



Anns Grove Primary School Writing Policy 2019

OUR APPROACH TO WRITING:

Writing can be a very challenging skill for children to learn and therefore access to effective writing instruction is vital. Pupils write across all curriculum subjects to build expertise as a writer and apply skills in a range of contexts. Anns Grove has designed a vocabulary led curriculum. This ensures our children have exposure to subject specific language and develop a wide range of vocabulary. We include a number of different strategies in our teaching of writing to build both confidence, skill and knowledge.

A unit of writing learning at Anns Grove will cover many of the following elements:

Purpose and audience: Like adults, children need a reason to write and someone to write for. We cover the four main purposes of writing: to describe, 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.

Prewriting/Planning: engaging children in activities prior to writing that help them to think of and organise their ideas. This can involve tasks that encourage them to remember what they already know, find out about a topic they are not familiar with or arrange their ideas visually (for example by using a planning tool such as a writing frame/list or graphic organiser) before writing.

Modelling: Modelling is also important as 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 a first draft that they can then edit and revise. 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.

Sharing: We encourage pupils to share, read and work together to edit their work. Sharing allows us to celebrate successes and learn from the feedback of others.

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.



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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.

Sequencing the teaching of writing: Our pupils' knowledge and skills build progressively through school. Learning in writing will always build on children's prior knowledge. As a result, recapping and revision are built in to our daily sessions.

Writing in the Early Years Foundation Stage

We encourage the children to write independently from an early age. To support the development of writing, the children progress through the Development Matters document which outlines the ages and stages of progression for the EYFS curriculum. As their phonic knowledge increases, this will be evident in their writing.

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 are modelled and practiced in RWI sessions and later followed by the more sophisticated strategies of modelling the planning, drafting and proof-reading of writing across a range of genres.

Reception and nursery 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.

Opportunities include:

- Weekly focus groups;
- Mark making opportunities within all areas of learning and for a range of different purposes;
- Daily RWI sessions- letter, word level then sentence level work (red books onwards);
- Helicopter stories;
- Handwriting sessions;
- Funky finger activities and dough gym.

Outside opportunities include; chinks, paint brushes and water, clipboards and pens, twirling ribbons, sticks for writing in mud and sand.



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EYFS EXPECTATIONS:

FS1

- Understand that print carries meaning
- Recognise environmental print
- Ascribe meaning to marks they make
- Develop fine motor skills
- Write own name
- Distinguish between different types of sounds

FS2

- Know letter/sound correspondence
- Use correct formation for letter shapes and use correct pencil grip
- Use phonic knowledge to write simple words
- Construct and write a simple sentence: (Capital letter- full stop and finger space with support for some sentences.)

YEAR 1 EXPECTATIONS

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



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YEAR 2 EXPECTATIONS: (taken directly from the framework)

Working towards the expected standard:

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.

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.



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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 proof-reading 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.



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YEAR 3 EXPECTATIONS

- Begin to use ideas from their own reading and examples to plan their writing.
- To proof read their and others work to check for errors (with increasing accuracy) and to make improvements.
- To begin to organise their writing into paragraphs around a theme.
- To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- To begin to use the structure of a wider range of text types (including use of simple layout devices in non-fiction)e.g. subheadings.
- To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition.
- To begin to create settings, characters and plot in narratives.
- To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
- To use 'a' or 'an' correctly throughout a piece of writing.
- Begin to extend the range of sentences to include complex and compound.
- To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and or though.
- Begin to use a range of conjunctions, adverbs and prepositions to show time, place and cause.
- To use a full range of punctuation from previous year groups (eg: capital letters, full stops, question marks, exclamation marks) including commas in a list and apostrophes for possession and irregular plurals.
- Develop use of expanded noun phrases to describe settings and characters.
- To punctuate direct speech accurately, including the use of inverted commas.
- To develop the use of new grammatical features e.g inverted comma and commas after adverbials.
- To recognise and use the terms proposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
- Spell all Year 2 common exception words and some year 34 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



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YEAR 4 EXPECTATIONS

- To organise their writing into paragraphs around a theme to add cohesion and to aid the reader.
- To proof read consistently and amend their own and other's writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.
- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)
- To create settings, characters and plot in narratives to engage the reader and to add atmosphere.
- To maintain an accurate tense throughout a piece of writing.
- To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.
- Begin to vary writing more for a wide range of purposes and audiences, using formal and informal language.
- To use co-ordinating or subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
- To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
- To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use all of the necessary punctuation including previously learnt and in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.
- To consistently use apostrophes for singular and plural possession as well as contraction and recognise the difference.
- To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
- Spell most y3/4 word accurately.
- Use a wider range of prefixes and suffixes and understand how to add them to root words.
- Demonstrate legible joined handwriting with increasing fluency.



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YEAR 5 EXPECTATIONS

- Write for a range of purposes and audiences, selecting language that shows some 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 characters
- Integrate dialogue in narratives to show characters' feeling
- Begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this sometimes appropriately (e.g. using synonyms for 'said'; using imperative verbs for instructional texts)
- To use a range of devices to create cohesion across paragraphs (including adverbials of time, place, number or tense choices)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).
- Use further organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining.
- Use verb tense correctly throughout their writing.
- Ensure correct subject and verb agreement when using singular and plural and distinguish between the language of speech and writing.
- Assess the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Use the full range of punctuation from previous year groups.
- To use commas to clarify meaning and avoid ambiguity with increasing accuracy.
- To use brackets, dashes or commas to indicate parenthesis.
- Use 3 types of clause accurately including relative clauses.
- Indicate degrees of possibility using adverbs or modal verbs.
- To recognise and use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.
- Spell 34 words accurately. Spell some Y5/6 words accurately.
- Convert nouns or adjectives into verbs using suffixes.
- Maintain legibility in joined handwriting.



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YEAR 6 EXPECTATIONS: (taken directly from the framework)

Working towards the expected standard:

The pupil can:

- Write for a range of purposes
- Use paragraphs to organise ideas
- In narratives, describe settings and characters
- In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly.
- Spell correctly **most** words from the Y3/4 spelling list and **some** words from the Y5/6 spelling list.
- Write legibly.

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)
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- 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.