

WRITING

SUBJECT OVERVIEW AND PURPOSE

WHY DO WE DO IT?

We know that engaging children with writing will ensure that they become confident and coherent communicators, both in spoken and written language. Therefore, we teach a sequenced and progressive curriculum which builds on the skills of transcription and composition, producing fluent writers who can communicate effectively for any purpose. We are committed to ensuring that our children:

- Progress successfully through a structured synthetic phonics programme and are able to spell new words effectively by applying the spelling patterns and rules they learn throughout the key stages
- Develop confidence and competence in communicating.
- Access writing opportunities that help them to build skills for life, and to understand the world's diversity and their place within it.
- Write clearly and accurately, adapting their language and style in and for a range of contexts, purposes and audiences.
- Acquire a wide range of vocabulary that they can use to effectively express themselves

- Employ an accurate use of grammar and punctuation through direct teaching of specific skills
- Are equipped with the cultural capital to succeed and thrive.
- Unlock their imagination, curiosity and creativity through a diverse range of writing opportunities.
- Transition to the next stage of their learning as enthusiastic, fluent and confident writers in any subject.

We believe that this firm foundation will allow our children to cultivate the future they desire.

WE DO THIS BY...

- treating children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- providing opportunities to write by giving knowledge and experiences where the children can acquire confidence and a positive attitude to writing.
- giving real purpose to writing.

- developing and sustaining writing skills by providing opportunities for children to write for a range of purposes and audiences.
- modelling writing skills which teach children how to compose, amend and revise their writing.
- teaching children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teaching transcription, grammar and punctuation in the context of children's own writing, as well as through discrete activities.
- teaching children to develop their ability to organise and present imaginative writing, factual writing and poetry in different ways.
- teaching strategies for spelling to enable children to become confident and competent spellers.

HOW DO WE ASSESS?

- Writing assessment is informed by day-to-day teaching, formative and summative assessments. Children are formally assessed periodically throughout the year.

- Statutory assessments occur at the ends of Key Stage 1 and Key Stage 2 based on the Statutory Assessment Framework
- In all year groups, writing is moderated and additional moderation opportunities are sought across phases, between schools in the MAT and the local authority particularly at the end of Key Stages
- Both transcription and composition skills are assessed to ensure progression.

WRITING AND BEYOND

If **reading** is the window to the world, **writing** is the road.

At SBMAT we know there are explicit vocations where writing is key: (*journalist; author; copywriter etc*) but there are also a host of wider careers where writing is an invaluable and essential skill.

Whether applying for jobs or interacting with clients, clarifying quotes and estimates or even communicating with family and friends, writing is an incredible life skill that can facilitate aspiration and support both success and social mobility.

"You can make anything by writing."

C.S. Lewis

EYFS: NURSERY	EYFS: RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
TRANSCRIPTION: SPELLING							
<ul style="list-style-type: none"> Writes some letters in context and some accurately. <p>DEVELOPMENT MATTERS: 3 and 4 year olds</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. 	<ul style="list-style-type: none"> Uses phonics to write phonetically plausible words. <p>DEVELOPMENT MATTERS: Children in reception will be learning to:</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. <p>EARLY LEARNING GOALS: Writing: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes. Spell common exception words. Name the letters of the alphabet. Use letter names to distinguish between alternative spellings of same sound. Teach the spelling of the days of the week. Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix -un. Use the suffixes -ing, -ed, -er and -est where no change is needed in root word e.g. helping, helped, helper, quickest. 	<ul style="list-style-type: none"> Spell common exception words. Distinguish between homophones and near-homophones. Add suffixes to spell longer words, including -ment, -ness, -full, -less, -ly. 	<ul style="list-style-type: none"> Spell words that are often misspelt. Spell further homophones. Use further prefixes and suffixes and understand how to add them (suffix -ation, -ly, -ous, Prefixes - un-, dis-, mis-, -re, sub-, inter-, super-, anti-, auto-). Use dictionaries to check the spelling and meaning of words. 		<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use a thesaurus. 	

EYFS: NURSERY

EYFS: RECEPTION

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

TRANSCRIPTION: HANDWRITING

DEVELOPMENT MATTERS: 3 and 4 year olds

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Write some letters accurately.

- Sit correctly at a table.
- Knows how to hold a pencil correctly using a tripod grip.
- Knows which hand feels more comfortable to write with.
- Knows how to form most letters correctly in non cursive handwriting.
- Know how letters are formed similarly to other letters in the same family.

DEVELOPMENT MATTERS: Children in reception will be learning to:

- Form lower-case and capital letters correctly.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

EARLY LEARNING GOALS: Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

EARLY LEARNING GOALS: Writing: Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.

- Understand which letters belong to which handwriting 'families'.
- In cursive handwriting, begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.

- In cursive handwriting, 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 un-joined.
- 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 the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase legibility, consistency and quality of handwriting.

WRITE LEGIBLY, FLUENTLY AND WITH INCREASING SPEED BY:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for the task.

EYFS: NURSERY	EYFS: RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COMPOSITION: PUNCTUATION							
	<ul style="list-style-type: none"> Write sentences spelt phonetically using capital letters, finger spaces (sometimes) and full stops that they can read back. <p>DEVELOPMENT MATTERS: Children in reception will be learning to:</p> <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>EARLY LEARNING GOALS: Writing: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop. Begin to use question marks. Begin to use exclamation marks for exclamation statements. 	<ul style="list-style-type: none"> Punctuate sentences using a capital letter and a full stop. Use question marks (when required) and exclamation marks. Begin to use commas in a list. Use possessive apostrophe (singular). Use apostrophes for contracted forms. 	<ul style="list-style-type: none"> Begin to use commas after fronted adverbials. Begin to use inverted commas to punctuate speech. Use commas to separate items in a list. Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. 	<ul style="list-style-type: none"> Indicating possession by using the possessive apostrophe with plural nouns. Use inverted commas to punctuate speech. Use commas after fronted adverbials. 	<ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis. Use a colon to introduce a list. Begin to use semicolons or colons to mark boundaries between independent clauses. 	<ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing. Use hyphens to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. Use semicolons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list. Punctuate bullet points consistently
COMPOSITION: GRAMMAR							
		<ul style="list-style-type: none"> Join words and clauses using 'and'. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	<ul style="list-style-type: none"> Expand noun phrases to describe and specify e.g. the blue butterfly. Use the past and present tense correctly and consistently. Use co-ordination (or, and or but). Sentences with different forms: statement, question, exclamation, command. Begin to use some subordination through using when, if, that, or because. 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including; when, if, because, although. Use the present perfect form of verbs in contrast to the past tense. Use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use fronted adverbials. Use and understand the grammatical terminology accurately and appropriately when discussing their writing. 	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use cohesive devices to link ideas and paragraphs (conjunctions, adverbs, pronouns, synonyms). Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

EYFS: NURSERY	EYFS: RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COMPOSITION: ORGANISATION & COMPOSITION							
	<ul style="list-style-type: none"> ■ Knows that writing can be used for different purposes such as lists, recipes, stories or information giving. <p>EARLY LEARNING GOALS: Comprehension: Children at the expected level of development will:</p> <ul style="list-style-type: none"> ■ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ■ Anticipate – where appropriate – key events in stories. ■ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> ■ Discuss what they have written with the teacher or other pupils. ■ Compose a sentence orally before writing it. ■ Re-read what they have written to check it makes sense. ■ Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> ■ Write narratives about personal experiences and those of others (real and fictional). ■ Write about real events. ■ Plan and say out loud what they are going to write about. ■ Write down ideas and/ or key words, including new vocabulary. ■ Encapsulate what they want to say, sentence by sentence. ■ Re-read writing to check it makes sense. ■ Proof-read to check for errors in spelling, grammar and punctuation. ■ Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> ■ Write effectively and coherently for different purposes. ■ Write down ideas and/ or keywords, including new vocabulary. ■ Make simple additions, revisions and proof-reading corrections to their own writing. ■ Begin to use headings and subheadings in non-narrative. ■ Describe settings and characters in narrative. ■ Read aloud what they have written with appropriate intonation and volume so the meaning is clear. 	<ul style="list-style-type: none"> ■ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ■ Discuss and record ideas composing and rehearsing sentences orally (including dialogue). ■ Progressively build a varied and rich vocabulary and an increasing range of sentence structures. ■ Organise paragraphs around a theme In narratives, create settings, characters and plot. ■ In non-narrative material, using simple organisational devices such as headings and subheadings. ■ Make simple additions, revisions and proof-reading corrections to their own writing. ■ Read aloud what they have written with appropriate intonation and volume so the meaning is clear. 	<ul style="list-style-type: none"> ■ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ■ Note and develop initial ideas, drawing on reading and research where necessary. ■ When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. ■ Select appropriate grammar and vocabulary. ■ Describe settings, characters and atmosphere and integrate dialogue. ■ Write longer passages using a wide range of devices to build cohesion within and across paragraphs. ■ Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). ■ Assess the effectiveness of their own writing and other's writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ■ Ensure the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement. ■ Proof read for spelling and punctuation errors. 	<ul style="list-style-type: none"> ■ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives. ■ Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. ■ Note and develop initial ideas, drawing on reading and research where necessary. ■ When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. ■ Write longer passages using a wide range of devices to build cohesion within and across paragraphs. ■ Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). ■ Assess the effectiveness of their own writing and other's writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ■ Ensure the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement. ■ Use the singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ■ Proof read for spelling and punctuation errors.