writing and refers back to assessment frameworks and our writing non-negotiables. Children’s independent writing is assessed termly against the school writing assessment criteria based upon the national curriculum through year group moderation. Children’s writing is moderated with other schools within the trust, SALT and through external moderation.

EYFS

We use Read Write Inc (RWI) in Reception and KS1 to ensure that pupils gain a structured knowledge of phonics to allow them to confidently decode and then to apply this knowledge in their writing. In EYFS pupils have additional access to a writing station and activities that promote fine motor skills.

SEN

SEN pupils have full access to English lessons and teachers plan carefully to ensure that barriers are removed and scaffolding is in place so that all pupils feel successful. Teachers and support staff are aware of pupils' needs and ensure that English lessons are accessible, meaningful and inspiring. Word processing, photos, creative practice and the use of Clicker 8 is used to ensure that work is recorded and valued. Targeted interventions are used to pre-teach, re-teach and work towards closing attainment gaps.

Impact

The programmes of study for writing at key stages 1 and 2 consist of two dimensions:

Transcription (spelling and handwriting)

Composition (articulating ideas and structuring them in speech and writing)

KS1

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*1
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

KS2

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)

		• spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary - to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed.
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Progression across year groups

Early Years Writing			
Composition	Spelling	Handwriting	Grammar, Punctuation, Spelling
EXPERIENCES – talk about stories and experiences showing awareness of the listener - develop own narratives and explanations by connecting ideas and events PLANNING – make simple story maps and add captions and labels READ ALOUD – tell and perform simple stories	- learn a range of phonemes - apply to simple CVC words - use phonic knowledge to spell words - spell some irregular common words correctly - write simple rhyming strings, following pattern	- sit correctly at a table - use writing tools effectively - begin to form letters using the cursive script - recognise and write letters in own name	- use capital letter for start of name and for ‘I’ - know what a vowel is - know what a consonant is - leave spaces between words
Year One Writing			
Composition	Spelling	Handwriting	Grammar, Punctuation, Spelling
EXPERIENCES - develop sentence writing PLANNING - say out loud what they are - going to write about DRAFTING - compose a sentence orally before writing it - sequence sentences to form short narratives EDITING - re-read what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils READ ALOUD their writing, clearly enough to be heard by their peers and the teacher.	- spell words containing each of the 40+ phonemes already taught - spell common exception words - spell the days of the week - name the letters of the alphabet in order - use letter names to distinguish between alternative spellings of the same sound - add prefixes and suffixes: - use the spelling rule for adding –s or –es as the plural marker for nouns and third person singular marker for verbs - use the prefix un–	- sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting ‘families’ (ie, letters that are formed in similar ways) and to practise these.	- use and apply understanding of concepts set out in Appendix 2 - leave spaces between words - join words and clauses using and - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ - use grammatical terminology when discussing writing.

	- use –ing, –ed, –er and –est where no change is needed in the spelling of root words [ie, helping, helped, helper, eating, quicker, quickest] - apply simple spelling rules, as listed in Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences and common exception words taught so far.		
Year Two Writing			
Composition	Spelling	Handwriting	Grammar, Punctuation, Spelling
EXPERIENCES - develop positive attitudes and stamina for writing by tackling a range of genres - write narratives about personal experiences and those of others (real and fictional) - write about real / current events - write poetry - write for different purposes PLANNING - consider what they are going to write before beginning: - plan or say out loud what they are going to write about DRAFTING - write down ideas and/or key words, including new vocabulary - encapsulate what they want to say, sentence by sentence EDITING - make simple additions, revisions and corrections to their own writing:	- segment spoken words into phonemes and representing these by graphemes, spelling many correctly - learn new ways of spelling phonemes and learn some words with each spelling, including a few common homophones - learn to spell common exception words - learn to spell more words with contracted forms - learn the possessive apostrophe (singular) [for example, the girl's book] - distinguish between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	- form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters.	- use and apply understanding of concepts set out in Appendix 2 - learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - use sentences with different forms: statement, question, exclamation, command - use expanded noun phrases to describe and specify [for example, the blue butterfly] - use the present and past tenses correctly and consistently including the progressive form

- evaluate their writing with the teacher and other pupils - re-read to check that their writing makes sense and that verbs are used correctly and consistently - proof-read to check for errors in spelling, grammar and punctuation READ ALOUD their writing, with appropriate intonation to make the meaning clear	- apply spelling rules and guidance, as listed in Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the using the Grapheme Phoneme Correspondences and common exception words taught so far.		- use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - use features of written Standard English - use and understand grammatical terminology when discussing writing.
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Year Three Writing

Composition	Spelling	Handwriting	Grammar, Punctuation, Spelling
EXPERIENCES - discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar PLANNING - discuss and record ideas informally before writing initial draft - compose and rehearse sentences orally (including dialogue) - build a varied and rich vocabulary linked to GPS and an increasing range of sentence structures DRAFTING – introduce use of paragraphs linked to themes in writing - in narratives, create settings, characters and plot - in non-narrative writing, use simple organisational devices [ie, headings and sub-headings] - assess the effectiveness of own and others’ writing EDITING - suggest improvements, ie changes to grammar and vocabulary to	- use further prefixes and suffixes and understand how to add them (Appendix 1) - spell simple homophones – <i>there, their, they’re, too, to, two, where, wear</i> - spell common words that are often misspelt (Appendix 1) - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far <i>Adding suffixes beginning with vowels to words of more than one syllable:</i> - <i>doubling the consonant, forgotten</i> - <i>the i sound as ‘y’ as in gym</i>	<i>Continue to practise correct letter formation to develop speed and consistency</i> - use the diagonal and horizontal strokes that are needed to join letter - understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting - ensure that the downstrokes of letters are parallel and equidistant – ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	- learn, use and develop understanding of concepts set out in Appendix 2 - extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - use present perfect form of verbs in contrast to the past tense - use conjunctions, adverbs and prepositions to express time and cause - highlight grammatical and other features in writing through punctuation - <i>introduce use and punctuation of direct speech</i> - use and understand grammatical terminology when discussing writing and reading:

reflect consistent application of knowledge, with support - proof-read for spelling and punctuation errors READ ALOUD to a group or whole class – begin to use appropriate intonation and control the tone and volume so that the meaning is clear.	- the <i>u</i> sound as <i>ou</i> as in touch - <i>-ation, -ly</i> - <i>-sure, -ture, -er</i> - <i>-sion, -tion</i> Adding prefix: - <i>un, dis, mis</i> where they have negative meanings <i>ch</i> as in chorus and in <i>chef</i> - <i>ei, -eigh, -ey</i>		- <i>preposition, conjunction, word family, prefix, clause, subordinate clause, suffix, consonant letter, vowel letter, inverted commas / speech marks</i> - use of <i>a</i> and <i>an</i> according to whether the noun begins with a vowel or a consonant
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Year Four Writing			
Composition	Spelling	Handwriting	Grammar, Punctuation, Spelling
EXPERIENCES - discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar - compare different genres of writing to explore differences and similarities - link to own experiences to compose texts for specific purpose / audience PLANNING - discuss and record ideas in detail before writing initial draft - compose and rehearse sentences orally (including dialogue) - build a varied and rich vocabulary linked to GPS - develop an increasing range of sentence structures DRAFTING - organise paragraphs around a theme - in narratives, create settings, characters and plot using models from own reading experiences	- use further prefixes and suffixes and understand how to add them (Appendix 1) - spell further homophones, including near homophones, <i>effect, affect</i> - spell common words that are often misspelt (Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [ie, girls', boys'] and in words with irregular plurals [ie, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far Adding prefixes:	Apply knowledge of letter formation to produce consistently well formed and effective handwriting - use the diagonal and horizontal strokes that are needed to join letter - understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting - ensure that the downstrokes of letters are parallel and equidistant – ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	- learn, use and develop understanding of concepts set out in Appendix 2 - choose nouns or pronouns appropriately for clarity and cohesion - use conjunctions, adverbs and prepositions to express time and cause, using commas to add clauses to sentences - use fronted adverbials - highlight grammatical and other features in writing through consistent use of punctuation - use commas after fronted adverbials - indicate possession by using the possessive apostrophe with plural nouns

- in non-narrative writing, use simple organisational devices [ie, headings and sub-headings] - assess the effectiveness of own and others' writing linked to improving skills EDITING - suggest improvements, ie changes to grammar and vocabulary to improve consistency - proof-read independently for spelling and punctuation errors READ ALOUD confidently to a group or whole class - use appropriate intonation and control the tone and volume so that the meaning is clear.	- <i>-im-, re-, sub-, inter-, super-, anti-, auto</i> Adding suffixes: - <i>-ous</i> - <i>-tion, -sion, -ssion, -cian</i> Spelling patterns - <i>-gue, -que</i> - <i>sc – science</i>		- use and punctuate direct speech with speech marks and commas to mark start of speech - use and understand grammatical terminology when discussing writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial, verb inflexions</i>
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Year Five Writing			
Composition	Spelling	Handwriting	Grammar, Punctuation, Spelling
EXPERIENCES / PLANNING - identify audience and purpose - select appropriate form, use similar writing as model - note and develop initial ideas, drawing on reading and research - consider how authors develop characters and settings DRAFTING - select appropriate grammar and vocabulary, showing how meaning can be enhanced - describe settings, characters and atmosphere - integrate dialogue to convey character and advance the action - begin to use a wide range of devices to build cohesion across paragraphs	- use further prefixes and suffixes and understand the guidance for adding them - continue to distinguish between homophones and other words which are often confused - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus	- write legibly, fluently and with increasing speed - choose which shape of a letter to use when given choices - decide whether or not to join specific letters - choose the writing implement that is best suited for a task	- learn, use and develop understanding of concepts set out in Appendix 2 for Year 5 - recognise vocabulary and structures appropriate for formal speech - begin to use passive verbs to affect the understanding of information - begin to use the perfect form of verbs to mark relationships of time and cause - begin to use expanded noun phrases to convey information - use modal verbs or adverbs to indicate degrees of possibility - begin to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely - indicate grammatical and other features in writing through punctuation

- use organisational and presentational devices to structure text and guide the reader EDITING – begin to assess the effectiveness of own and others’ writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout - ensure correct subject and verb agreement, singular and plural - distinguish between language of direct and indirect speech and writing - proof-read for spelling / punctuation errors READ ALOUD - perform own compositions, use appropriate intonation, volume and movement so that meaning is clear.			- use commas appropriately to clarify meaning or avoid ambiguity in writing - begin to use hyphens to avoid ambiguity - begin to use brackets, dashes or commas to indicate parenthesis - begin to use semi-colons, colons or dashes to mark boundaries between independent clauses - begin to use a colon to introduce a list - begin to punctuate bullet points consistently - use and understand grammatical terminology when discussing writing and reading.
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Year Six Writing

Composition	Spelling	Handwriting	Grammar, Punctuation, Spelling
EXPERIENCES / PLANNING - identify audience and purpose - select appropriate form, use similar writing as model - note and develop initial ideas, drawing on reading and research - consider how authors develop characters and settings DRAFTING - select appropriate grammar and vocabulary, showing how meaning can be enhanced - describe settings, characters and atmosphere	- spell some words with ‘silent’ letters [ie, knight, psalm, solemn] - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 - use dictionaries to check the spelling and meaning of words	Continue to: - write legibly, fluently and with increasing speed by - choose which shape of a letter to use when given choices - decide whether or not to join specific letters - choose the writing implement that is best suited for a task	- learn, use and develop understanding of concepts set out in Appendix 2 for Year 6 - continue to recognise vocabulary and structures appropriate for formal speech /writing, - include subjunctive forms in writing - continue to use passive verbs to affect the understanding of information - continue to use the perfect form of verbs to mark relationships of time and cause - use expanded noun phrases to convey complicated information concisely

-integrate dialogue to convey character and advance the action - précis longer passages - continue to use a wide range of devices to build cohesion across paragraphs - continue to use organisational and presentational devices to structure text and guide the reader EDITING - assess the effectiveness of own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout - ensure correct subject and verb agreement, singular and plural - continue to distinguish between language of direct and indirect speech and writing - proof-read for spelling / punctuation errors READ ALOUD – publish and perform own compositions, use appropriate intonation, volume and movement so that meaning is clear by differentiating genres.	- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus		- continue to use modal verbs or adverbs to indicate degrees of possibility - continue to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely - indicate grammatical and other features in writing through a wide range punctuation - use commas appropriately and without error to clarify meaning or avoid ambiguity in writing - continue to use hyphens to avoid ambiguity - consolidate use of brackets, dashes or commas to indicate parenthesis - consolidate use of semi-colons, colons or dashes to mark boundaries between independent clauses - consolidate use of a colon to introduce a list - continue to punctuate bullet points consistently - use, discuss and understand grammatical terminology when discussing writing and reading.
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