



Anns Grove Primary School Writing Approach 2023

OUR APPROACH TO WRITING in KS1/KS2:

At Anns Grove we develop creativity, understanding and enjoyment of the English language through engaging, creative and carefully crafted lessons.

Our writing will cover many of the following elements:

Purpose, engagement and audience: Like adults, children need a reason to write and someone to write for. We cover the four main purposes of writing: to review, to narrate, to inform and to persuade. It is important that pupils learn to modify their writing according to the audience for whom they are writing, which includes selecting an appropriate form and structure.

Familiarisation with text structure: Pupils need to learn about text structure and how texts in different genres are formed. Research shows that young children benefit from explicit teaching about the structure of texts. Providing pupils with models of simple structures of different types of text can support this.

Modelling: Modelling is a vital part of the writing process. Pupils' progress from building simple sentences to being able to combine sentence with more complex grammatical structures. New skills are modelled by staff who then support pupils to produce independent work.

Drafting, evaluating, revising and editing Teachers support pupils to get their ideas written down as small chunks throughout the lesson sequence. These first drafts will then be edited and revised. Pupils are then encouraged to check writing goals are being achieved throughout the process and make changes to their writing in light of feedback and self-evaluation. Word banks and supporting resources are always available to help learning.

Guided and independent writing: Children are introduced to and then practice their skills with feedback from the teacher and their peers through 'guided writing'. The aim is for children to increase the fluency of their skills and techniques so that they become automatic. Support later in a unit of writing is often reduced to allow pupils opportunities to complete writing independently.

Publishing: Children need the opportunity to present their work so that others can read it. It provides a strong incentive for pupils to produce high quality writing and encourages them in particular to carefully revise and edit.

Basic skills: It is important to promote the basic skills of writing which include the transcription skills of spelling and handwriting (and typing where appropriate) as well as sentence building. High quality practice is essential to the development of fluent transcription skills. (See separate handwriting and spelling policies.)

Spelling, grammar and punctuation: This is taught systematically through sort quick-fire daily sessions designed to build recall and more focused lessons. Children are supported to apply their 'SPAG' skills in their writing.

Magic Monday: We appreciate that all children do not pick up the information taught straight away. Therefore, our Monday English lesson is a recap of errors or misconceptions from the previous week. This ensures the children will revisit an area tailored for the children to aid their individual writing skills.

Writing in the Early Years Foundation Stage

We provide lots of meaningful opportunities for children to learn about the written word and to support them to understand that symbols carry meaning.

In order to support children on their writing journey, we also provide lots of opportunities for children to build their physical strength and control in the core, upper body, hands and fingers.

We listen to children talking and modelling how to write down the words as this helps children to see how sounds become words on paper.

We value and share children's early mark-making attempts with parents and carers to build children's confidence and self-esteem.

Formal writing, taught later in reception, involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Transcription

In Reception, we use the RWI phonic programme to start teaching the children their letter sounds. We encourage them to hold a pencil correctly and form the letter starting in the right place and moving in the right direction.

At the same time, their knowledge of key words and language is supported through reading and writing activities, including shared reading and writing whole class and focus groups. From reception onwards, the basics of how to form a letter, spell a word, leave a space, or use a full stop is modelled and practiced in RWI and literacy sessions. This is later followed by more sophisticated strategies of modelling the planning, composing and writing sentences, building up to re-reading and checking that it makes sense.

Composition

We support children's composition by reading stories, talking to children, re-phrasing what they have said and modelling correct sentence structure. This will support children to share their ideas and help them to develop an understanding of how sentences are formed. We help to extend a child's vocabulary and give them words too as they begin to form sentences.

Provision

We provide many opportunities for children to capture their thinking and structure it for a range of purposes and audiences (composition). We support children in play, by providing every day experiences and opportunities with mark make/write.

Reception and nursery both have well organised writing areas as well as writing opportunities within other areas to ensure that children have lots of opportunity to practice and engage in writing activities both within the indoor and outdoor environments.

Writing opportunities include:

- Focus groups
- Mark making opportunities within all areas of learning and for a range of different purposes
- Daily RWI sessions- letter, words level, then sentences level work



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- Helicopter stories
- Handwriting sessions
- Funky finger activities
- Outside opportunities include; chalk, paint brushes and water, clipboards and pens, twirling ribbons, sticks for writing and sand.

OUR COVERAGE OF THE NATIONAL CURRICULUM FOR WRITING

We have outlined below the major objectives covered in each year group through school.

Objectives in Y2 and Y6 are set nationwide. Objectives in other year groups feed into these key milestones.

EYFS EXPECTATIONS:

FS1

- Understand that print carries meaning
- Recognise environmental print
- Distinguish between different types of sounds
- Develop their phonological awareness
- Engage in extended conversations
- Ascribe meaning to marks they make
- Develop fine motor skills
- Write own name
- Write some letters accurately

FS2

- Know letter/sound correspondence (at least 10 digraphs)
- Blend sounds in words
- Read some common exception words
- Re-read what they have written to check it makes sense
- Use correct formation for letter shapes and use correct pencil grip
- Use phonic knowledge to write simple words
- Construct, hold and write a simple sentence: (Capital letter- full stop and finger space)
- Form lower case and capital letters correctly.

YEAR 1 EXPECTATIONS

- Demarcate **some** sentences with capital letters and full stops.



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- Begin to use **some** question marks and exclamation marks
- Sequence short sentences to form short narratives.
- Use capital letters for names of people, places, days of the week and pronoun 'I'.
- Join words and clauses with 'and'.
- Spell **most** year 1 common exception words.
- Add suffixes 'ed' 'es' 's' 'er' 'est' and 'ing' to root words.
- Form lower case letters in the correct direction.
- Form capital letters in correct size relative to other letters.
- Use correct spacing between words.

YEAR 2 EXPECTATIONS: (taken directly from the framework)

Working towards the expected standard: I GOT RID OF THIS FOR Y6

The pupil can after discussion with the teacher:

- Write short sentences that are sequenced to form a short narrative (real or fiction)
- Demarcate **some** sentences with capital letters and full stops.
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.
- Spell **some** common exception words
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing
- Use spacing between words.

YEAR 2 EXPECTATIONS: (taken directly from the framework)

Working at the expected standard:

The pupil can after discussion with the teacher:

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

YEAR 2 EXPECTATIONS: (taken directly from the framework)

Working at greater depth:

The pupil can after discussion with the teacher:

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Make simple additions, revisions and proofreading corrections to their own writing.
- Use the punctuation taught at key stage 1 **mostly** correctly.
- Spell **most** common exception words
- Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
- Use the diagonal and horizontal strokes needed to join **some** letters.

YEAR 3 EXPECTATIONS

- **All** sentences are demarcated with a full range of punctuation including capital letters, full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for possession.
- **Begin** to extend the range of sentences used to include complex and compound.



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- **Begin** to use some conjunctions, adverbs and prepositions to express time and cause.
- Develop the use of new grammatical features e.g. inverted commas and commas after adverbials
- Develop use of expanded noun phrases to describe settings and characters.
- Use present and past tense correctly.
- Use a wider range of co-ordinating and subordinating conjunctions.
- Spell **all** year 2 common exception words and **some** year 3/4 words. (See NC appendix 1 list.)
- Begin to use further prefixes and suffixes to understand how to add them (including when changes are made to the root word)
- Handwriting is **mostly** joined and increasingly fluent.
- Use simple organisation devices to organise writing. E.g. paragraphs, sub-headings
- Nouns and pronouns are used correctly to avoid repetition.

YEAR 4 EXPECTATIONS

- Begin to vary writing more for a wide range of purposes and audiences, using formal and informal language.
- Use paragraphs and other devices to organise ideas.
- Use expanded noun phrases and other devices to describe settings and characters.
- Begin to use cohesive devices including: a range of fronted adverbials, a range of prepositions, pronouns used to avoid repetition.
- Begin to use different verb forms mostly accurately.
- Develop regular use of subordinating and co-ordinating clauses.
- Spell **most** Y34 words accurately.
- Demonstrate legible, joined handwriting.
- Demonstrate increasing fluency in joined handwriting.
- Evidence of punctuation skills: full stops, exclamation and question marks, commas in a list; begin to use commas after fronted adverbials and to begin clauses, speech punctuation.
- Begin to use apostrophes for possession and contraction.
- Use 3 types of clause: simple, compound and complex.
- Use a wider range of prefixes and suffixes and understand how to add them to root words.



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YEAR 5 EXPECTATIONS

- Write for a wide range of purposes and audiences.
- Use paragraphs and other devices to organise ideas.
- Use a wide range of devices accurately to describe settings and characters.
- Use cohesive devices effectively across sentences and paragraphs including: time fronted adverbials, repetition and referring back to ideas, varied use of openers, use of pronouns to avoid repetition, effective use of prepositions.
- Demonstrate mostly accurate use of different verb forms (consistent person of verb in additions to consistent choice of tense)
- Accurate use of both active and passive voice.
- Regular and accurate use of co-ordinating and subordinating conjunctions.
- Spell 34 words accurately. Spell **some** Y5/6 words accurately.
- Demonstrate fluent and legible, joined handwriting.
- Use of full stops, commas, questions and exclamation marks, speech punctuation mostly accurate.
- Use apostrophes for possession and contraction.
- Use 3 types of clause accurately: simple, compound and complex.
- Demonstrate a wide range of complex sentence structures.

YEAR 6 EXPECTATIONS: (taken directly from the framework)

Working at the expected standard:

The pupil can:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader)e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Use verb tense consistently and correctly throughout their writing.
- Use the range of punctuation taught at KS2 mostly correctly (e.g.inverted commas and other punctuation to indicate speech)
- Spell correctly most words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.

Working at greater depth:

The pupil can:

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing and choose the appropriate register.
- Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.