



# Writing

## Curriculum Overview

*"No matter what anybody tells you, words and ideas can change the world."*

John Keating

# CURRICULUM OVERVIEW

## Writing

AT HURWORTH, WRITING IS AN ESSENTIAL PART OF THE CURRICULUM. IT IS A SUBJECT THAT IS AN INTEGRAL PART OF ALL LEARNING, SUPPORTING AND BENEFITING FROM THE WHOLE CURRICULUM.

### INTENT - WE AIM TO...



Deliver an engaging, creative and exciting curriculum with quality literature at the heart, helping to develop a love of writing and inspiring children to want to write through rich language models and structures.



Encourage children to express their thoughts and ideas clearly and creatively through the written word, learning to compose and use imagination in their writing.



Provide children with essential transcription and grammar skills, learning to spell, form letters and craft sentences for meaning.



Encourage children to develop an awareness of audience, ensuring writing makes sense and is purposeful through a range of different narrative and non-narrative contexts, building on word-, sentence- and text-level skills.



Develop children into writers with an understanding of the writing process, including proof-reading, editing, improving and transforming to enhance their work and publishing for a purpose, learning to take pride in their writing.



Ensure writing is a transferable skill and that children are able to apply their writing skills to communicate across the wider curriculum, paving the way for success.



Support children to be articulate and confident communicators, drawing on their speaking, listening and reading to express themselves through written language and enhance their learning.

### IMPLEMENTATION - HOW DO WE ACHIEVE OUR AIMS?

At Hurworth Primary School, we immerse our children in a stimulating environment characterised by rich talk, quality texts, adventurous vocabulary and real-life experiences. Our overarching goal is to enhance children's life experiences through cultivating a deep appreciation for writing as an imperative life skill that can be applied right across the curriculum and throughout their lives. Children develop their word-level, sentence-level and text-level skills through our English lessons and use writing as a versatile tool through our wider curriculum.



Transcription

The physical skills of handwriting, typing and spelling which need to be developed to fluency.



Composition

The ability to draw on a set of knowledge and skills relating to texts, language and the world to express meaning



Executive Function

The self-regulation to engage in planning, goal setting and management skills which support writing – 'taking control of their thoughts and actions'. This comes through the writing process.

# CURRICULUM OVERVIEW

## Writing

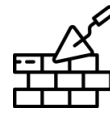
### A CONSISTENT AND SYSTEMATIC APPROACH

Early in the learning process, our core components of writing (transcription and composition) may be developed in isolation, with children developing their executive function through both. As children develop their expertise, the components become more integrated.

In EYFS, writing is taught in accordance with the Early Learning Goals. Children learn to write graphemes, words, captions and simple sentences using key experiences and texts as inspiration. Ideas are always collected and discussed prior to mark-making and writing and children learn to orally compose.

In KS1, lessons are clearly structured to allow children to develop essential knowledge and skills. Transcription sessions allow children to develop their basic skills. Children continue to practise these skills within English lessons in response to texts and experiences and begin to compose when they are ready. Lessons in KS1 are structured to allow our children to discuss ideas for writing before forming written pieces. Children are taught essential knowledge and skills to craft a piece of writing over time and begin to explore the writing process.

This continues into KS2, where teachers guide children through a clear writing process and children have the opportunity to generate ideas, plan, draft, edit and publish their writing.



### A STRONG START

Literacy is embedded across Early Years provision through the characteristics of effective teaching and learning: *playing & learning, active learning and creating & thinking creatively*. This allows our children to develop a love of Literacy, where they are confident, articulate and increasingly independent. Key aspects of the Literacy offer in Early Years ensure that children develop accurate letter and number formation and that they listen and take part in five language rich experiences a day (for example stories, nursery rhymes, poems, songs and rhymes).

The Lingfield Education Trust 'Early Years Expectations: Trust Ready' curriculum planning document is a key driver in the planning and delivery of Literacy and Writing opportunities in Early Years. It details key assessment points which extend beyond the Early Learning Goals. Adults talk to children about the world around them and link high quality texts to real life experiences to develop vocabulary in context. Writing is then taught in terms of transcription (spelling through phonics; letter formation through phonics and handwriting) and composition (articulating ideas and structuring them in speech, beginning to write them down).



Children at the expected level of development by the end of Early Years will:

Writing Early Learning Goal	Fine Motor Skills Early Learning Goal
<ul style="list-style-type: none"><li>• Write recognisable letters which are mostly correctly formed.</li><li>• Spell words by identifying sounds within them and representing the sounds with a letter(s).</li><li>• Write simple sentences/phrases that can be read by others.</li></ul>	<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>

# CURRICULUM OVERVIEW

## Writing



### A CLEAR WRITING PROCESS

In EYFS, writing activities are carefully planned to allow children to develop their transcription skills. When composing, ideas are collected and discussed prior to mark-making and writing.

In KS1, lessons are clearly structured to allow children to develop essential knowledge and skills. Transcription skills are practised within additional sessions. In English lessons, children learn to compose. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. This requires clarity; awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary, spelling and grammar. Lessons in KS1 are structured to allow our children to discuss ideas for writing before forming written pieces. Children are taught essential knowledge and skills to craft a piece of writing over time in order to build stamina, and sufficient time is given to ensure children write quality pieces of work and begin to understand the writing process.

In KS2, teachers continue to guide children through a clear writing process and children have the opportunity to generate ideas, plan, draft, edit, publish and transform their writing.



### SPOKEN LANGUAGE DEVELOPMENT

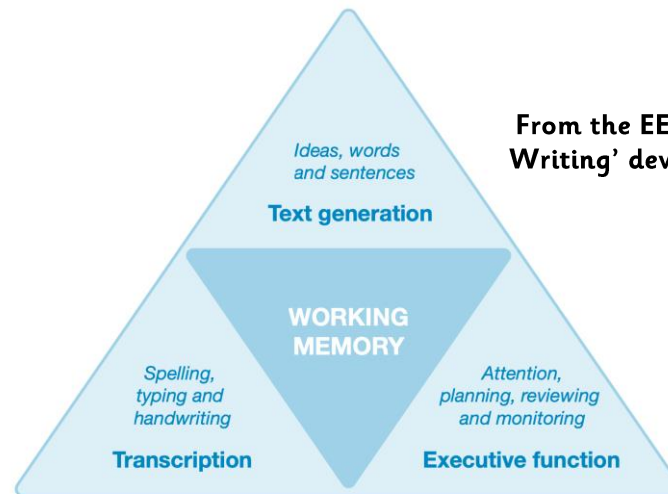
We know that writing floats on a sea of talk, and so speaking and listening are intrinsically woven within each unit of writing. Children learn to use a range of language structures linked to the text type. These are set out in our Speaking and Listening Curriculum Overview document.



### RECORDING WORK

Across the writing sequence, work is recorded in a variety of ways to capture the nature of the session. Where sessions are discussion or group based, learning is recorded in our class floor books. Where children have been independently applying their new knowledge, this is recorded in their purple English books. Published written work is completed in green writing books.

Children receive verbal feedback, live marking and written feedback in writing. Please see our Marking and Feedback Policy for more information about this.



From the EEF, based on 'The Simple View of Writing' developed by Beringer et al. (2002).



## TRANSCRIPTION

Transcription refers to the physical skills of **handwriting, typing, spelling and sentence construction**. When children enter our school, we are aware that transcription is conscious and effortful and so places significant demand on working memory. This is why we explicitly teach children these skills, supporting children to develop automaticity that will lead to fluency in their transcription through high quality practice. This will, in turn, support their composition skills as they move through the school.

Year Group	Letter Formation/Handwriting Practice
Reception	<ul style="list-style-type: none"> <li>Daily Little Wandle letter formation until the end of Phase 2</li> <li>Handwriting sessions twice a week from the middle of Autumn 1 focusing on gross motor and fine motor skills, linked to mark-making</li> <li>Focused handwriting sessions twice a week, revisiting lower-case letter and number formation and introducing capital letter formation following the end of Phase 2</li> <li>Teacher support of letter formation within transcription and composition sessions</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Handwriting sessions four times a week, revisiting lower-case, capital letter and number formation</li> <li>Teacher support of letter formation within transcription and composition sessions</li> </ul>
Year 2 - 4	<ul style="list-style-type: none"> <li>Handwriting sessions three times a week, introducing joins between letters</li> <li>Teacher modelling of letter formation within transcription and composition sessions</li> </ul>
Year 5+	<ul style="list-style-type: none"> <li>Handwriting interventions for children who need additional support with handwriting</li> <li>Teacher modelling of letter formation within transcription and composition sessions</li> </ul>



## HANDWRITING

Handwriting refers to children's ability to use writing tools to create written knowledge. We know that handwriting is complex; it requires children to co-ordinate physical, visual and cognitive skills.

At Hurworth Primary School, we aim to develop children's fluent handwriting through regular practice and feedback. We aim to give specific and accurate feedback to support children's automaticity at the point of writing.

Handwriting instruction at Hurworth starts from the moment the children enter the building, through mark-making, and moves onto more formal instruction once children access the first GPCs within our Little Wandle Letters and Sounds Revised programme. Children develop their letter formation of single letters within Reception, using the Little Wandle mantras to support them. They learn how to form capital letters when revisiting lower-case letters and also practise forming numbers. Children in Year 1 revisit these areas, beginning to apply the formation into words. As children move into Year 2, they learn to join between letters and apply this formation within words. This continues into Year 3 and 4, with children developing further joins. Children in KS2 begin to experiment using pen, choosing their preferred writing implement.

From UKS2, handwriting is reinforced through modelling, but handwriting lessons may be taught to specific cohorts or groups of children to support their fluent handwriting development.

Please see our separate Handwriting Long Term Plan and Letter Formation documents for more information.

# CURRICULUM OVERVIEW

## Writing



### TYPING

At Hurworth Primary School, children learn to type within their computing lessons. This is developed each year, with children becoming more confident in typing speedily. Typing can be used when publishing pieces when children are confident typers. Some children may need to type due to their specific needs. They receive additional practice to ensure that their typing skills become fluent.

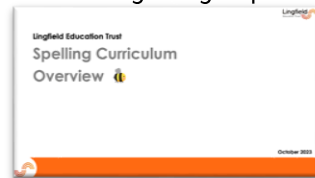


### SPELLING

Spelling is taught daily, through Little Wandle Phonics sessions and, from Year 1, the Lingfield Education Trust Spelling Curriculum.

Each week, children learn new spelling patterns or focus on words from the statutory word lists using the Lingfield Education Trust spelling programme. This programme contains the important content from the National Curriculum Spelling Appendix 1 and words taken from the statutory year group word lists. We have a strong emphasis on learning the pattern as opposed to 'learning the word' so that children are more able to apply spelling strategies to new and unfamiliar vocabulary. Children encounter regular opportunities to practise their spellings and revisit these within and across year groups. Each week, a low-stakes 'Spelling Bee' is used to check that children are retaining taught patterns and can apply these to new words.

Please see the separate Lingfield Education Trust Spelling Curriculum Overview for more information.



### SENTENCE CONSTRUCTION

Sentence construction is where sentences that effectively convey meaning, with appropriate grammar, syntax and punctuation, are formed. It is the bridge between transcription and composition. Children practise writing sentences composed by a teacher through dictation within the initial years at Hurworth Primary, writing sentences using the letter-sound combinations taught, and this practice continues through school within transcription sessions. This frees children's cognitive resources, enabling them to focus on their transcription skills through extensive practice.

Children are taught how to build sentences through developing their understanding of word class. They learn what the subject and verb of a sentence are, and how this can help them to build single-clause sentences. Time is spent in each year group embedding this so that children are confident in constructing sentences.

As children's transcription skills become more embedded, their working memory is able to concentrate more on writing composition. They learn to compose sentences using their own ideas, scaffolded by teachers' modelling of how to create single-clause sentences and then how to combine clauses to form sentences with more complex grammatical structures. Activities such as sentence-combining, framing, expanding and shrinking are used to support children initially, with children then moving onto collaborative and independent sentence writing so that, within composition, they can form sophisticated sentences that convey meaning and effect linked to the audience and purpose.



## EVERY PIECE EVERY TIME

Each year group has a set of expectations for the basic elements each piece of writing should have. These are in line with what the children have been taught and are referred to within English lessons and across the wider curriculum. These expectations are adapted for children with specific needs.



### Every Piece, Every Time

In Reception, our writing must always...

- Start at the left.
- Go from top to bottom.
- Go from left to right.
- a** Have graphemes formed in the correct direction.
- sat** Have our graphemes sat next to each other.
- Have finger spaces between words.



### Every Piece, Every Time

In Year 1, our writing must always...

- Have neat handwriting that is formed in the correct direction and is sat on the line.
- Have finger spaces between words.
- A** Have capital letters to start sentences.
  - Have full stops to finish sentences.
- A** Have capital letters for names and the pronoun I.



### Every Piece, Every Time

In Year 2, our writing must always...

- Have neat handwriting that is consistently sized, is sat on the line and has some joins.
- Have finger spaces between words.
- A** Have capital letters to start sentences.
  - Have full stops to finish sentences.
- A** Have capital letters for names and the pronoun I.
- ?!** Use question marks and exclamation marks correctly.



### Every Piece, Every Time

In Year 4, our writing must always...

- Have clear, joined handwriting.
- A** Have capital letters and full stops.
- A** Have capital letters for names and the pronoun I.
- ?!,** Use question marks, exclamation marks and commas correctly.
- '** Use apostrophes for contraction and possession.
- Be written in the correct tense.
- Be written in paragraphs.



### Every Piece, Every Time

In Year 6, our writing must always...

- Have clear, joined handwriting.
- A** Have capital letters and full stops.
- A** Have capital letters for proper nouns.
- ?!, ( ) -** Use question marks, exclamation marks, commas, brackets and dashes correctly.
- '** Use apostrophes for contraction and possession.
- Be written in the correct tense and in Standard English.
- Be written in paragraphs.



### Every Piece, Every Time

In Year 3, our writing must always...

- Have neat, joined handwriting that is consistently sized.
- A** Have capital letters and full stops.
- A** Have capital letters for names and the pronoun I.
- ?!** Use question marks and exclamation marks correctly.
- '** Use apostrophes for contraction and possession.
- Be written in the correct tense.



### Every Piece, Every Time

In Year 5, our writing must always...

- Have clear, joined handwriting.
- A** Have capital letters and full stops.
- A** Have capital letters for proper nouns.
- ?!,** Use question marks, exclamation marks and commas correctly.
- '** Use apostrophes for contraction and possession.
- Be written in the correct tense and in Standard English.
- Be written in paragraphs.

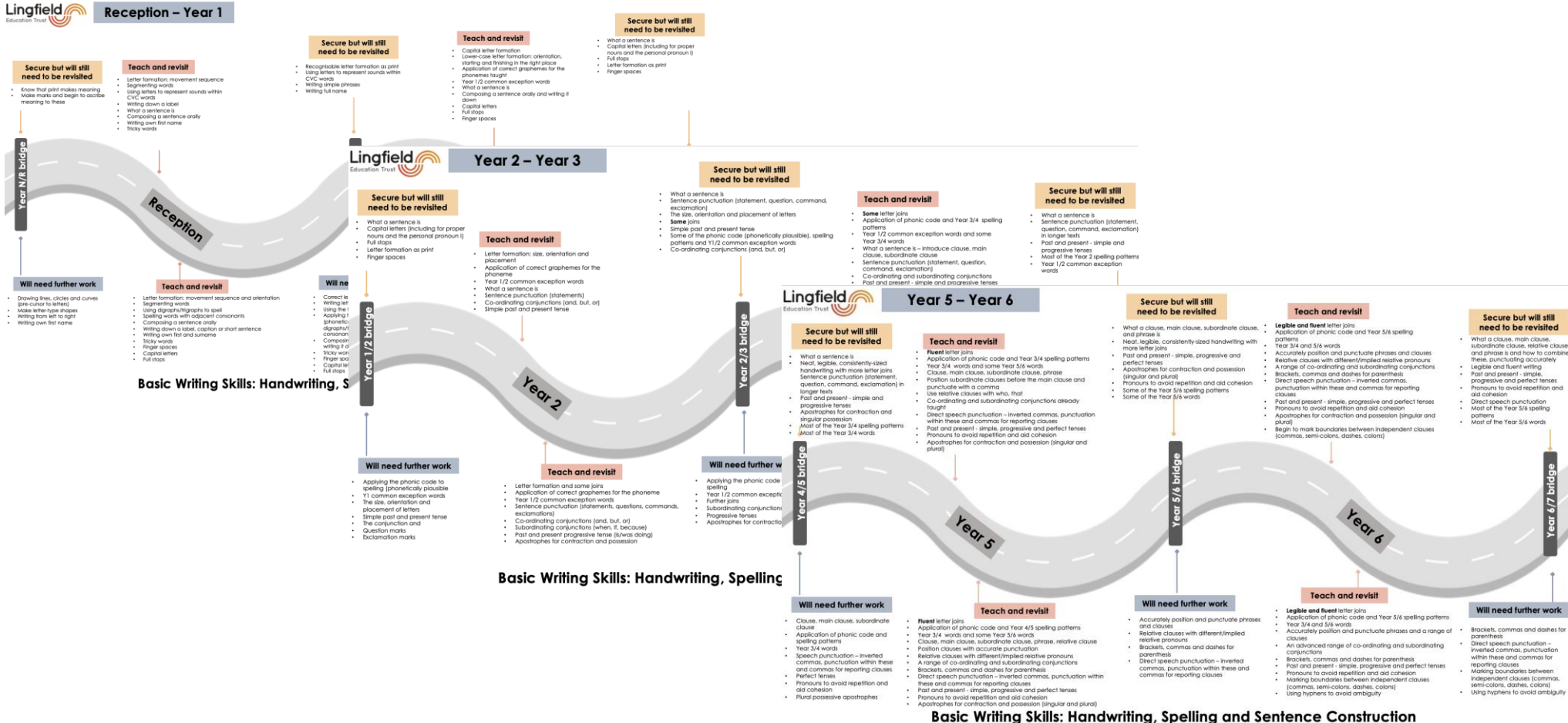
# CURRICULUM OVERVIEW

# Writing



## BASIC SKILLS ROAD MAPS

Our Lingfield Education Trust Basic Skills Road Maps help teachers to identify the key elements of transcription that children have previously encountered and which elements will need to be revisited so that they can be embedded. We recognise that not all children will move through the journey at the same pace, and so these maps can be used to track back and identify what children need additional support with. These road maps aim to help with transition between year groups and ensure that children are not moved on through the curriculum too quickly without embedding their basic skills.





# CURRICULUM OVERVIEW

## Writing



### COMPOSITION

We recognise that children must develop extensive knowledge in order to become effective writers. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. Children need to have a knowledge of words, sentence grammar, text structures and the demands and process of writing. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary, spelling and grammar. Our writing process at Hurworth explicitly teaches these elements to ensure that children are confident when composing writing for themselves.

Oral and written composition are intrinsically linked. We ensure that children develop their speaking and listening skills across the curriculum, as well as helping them to orally compose. We encourage composition from Reception, however this is heavily scaffolded for our children until their transcription skills have become more automated.



### HIGH-QUALITY TEXTS

Through our writing curriculum, we aim to turn enthusiastic readers into writers who can express their thoughts and ideas throughout a range of genres. To facilitate this, our children are immersed in a breadth of high-quality literature, visual and digital texts, and these are used to inspire writing. Through close links with our reading curriculum, we aim to use these texts to encourage the children to develop culturally, emotionally, socially and spiritually. Texts are chosen to enhance creativity and often make links to the children's interests and our wider curriculum areas where appropriate.



### DOMAIN KNOWLEDGE

Our writing process allows children to develop secure knowledge of the domain they are writing about. This may be through a quality text, wider curriculum lessons or a real-life experience. We also use our English lessons to develop children's broader knowledge of the world, helping children to develop their vocabulary and writing, as well as reading.



### TEXT-LEVEL KNOWLEDGE

Children at Hurworth Primary School are exposed to a wide range of text types within the reading curriculum. This allows them to see the different forms writing can take and feeds into the writing curriculum, where children learn to write for different contexts, purposes and audiences, using different forms and structures within fiction and non-fiction writing.

Children begin by creating texts for familiar audiences. As they gain experience with writing and begin writing within more varied contexts, they move onto more diverse audiences.

Teachers support children to break down the compositional features that writers use to meet the needs of the purpose, audience, form and structure of writing, thinking about how words, sentences and the whole text have been shaped, through English and reading lessons. Children are exposed to real and teacher-written models and learn to unpick these by looking at compositional components. They are then supported to emulate these approaches in their own writing. Teachers also live-model shaping texts to suit the context, audience and purpose, supporting children how to compose their own writing.



Composition

# CURRICULUM OVERVIEW

## Writing



### WRITING FOR AUDIENCES AND PURPOSES

Meaningful opportunities are provided for children to write for real purposes and audiences through a range of narrative and non-narrative contexts. We encourage children's creativity and want to broaden their imaginations by taking them to fantasy worlds, providing language-rich environments and giving them real-life experiences. In Reception and Key Stage 1, children begin to write for different audiences and encounter different contexts to write for a purpose. This is developed and strengthened in Key Stage 2, where children enhance their understanding of a writer's craft and see themselves as authors. In Key Stage 2, writing purposes are repeated and built upon across the key stage to solidify understanding of contexts and enhance skills and knowledge in grammar, sentence structure and punctuation. Children begin to consider the writing style in Upper Key Stage 2.



#### Context

What sort of writing am I doing?



#### Audience

Who am I writing this for?



#### Purpose

Why am I writing this?



#### Style

What tone will my writing have?

When we write for different purposes, we might write to....



entertain



inform



persuade



discuss



recount



describe



perform



instruct



explain

These might be broken down further into the following purposes:



... as well as other purposes linked to our final outcome.

### SENTENCE-LEVEL KNOWLEDGE

Grammar and syntax are taught in context within the writing sequence, and these elements are clearly linked to how they will be practically applied in children's writing. Grammar and sentence instruction focuses on building children's grammatical knowledge and ensuring that they learn to use a range of sentence structures that articulate meaning. Children learn how to apply newly-taught grammar within sentences and paragraphs and embed this progressively through meaningful and engaging writing units. They are taught to use precise grammatical terminology to discuss and learn from the works of notable authors, learning to explain their own authorial choices. Standalone grammar lessons are taught to revisit previous concepts in Upper Key Stage 2.

### WORD-LEVEL KNOWLEDGE

At Hurworth, we see vocabulary development as essential to children's writing composition. Writing instruction is intertwined with vocabulary instruction to support children's writing composition, helping to develop secure mental models of new vocabulary. We aim to link words' meanings to different contexts, as well as their grammar, spelling, etymology and morphology. Through our English lessons, we look at the meanings of new words and ensure that children can proficiently apply these in their own writing through:

- Explicit vocabulary instruction that introduces new vocabulary within our writing process
- Planned opportunities for children to understand the meanings of new vocabulary, linked to texts and experiences.
- Planned opportunities for children to use vocabulary in their spoken language, reading and writing, making links between these.

# CURRICULUM OVERVIEW

# Writing



## GRAMMAR PROGRESSION

Our grammar progression is used to ensure that we can track children's learning of a particular element backwards and forwards. This allows staff to make adaptations to the curriculum, build on prior knowledge and be consistent in the terminology they use. This links to the National Curriculum for English and our Trust Writing Standards. The progression is broken down into word level, sentence level, text level and punctuation.



## FLASHBACK 4

We use Flashback 4 at the start of each lesson to check and review children's prior knowledge and make links between their prior knowledge and today's learning. Each lesson starts with a grammar, punctuation and improving focus, alongside something that will prepare the children for today's lesson. This allows them to consistently revisit elements they have learnt, strengthening these in their long-term memories and allowing them to encounter and apply grammatical vocabulary.

### Grammar and Punctuation | Curriculum Progression for Learning



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word: Determiners</b>		A determiner is a word that introduces a noun.	Use different determiners within expanded noun phrases.	A determiner identifies a noun in detail. Determiners can be articles (a, an, the), demonstratives (this, that), possessives (your, his), quantifiers (some, many), numbers (one, sixty).  Articles are words which tell us whether a noun is general (any noun) or specific. Articles are a type of determiner.  <i>There are three articles: the (definite or definite), a (indefinite or indefinite) and an (indefinite or indefinite) when followed by a noun which begins with a vowel.</i>			
<b>Word: Nouns and Pronouns</b>		A noun names an object, person, place or idea.  A suffix is a letter or group of letters added to the end of a word which makes a new word.  When a noun is singular, it means there is one of them. When a noun is plural, it means there is more than one.  Add regular plural noun suffixes -s or -es to do. We see -s with nouns which end in: -s, -ch, -sh, -x, -z, -ss, -sses.  Add the suffix -er to verbs to form nouns when there is no change to the root word needed.  A countable noun describes a class of objects and does not have a capital letter. It is the general name for something. <i>cat, pencil, planet</i>  Proper nouns are the names of specific people, places, days of the week, months of the year, and that are written with a capital letter. <i>Bob, Harworth, Monday</i>  I is a personal pronoun and we use a capital letter to represent it.  Compound words are two words joined together. Each part of the longer word is said, as it would be if it were on its own. <i>Football, bedroom, jammyjam</i>	Make nouns ending in y plural by changing the y to an i and adding the suffix -ies. <i>fly -&gt; flies</i>  Form nouns using suffixes such as -ness, -ment, -ion, knowing that a suffix is a group of letters added to the end of a word, to create a new word with a different meaning.  If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of these words. <i>careless, unkindness, caution</i>  For root words ending in -y with a consonant before it that only if the root word has more than one syllable, the y is changed to an i before adding the suffix. <i>happier</i>  A countable noun describes a class of objects and does not have a capital letter. It is the general name for something. <i>cat, pencil, planet</i>  Proper nouns are the names of specific people, places, days of the week, months of the year, and that are written with a capital letter. <i>Bob, Harworth, Monday</i>  I is a personal pronoun and we use a capital letter to represent it.  Compound words are two words joined together. Each part of the longer word is said, as it would be if it were on its own. <i>Football, bedroom, jammyjam</i>	Form nouns by adding the suffix -er to verbs ending in one consonant letter where the last syllable is stressed. The final consonant letter is doubled before any ending begins with a vowel letter is added. <i>run -&gt; runner</i>  The consonant letter is not doubled if the syllable is unstressed. <i>prepare</i>  A pronoun is a word used to replace a noun. We use pronouns so that we don't need to keep repeating the same nouns. <i>We took the car to the garage because the car needed fixing. It's the car in the car in the garage because it needed fixing.</i>  The suffix -ation is added to verbs to form nouns. The patterns already learnt still apply. <i>agitation, preparation</i>	Form nouns using a range of prefixes (in-, super-, anti-, auto-) grammatical, morphology, morphology  Recognise the grammatical differences between plural and possessive s, singular and plural. <i>philosophy - philosophies</i>  A pronoun is a word used to replace a noun. We use pronouns so that we don't need to keep repeating the same nouns. <i>We took the car to the garage because the car needed fixing. It's the car in the car in the garage because it needed fixing.</i>  The suffix -ation is added to verbs to form nouns. The patterns already learnt still apply. <i>agitation, preparation</i>	Use devices to build cohesion within a paragraph, using words, phrases, sentences and paragraphs together to create a text that is clear and flows.  <i>Using pronouns to avoid repetition and link to previous sentences.</i>  Use and recognise abstract nouns to show an emotion (fear), attitude (discovery) or idea (belief). These are nouns that cannot be touched by the five senses; they are intangible.  Use and recognise collective nouns to name a group of people, animals or things. For people, these tend to be based around professions, families, gender and nationality.	

### GRAMMAR FOCUS

### PUNCTUATION FOCUS

### IMPROVING FOCUS

### FLASHBACK FOUR

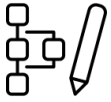
### SOMETHING TO PREPARE YOU FOR TODAY...

# CURRICULUM OVERVIEW

# Writing



Composition



## PLANNING WRITING

Units of writing are planned using each year group's Long Term Plan for writing. Each half term has the range of text types identified to teach, a choice of core driving texts (linked to our whole school reading spine), suggestions for stretch activities and the key elements required for each text. Teachers select from these, choosing which to focus on in individual sessions and which to continue to model, ensuring that the specific components of different text types are taught and included. These can be found on each year group's website page or on the writing page.

	Year 3 Autumn 2			Year 1 Summer 1											
Text Choice															
Writing CAP	<p><b>Context:</b> Multi-cop instructions <b>Audience:</b> Year 2 <b>Purpose:</b> To tell the reader how to do something</p>			<p><b>Context:</b> A third person historical narrative, retelling a story or section of a story <b>Audience:</b> Year 4 <b>Purpose:</b> To entertain older children, showing historical knowledge in an engaging way</p>			<p><b>Context:</b> Report about a topic, using accurately demarcated sentences <b>Audience:</b> A classmate <b>Purpose:</b> To inform about different aspects of a subject</p>			<p><b>Context:</b> A character profile <b>Audience:</b> Year 3 <b>Purpose:</b> To describe the character</p>			<p><b>Context:</b> Riddle poem to describe a specific noun <b>Audience:</b> Teacher <b>Purpose:</b> To entertain the reader and encourage them to guess the object</p>		
Expected Standard Focus	<ul style="list-style-type: none"> <li>Explain the language and structural features of instructions</li> <li>Plan writing through noting down steps in chronological order and thinking about the vocabulary required</li> <li>Ensure that the steps can be easily followed</li> <li>Punctuate sentences accurately, using capital letters, full stops and question marks</li> <li>Use simple organisational devices (headings and subheadings)</li> <li>Use precise nouns to give detail and avoid ambiguity</li> <li>Choose imperative verbs to suit the purpose</li> <li>Use adverbs and adverbial phrases to add clarity to the reader, including at the beginning of a sentence</li> <li>Join sentences using co-ordinating conjunctions (and, but, so, or) and subordinating conjunctions (when, if, then, because)</li> <li>Write a range of sentences using conjunctions to show cause and effect, because, although, so, so that)</li> <li>Use commas within a list</li> <li>Use apostrophes for contraction and possession (singular and plural if relevant to topic)</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left not joined.</li> <li>Apply and spell correctly Key Stage 1 spelling rules and those covered from Year 2 to 3 so far</li> <li>Start to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing to gain, using appropriate intonation</li> </ul>			<ul style="list-style-type: none"> <li>Plan writing in note form for each sort of the story</li> <li>Punctuate sentences and exclamation marks</li> <li>Group sentences of the</li> <li>Use regular simple past</li> <li>Begin to create basic appropriate detail, used</li> <li>Begin to use inverted order after the speech)</li> <li>Maintain writing in the 1</li> <li>Use adverbs to show it</li> <li>Use prepositions to sh</li> <li>Use adverbials to sh</li> <li>Use adverbials shown</li> <li>Extend sentences with when, although, so th</li> <li>Begin some sentences</li> <li>Experiment with verb</li> <li>Use apostrophes for c</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left not joined.</li> <li>Apply and spell correctly Key Stage 1 spelling rules and those covered from Year 2 to 3 so far</li> <li>Start to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing to gain, using appropriate intonation</li> </ul>			<ul style="list-style-type: none"> <li>Assemble information about a topic describing different aspects of</li> <li>Form a narrative character profile by sequencing sentences</li> <li>Use capital letters and full stops to demarcate sentences</li> <li>Use question marks for question sentences</li> <li>Join words and clauses using the conjunction 'and'</li> <li>Use adjectives to describe the object</li> <li>Address the reader directly using a question e.g. What is it? Can you guess what I could be?</li> <li>Spell words containing all of the 40+ phonemes taught</li> <li>Use capital letters and full stops to demarcate sentences</li> <li>Spell almost all tricky words taught correctly</li> <li>Form all lower-case and capital letters correctly, with most letters accurate in shape and size</li> <li>Read own writing aloud clearly and discuss what they have written with others</li> <li>Re-read writing to check it makes sense and make some corrections to it</li> </ul>			<ul style="list-style-type: none"> <li>Identify how language and presentation contribute to meaning</li> </ul>					
Text Choice															
Writing CAP	<p><b>Context:</b> A biography on a historical figure <b>Audience:</b> Parents <b>Purpose:</b> To give information in a formal manner, using a range of presentational devices</p>			<p><b>Context:</b> An explanation text in an impersonal style <b>Audience:</b> People who visit the Great North Museum <b>Purpose:</b> To explain a process</p>			<p><b>Context:</b> An non-linear narrative that includes a flashback <b>Audience:</b> Year 3 <b>Purpose:</b> To entertain the reader, showing a shift in time to reveal something about the character or storyline</p>								
Expected Standard Focus	<ul style="list-style-type: none"> <li>Effectively plan writing, using and developing initial ideas, drawing on reading - picking where necessary</li> <li>Structure the biography appropriately, including an opening statement (introducing the person), an event in chronological order, closing statement (how the person will be remembered or the writer's opinion about the person)</li> <li>Ensure the consistent and correct use of tense throughout</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e. a omitted) relative pronoun e.g. use relative clauses to add an extra layer of information (e.g. usually, tomorrow, tonight)</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e. a omitted) relative pronoun</li> <li>Build cohesion within a paragraph through repetition of key words and phrases, pronouns, using synonyms, using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)</li> <li>Effectively control writing, e.g. change edge back to opening</li> <li>Use a wide range of presentational and organisational devices to structure text, including devices such as headings, tables, diagrams and images</li> <li>Use technical language</li> <li>Use formal adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as</li> <li>Understand the purpose of different conjunctions and use them appropriately across different types of writing</li> <li>Securely use multi-clause sentences and position clauses and commas correctly, showing an understanding of how to achieve different effects, for example conjunctions of cause and effect</li> <li>Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly</li> <li>Join writing legibly and fluently with increased speed</li> <li>Join words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ible, -ible, -ible, -ible etc.)</li> <li>Know that some words have 'silent letters' (submerged digraphs) and can spell them correctly, (e.g. knight, smooth)</li> <li>Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word</li> <li>Evaluate, edit and re-write by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarity meaning</li> <li>Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>			<ul style="list-style-type: none"> <li>Effectively plan writing, using and developing initial ideas, drawing on reading - picking where necessary</li> <li>Ensure the consistent and correct use of tense throughout</li> <li>Write in chronological order</li> <li>Effectively control writing, e.g. change edge back to opening</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e. a omitted) relative pronoun e.g. use relative clauses to add an extra layer of information (e.g. usually, tomorrow, tonight)</li> <li>Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns and conjunctions</li> <li>Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice</li> <li>Indicate degree of possibility using adverbs and modal verbs</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Understand the purpose of different conjunctions and use them appropriately across different types of writing</li> <li>Securely use multi-clause sentences and position clauses and commas correctly, showing an understanding of how to achieve different effects, for example conjunctions of cause and effect</li> <li>Use commas and dashes and begin to use brackets to indicate parentheses</li> <li>Use commas to clarify meaning, when separating a list of items or changing before a co-ordinating conjunction</li> <li>Select appropriate vocabulary to enhance meaning or emphasis in narrative</li> <li>Take an interest in, enjoy and explore new vocabulary to support their writing</li> <li>Use descriptive language in order to create a setting and atmosphere, including writing using details and specification</li> <li>Use figurative language (similes, metaphors, pathetic fallacy and more expressions) to develop setting and character and create mood and atmosphere</li> <li>Join writing devices such as repetition, alliteration, and 'rule of three'</li> <li>Join writing legibly and fluently with increased speed</li> <li>Spell most of the Year 5/6 statutory word list and the taught Year 5/6 words correctly in my writing</li> <li>Know that some words have 'silent letters' (submerged digraphs) and can spell them correctly, (e.g. knight, smooth)</li> <li>Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word</li> <li>Evaluate, edit and re-write by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarity meaning</li> <li>Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>			<ul style="list-style-type: none"> <li>Effectively plan writing, using and developing initial ideas, drawing on reading - picking where necessary</li> <li>Ensure the consistent and correct use of tense throughout</li> <li>Use inverted commas to demarcate direct speech, and commas to separate reporting clauses in any position</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e. a omitted) relative pronoun, punctuating accurately with a comma</li> <li>Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns and conjunctions</li> <li>Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice</li> <li>Indicate degree of possibility using adverbs and modal verbs</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Understand the purpose of different conjunctions and use them appropriately across different types of writing</li> <li>Securely use multi-clause sentences and position clauses and commas correctly, showing an understanding of how to achieve different effects</li> <li>Use commas and dashes and begin to use brackets to indicate parentheses</li> <li>Use commas to clarify meaning, when separating a list of items or changing before a co-ordinating conjunction</li> <li>Select appropriate vocabulary to enhance meaning or emphasis in narrative</li> <li>Take an interest in, enjoy and explore new vocabulary to support their writing</li> <li>Use descriptive language in order to create a setting and atmosphere, including writing using details and specification</li> <li>Use figurative language (similes, metaphors, pathetic fallacy and more expressions) to develop setting and character and create mood and atmosphere</li> <li>Join writing devices such as repetition, alliteration, and 'rule of three'</li> <li>Join writing legibly and fluently with increased speed</li> <li>Spell most of the Year 5/6 statutory word list and the taught Year 5/6 words correctly in my writing</li> <li>Know that some words have 'silent letters' (submerged digraphs) and can spell them correctly, (e.g. knight, smooth)</li> <li>Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word</li> <li>Evaluate, edit and re-write by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarity meaning</li> <li>Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>								
Stretch	<ul style="list-style-type: none"> <li>Rewrite the instructions, organising them in a different way, using a range of organisational devices e.g. diagrams, missing out steps</li> <li>Rewrite a section of th of the story in ex</li> </ul>			<ul style="list-style-type: none"> <li>Rewrite the instructions, organising them in a different way, using a range of organisational devices e.g. diagrams, missing out steps</li> <li>Rewrite a section of th of the story in ex</li> </ul>			<ul style="list-style-type: none"> <li>Effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing</li> <li>Write two riddles – one in the first and one in the third person</li> <li>Begin to use rhyming couplets</li> <li>Actively seek and use new words in their writing, including precisely chosen vocabulary</li> <li>Evaluate the impact of writing on the reader</li> <li>Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>								

Whilst we would expect the selected texts to be used as a key texts over the half term, teachers also select and create additional texts to support the writing journey – e.g. non-fiction texts linked to wider curriculum areas, or model texts to include the specific language and grammar content which pupils are learning to master.

Children revisit text types and build on these, being exposed to different ways in which these text types might be presented and experiencing the nuances of these. Our progression in text types can be seen on the next page.

# CURRICULUM OVERVIEW

## Writing

### PROGRESSION IN TEXT TYPES



Ticks in ✓ are options within the challenge aspect of the writing process or part of a 'choice' CAP in UKS2).


		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To entertain	Retell a story	✓	✓	✓	✓	✓	
	Recount		✓			✓	✓
	Character profile	✓	✓	✓	✓	✓	
	Setting description	✓	✓	✓	✓	✓	
	Narrative			✓	✓	✓	✓
	Play Script			✓			
	Poetry (different forms)	✓	✓	✓	✓		
To inform	Simple recount	✓					
	Information text	✓	✓				
	Non-chronological report			✓	✓	✓	✓
	Instructions	✓	✓	✓	✓		
	Recount: postcard/letter/email	✓	✓	✓	✓	✓	✓
	Recount: diary/blog/log		✓	✓		✓	✓
	Recount: newspaper/eyewitness report			✓	✓	✓	✓
	Recount: biography/obituary					✓	✓
	Explanation		✓	✓	✓	✓	✓
Procedural writing					✓	✓	
To persuade	Persuasive note/letter	✓		✓	✓	✓	✓
	Advice email/letter		✓			✓	✓
	Poster/presentation board		✓		✓	✓	✓
	Advert/advert script		✓			✓	✓
	Persuasive leaflet					✓	✓
	Review				✓		
	Persuasive speech					✓	✓
To discuss	Balanced discussion				✓	✓	✓



## PROGRESSION IN NON-FICTION



### Non-Fiction Texts | Curriculum Progression for Learning

To discuss  DISCUSSION TEXTS								
Discussion texts are not limited to controversial issues but to polarised views too. Discussions contrast to persuasive texts which generally give only one opinion or viewpoint which will be biased.								
<b>Purpose:</b> To present a reasoned and balanced overview of an issue or controversial topic. Usually aim to provide two or more different views on an issue, each with elaborations, evidence and/or examples.								
Text Structure	Grammatical Features	Planning and Preparation						
<ul style="list-style-type: none"> <li>A statement of the issues involved and a preview of the main arguments</li> <li>Arguments 'for' with supporting evidence/examples</li> <li>Arguments 'against' with supporting evidence/examples</li> <li>Ends with a summary and a statement of recommendation or conclusion</li> </ul> <p><i>*Another common structure presents 'for' and 'against' alternatively within each paragraph</i></p>	<ul style="list-style-type: none"> <li>Present tense (including the present perfect form, e.g. <i>some people have argued, some people have said ...</i>)</li> <li>Noun phrases e.g. <i>some people, most dogs, vehicles, pollution</i></li> <li>Heading and subheadings to support presentation</li> <li>Paragraphs to organise ideas</li> <li>Adverbials to create cohesion across paragraphs</li> <li>Formal or informal vocabulary choices</li> <li>Layout devices, i.e. <i>diagrams, illustrations, sound (presentation) to give information or evidence</i></li> <li>Passive voice to present points of view, e.g. <i>It could be claimed that... It is possible that... Some could claim ...</i></li> <li>Subjunctive form, i.e. <i>If people were to stop hunting...</i></li> <li>Colons and semi colons to separate and link ideas</li> </ul>	<ul style="list-style-type: none"> <li>Questions for title, e.g. <i>Should everyone travel less to conserve global energy?</i></li> <li>Use introduction to show why the issue is being debated, e.g. <i>There is always a great deal of disagreement about...</i></li> <li>Show both sides equally</li> <li>Support each point with evidence</li> <li>Give reasons in conclusion if one opinion is more supported</li> <li>Discussion texts can be combined with other text types, e.g. <i>explanatory texts</i></li> </ul> <div style="text-align: center;"> <table border="1"> <tr> <td style="width: 50px; height: 20px;">★</td> <td style="width: 50px; height: 20px;">★</td> </tr> <tr> <td style="width: 50px; height: 20px;">★</td> <td style="width: 50px; height: 20px;">★</td> </tr> <tr> <td style="width: 50px; height: 20px;">★</td> <td style="width: 50px; height: 20px;">★</td> </tr> </table> </div>	★	★	★	★	★	★
★	★							
★	★							
★	★							
Openers	Conjunctions	Vocabulary						
Some claim..., Many people think/believe..., They also argue that..., It is thought..., Maybe..., Possibly..., We can see that..., On the other hand... Another point is..., Furthermore..., Therefore..., On balance I feel.	<b>Contrast and comparison:</b> however, although, equally, similarly, compared to, in contrast, alternatively, despite this, instead, whereas, nevertheless, moreover, on the contrary, apart from, for all that, it is doubtful, all the same, yet <b>Conclusion and summary:</b> therefore, finally, in conclusion, to summarise, in the end, overall, ultimately, after all, as a result, on the whole, in short	controversial, debatable, disputed, discussion, argument, viewpoint, opinion, attitude, doubtful, perhaps, possibly, far from certain, perspective, contentious						

Our progression in non-fiction texts supports teachers' planning further, setting out the text structures, grammatical features and planning and preparation structures for the different text types. Key vocabulary and grammatical terminology is shared, as well as different forms of the text type. The grammatical features of the text type are also set out, which help to underpin the planning process.

Forms of discussion text	
<ul style="list-style-type: none"> <li>Short non-fiction book on an issue</li> <li>Debate</li> <li>Leaflet</li> <li>Article</li> <li>Editorial about attitudes to an issue</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper or magazine presenting two points of view</li> <li>Letters based on issues</li> <li>Essay giving opinions</li> </ul>
Year Group	Grammatical features to include in discussions
1	n/a
2	n/a
3	n/a
4	n/a
5	Consistent use of <b>present tense</b> (Y2) Use of <b>present perfect</b> form of nouns (Y3) Effective use of <b>noun phrases</b> Use of <b>paragraphs</b> to organise ideas Use <b>adverbials</b> <b>Headings and subheadings</b> to aid presentation (Y3) Create <b>cohesion within paragraphs</b> using adverbials <b>Use layout devices</b> to provide additional information to guide the reader
6	Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials <b>Make formal and informal vocabulary choices</b> <b>Use the passive voice</b> to present points of view Adapt <b>degrees of formality and informality</b> to suit the form of the discussion Use conditional forms such as the <b>subjunctive form</b> <b>Use semi colons, colons and dashes</b> to make boundaries between clauses



## THE WRITING SEQUENCE

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that basic skills are secure and contribute to effective composition. The general writing sequence for one piece of writing will take between one to three weeks, to ensure secure understanding and strong application of skills. This sequence is adapted based on the year group and text type that is being written, with teachers considering the number of days given to each element.

In Year 1, the writing sequence finishes at the 'editing' stage, with this being done through feedback discussion between the class teacher and the child. From Year 2 and above, the full sequence is used. Publishing may be done in different ways, ensuring that the children are doing this for their real audience.

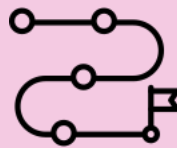
Where children are absent for any part of the sequence, the teacher's model is used to support the children in being successful in their writing. For example, if a child has missed one part of their draft, the model will be put in the child's book for the missed day.



**Immerse**



**Explore**



**Plan and  
Sequence**



**Practice:  
Language**



**Practice:  
Grammar**



**Draft**



**Edit and  
Improve**



**Publish**



**Pause and  
Stretch**



## Immerse

1 - 2 sessions (+ reading sessions in KS2)

Through shared reading or launching of an experience, children are immersed in language. Children gain a knowledge of the text's context and genre. In KS2, they may also have encountered similar texts within reading lessons.

Fiction and Poetry:

- **Respond** to the text, **discussing** and **making connections** to other texts.
- Find out about the **author/poet**, including their **style** or **formality**.
- Discuss the **audience and purpose** of the text, linking this to **genre**.
- Make links to **prior knowledge, vocabulary** and the **wider curriculum** where appropriate.
- Ask **questions** about the text.
- Explore the text through **speaking and listening** activities and **drama**.

Non-Fiction:

- **Respond** to the text, **discussing** and **making connections** to other texts.
- Discuss the **audience, purpose and form** of the text.
- Make links to **prior knowledge, vocabulary** and the **wider curriculum** where appropriate.
- Ask **questions** about the text.
- Explore the text through **speaking and listening** activities and **drama**.



## Explore

1 session

Children explore a high-quality model text, analysing and unpicking it for audience, purpose, form and style. They discuss language, grammar, structure and organisational features, identifying how they created an effect, linking to authorial intent. The audience and purpose are considered throughout this explore section of the writing sequence. Speaking and listening opportunities are used with fiction, non-fiction and poetry to explore models further.

Fiction and Poetry:

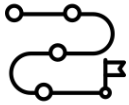
- Delve into the **language choices**, linking these to **audience, purpose and genre**.
- Pick out **grammatical features**, thinking about what has been used and what its purpose is.

Non-Fiction:

- Familiarise the class with the **form** of the writing.
- Look at how the text is **structured**. Think about the purpose of this and how it suits the **audience**.
- Identify **language and grammatical features**, focusing on the **purpose** of these

Children in Year 5 and 6 completing a 'choice' piece will explore a variety of texts linked to the purpose, exploring the similarities and differences between these.





## Plan and Sequence

1 - 2 sessions

Key ideas are planned. Children make decisions around key ideas, language, vocabulary and sequence/structure. These are linked back to the context, audience and purpose, thinking about the effect on the reader. A class plan is formed and added to the working wall. This will be added to over the writing sequence. When the focus of the piece of work is on grammar and vocabulary, children write from the class plan, adding their own ideas to this when they are ready. When the focus of the piece of work is the plot, or it is a 'choice' piece in Y5 or 6, children create their own plan.

### Fiction and Poetry:

- Look at the purpose and audience of the intended writing.
- Focus on sequencing the narrative or poem through:
  - story maps
  - sequencing pictures
  - graphic organisers/skeleton plans
  - bullet point lists
  - boxing up
- Use drama to retell the narrative or poem.

### Non-Fiction:

- Look at the purpose, form and audience of the intended writing.
- Focus on structuring and sequencing the narrative or poem through:
  - sequencing pictures
  - graphic organisers/skeleton plans
  - bullet point lists
  - boxing up
- Discuss with a partner how the work is going to read and look.



## Practice: Language

1-2 sessions

Children are given the opportunity to develop their vocabulary within the context through explicit vocabulary instruction and explore language structures that have been used within quality examples. Children use their vocabulary in their spoken language, reading and writing, making links between these. Language focus lessons could look at elements such as word class, vocabulary development or figurative language.

### Fiction, Non-Fiction and Poetry:

- Collect vocabulary linked to the form of writing, thinking about the purpose of the vocabulary.
- Develop and extend vocabulary through:
  - drawing vocabulary from the text
  - using thesauruses or synonym/antonym banks
  - ranking vocabulary, drawing on shades of meaning
  - finding synonyms
  - creating word maps
  - replacing words
  - speaking and listening activities
  - sentence-level activities
  - short writing outcomes
- At the end of the session, feed the language collected into the class plan.



## Practice: Grammar

1 - 3 sessions

Children have the opportunity to develop and practise sentence-level, grammar and punctuation skills that will feed into the final piece of writing. This will often focus on brand new learning, teaching this explicitly, but could include consolidating key skills or revisiting elements previously taught (in this year group or previous year groups). All grammar practice work links directly to the context for writing.

Fiction, Non-Fiction and Poetry:

- Look at the purpose of the sentence, grammar or punctuation feature, linking this to the model and its purpose within this. Think about what happens when it is or is not used, and how this affects the audience and purpose of writing.
- Investigate how the feature can be applied through teacher explanation, teacher modelling, shared writing, opportunities for scaffolded practice and independent application.
- Develop and extend this knowledge through:
  - speaking and listening activities
  - sentence-level activities:
    - dictation
    - sentence overwriting
    - sentence framing
    - sentence extending
    - sentence combining
    - sentence expanding
    - sentence shrinking
  - short-writing outcomes
- At the end of the session, feed examples of applied grammar into the class plan.



## Draft

1-3 sessions

Children are given the opportunity to write for a purpose, linking to the context and audience, drawing upon all of the elements of the writing sequence. Drafting may be split over a number of days, focusing on specific parts of the final plan. How this is split will depend on the text type. Some writing can be completed in 1 lesson.

- Quickly recap features that have been taught that link specifically to the part of the text that is being written. Short-burst activities can be done orally or on whiteboards.
- Model the section of writing for the session, making links to the class and individual plans and showing how to use the ideas from previous sessions in their writing. One specific grammar feature may need to be focused on within this session.
  - Show a teacher model and pick out how the feature is used and its purpose
  - Model writing through shared writing, taking on feedback from the children
  - Show the start of a model and complete together through shared writing
  - Model the section completely, using an author's voice to show why choices are made
- Children write the section or sections that they are focusing on in purple English books. They miss a line to allow for space to edit and improve. For each new day, the short date is written in the margin. Younger children rehearse sentences before composing. In Year 1, teachers 'stretch' children who are secure in their transcription skills through targeted discussion.
- At the end of each session, children must re-read their work, focusing on the key features and ensuring that their 'Every Piece, Every Time' basic skills are correct and that their writing makes sense.

## Edit and Improve

1/2 – 1 sessions

Editing and improving is always modelled by a teacher. Children re-read all parts of their writing for sense, making any final corrections to their basic skills. Editing is completed to ensure coherence, making corrections based on 1:1 discussion, written feedback, peer feedback or whole class feedback. This could be a whole piece of writing or within a section highlighted by the teacher. Children who need additional scaffolding will work with an adult to focus on ensuring these elements are secure.

When children are ready, they begin to improve language and grammar, linking this back to the elements studied in the writing sequence through whole class feedback. Children are given time to revise, add in, take out or improve their writing independently. They evaluate whether their piece has the intended effect on the audience.

## Publish

1 - 2 sessions

Children publish work in many different ways. This could be orally sharing their work with its audience (particularly in younger year groups), writing and presenting work with appropriate features to the form or through presenting their work (e.g. through recording). This is an important element of writing, helping the children to feel inspired and motivated to write and taking a pride in its presentation, seeing themselves as writers. Published writing is placed in the children's writing books, and this follows them through school as a record of their journey as an author.



## Pause and Stretch

1-3 sessions

Pause and stretch sessions begin in Year 2. Teachers will read and assess whether children have securely applied the features taught within the writing sequence. From this, they will make the decision whether children will need to pause or stretch and will plan for each group of children.

### Pause

- This is an opportunity to consolidate their previous learning.
- An element that the group of children are not secure with is retaught.
- Where needed, children practise this element through sentence-level activities.
- Children edit a photocopy of their published piece of writing, with support as needed. They focus on including the retaught element, as well as going over 'Every Piece, Every Time'.
- Children rewrite a section (or all) of the writing, including the edits.

### Stretch

- Stretch opportunities are set out within the writing long term plans for each year group, giving opportunities to write even more independently.
- Children will be making a change to their initial piece. This will be set out by the teacher for most children, moving to independent choice for children working at greater depth and those in UKS2.
- Children are given the opportunity to look at models for the focus of the stretch element. Often, they will have encountered these in reading lessons or previous units of writing. The audience, purpose, form and style will be considered and an analysis of what the changes will be, including structure and language features will be looked at.
- If needed, specific elements will be taught.
- Children then apply the changes by rewriting all or a part of a final piece. When finished, they will evaluate their stretch task with a peer or independently, linking to audience and purpose.



## TEACHING METACOGNITION

Children's executive function (children's cognitive processes that support their self-regulation) play a key role in their writing development. We aim for all children to be able to self-regulate, learning to manage their own writing. We develop children's strategies for self-regulation (or metacognition), helping them to manage their progress towards their learning goal, through planning, monitoring and evaluation. We do this through:

- Teaching them to plan the strategies they will use to achieve their goal (e.g. completing a piece of writing).
- Encouraging them to self-question, monitoring their use of strategies in achieving the goal e.g. *Describe your process to this point. What was a barrier to your writing? How did you overcome this? What do you think you could do to prevent this from occurring next time?*
- Prompting them to evaluate how effective the strategies have been e.g. *What do you like best about this writing? Where did you struggle with this piece? Where is an area you took a risk or experimented with something new? Was it successful? How do you feel about the piece overall?*

We make sure to adapt our approaches in teaching these strategies, making sure they are appropriate to the age and stage of the children. We encourage lots of talk for metacognition, with teachers modelling asking questions of themselves and the children across lessons in order to promote a metacognitive approach to writing. We make use of modelling, shared writing, collaborative writing between children and opportunities to evaluate so that the children can hear reasoning behind choices and explain their own decisions.

At Hurworth Primary School, we recognise that metacognition is an important step in writing instruction. We recognise that children do need feedback on specific pieces, linked to audience and purpose, but that they also need to think beyond the product so that they are able to metacognitively reflect and discuss their thinking, strengthening their writing for years to come.

# CURRICULUM OVERVIEW

## Writing



### AMBITION FOR ALL

WE WANT ALL CHILDREN TO ACQUIRE A WIDE VOCABULARY, AN UNDERSTANDING OF GRAMMAR AND KNOWLEDGE OF LINGUISTIC CONVENTIONS FOR WRITING, LEARNING TO WRITE CLEARLY, ACCURATELY AND COHERENTLY. WE WANT CHILDREN TO WRITE FOR A RANGE OF CONTEXTS, PURPOSES AND AUDIENCES.

We want all children to achieve and succeed within writing, and so we carefully consider children's writing needs and barriers when planning our writing lessons. We address any SEND needs and nurture talents and strengths. We follow the Lingfield Education Trust 'Curriculum for ALL' guidance to ensure that all children can show the best version of themselves through our curriculum, as well as using the scaffolds and stretch tasks on the following pages.

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Ambition for ALL   Special Educational Needs	Cognition & Learning Needs	<ul style="list-style-type: none"> <li>Use of quality first teaching as a basis to support all pupils.</li> <li>Use assessments to ensure appropriately ADAPTED work is given and to ensure gaps in learning are addressed.</li> <li>Ensure steps to achievement are specific, small and guarantee progress, i.e. additional support on given areas of phonics through targeted and precise intervention.</li> <li>Use of multisensory teaching and alternative recording methods, e.g. using photographs and typing if a child has fine motor skill difficulties when writing.</li> <li>Ensure resources are appropriate and accessible to the child with scaffolding and support.</li> <li>When teaching – e.g. visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video.</li> <li>Approach English concepts at a level of understanding that is appropriate, e.g. for the highest needs pupils, grammar may be better taught by modelling, rather than through the use of explicit and metalinguistic vocabulary, such as verbs, adjectives, subordinate clauses, which will confuse some pupils.</li> <li>For recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording.</li> <li>Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing.</li> <li>When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama – e.g. to explore a scene from Shakespeare, or build sound collages for a poem.</li> <li>Use symbols, pictures, puppets etc. to support understanding of character, setting and story events.</li> </ul>
	Communication & Interaction Needs	<ul style="list-style-type: none"> <li>Use of film and video – these are powerful tools to support English learning, particularly in relation to storytelling and the study of literature. Deaf pupils and pupils with speech language and communication needs may require subtitles to gain full benefit from these media.</li> <li>Pre-teaching of pertinent vocabulary will support learning – display key words linked to vocabulary for the children and have vocabulary mats present at desk.</li> <li>Vocabulary maps and word banks to be displayed around classroom and at pupil's desk as a reference point.</li> <li>Use of visuals alongside vocabulary to bring meaning to words.</li> <li>Use of own communication methods / aids – such as PECS, Makaton, writing, drawing.</li> <li>Use of sentence stems to frame answers,</li> <li>Allow verbal responses where necessary – no pressure on always recording.</li> </ul>
	Sensory / Physical Needs	<ul style="list-style-type: none"> <li>Use of multisensory teaching and alternative recording methods, e.g. using photographs and typing if a child has fine motor skill difficulties when writing.</li> <li>Awareness of sensory needs, modification of learning environment – be aware of light sensitivity, loud sound aversions, position within the classroom to minimise stress and maximise learning.</li> <li>Modifying visual sources e.g. pictures, text – this may include enlarging resources or adapting to suit the needs of the child.</li> <li>Always provide a range of accessible materials, e.g. chunky pencils for grip, pencil grips, enlarged texts, coloured overlays etc.</li> <li>Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods - e.g. role-play, using the interactive whiteboard with pupil involvement</li> <li>Use of ICT to support learning in place of writing - accessibility features are used to include pupils with physical needs as appropriate:               <ul style="list-style-type: none"> <li>keyboard shortcuts instead of a mouse</li> <li>a foot-controlled mouse</li> <li>a head-controlled mouse or a wireless mouse</li> <li>screen filters to cut down glare</li> <li>increased font sizes for screen extension – in any case, fonts used in printed material should not be smaller than 12 point (24 point for screen presentations)</li> <li>clear font type (normally sans serif, such as Arial or Comic Sans)</li> <li>appropriate contrast between background and text, and/or " a talking word processor to read out text</li> </ul> </li> </ul>
	SEMH	<ul style="list-style-type: none"> <li>Reseating of the child in class to a less 'busy' position.</li> <li>Opportunities for small group and partner work to take stress away.</li> <li>Careful questioning to alleviate any anxiety around 'on the spot' questions or asked to read out loud.</li> <li>Conversation around comfort levels in class, what causes the child stress? Is there a key area of the English curriculum which may trigger a response?</li> </ul>



## AMBITION FOR ALL

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Ambition for ALL -  
The Most Able

Indicators that children may be working above their age related expectations

- Greater Depth expectations for writing are clearly stated within the year group writing plans
- Pupils can write for a wider range of audiences and purposes with the need of limited support with a specific 'voice.'
- Children use different sentence types and lengths, being aware of how their audience affect their tone and style, or writing with a 'reader's eye', re-reading and editing their own work to ensure it is enjoyable to read.
- The children can independently rewrite in a different genre, or write the next instalment of the story using what they have inferred and deduced from a text, i.e. stretch/transformation of their writing.
- Skills taught are applied confidently, accurately and effectively in a range of writing.
- Writing shows control and restraint both of word choices and structures. They often draw on models from reading, but manipulate them for their own purposes.



## SCAFFOLDING WORK

Teachers use their assessment for learning to ensure that children receive appropriate scaffolds or adaptations to help them to become independent writers. This is not limited to children with Special Educational Needs. Adaptations to writing provision could include (but are not limited to):

- Dictation
- Use of recording devices (e.g. talking tins)
- Writing frames
- Picture prompts
- Spelling resources (e.g. word mats, grapheme mats, word books)
- Handwriting resources (e.g. formation prompts, different writing implements)
- Use of working walls
- Support from an adult

# CURRICULUM OVERVIEW

## Writing



### ASSESSMENT

#### Assessment for Learning

Children's understanding of the features and structures being taught are assessed within lessons, through live feedback or marking or and through reading of independent written work. Support is put into place where children have not understood. Where possible, children self- or peer-assess their work.



#### Assessment of Learning

Summative assessment is completed through teacher assessment using our Trust Writing standards. Teachers used published pieces of work or stretch opportunities to assess against these, in conjunction with drafts to ensure that children are able to do the elements independently. Within our long term plans, the assessment indicators are split by term so that teachers can focus their assessment in on these elements.

#### Statutory assessment

Children in Year 6 are assessed as the Teacher Assessment Framework for writing. These assessments are set by the Department for Education as a way of making sure children have mastered the basics when they leave primary school. Writing moderation through Sunderland Local Authority takes place on a cycle to ensure that these judgements are accurate.



### FREE WRITE FRIDAY

Each half term, all children are encouraged to take charge of their writing within a Free Write Friday session, thinking about the audience, purpose and form of a piece of writing that they would like to write. We encourage parents to support the children in talking about their ideas before the children come to school. The children love to use their imaginations and be creative in their writing, presenting their writing however they would like. We celebrate their ideas and link this to the audience and purpose that they have chosen.



### WHOLE SCHOOL WRITING

Each year, we celebrate writing across the school through whole-school texts or writing initiatives. We encourage children to work together across year groups to gather and share ideas, creating a real audience for their writing and encouraging the children to become genuine authors.

The children also have the opportunity to regularly share writing with other classes where they are their audience for a piece of writing.



## IMPACT - HOW WILL WE KNOW WE ACHIEVED OUR AIMS?



Children are engaged and thoughtful in lessons, applying newly-learned language models and structures.



Writing is composed from creative ideas and is imaginative through use of ambitious vocabulary, drawing on reading and discussion.



Children's transcription and grammar skills develop progressively as they move through school, reducing their cognitive load to allow them to focus on composition and write for meaning.



Writing is of a high quality; it is purposeful, suitable for a range of contexts and considers the intended audience, making choices in language and presentation to meet their needs.



Children take pride in their writing. Their understanding of the writing process helps them make good progress, with a high percentage achieving age-related expectations or working at greater depth.



Children have strong writing skills that allow them to access the whole curriculum and transition to secondary school with confidence.



Children apply speaking and listening skills to communicate effectively through writing. They draw on reading when writing, using text and language structures to craft meaningful pieces of writing.