



## Gnosall St Lawrence CE Primary Academy Writing Curriculum Statement

### Intent

The Gnosall St Lawrence CE Primary Academy writing curriculum is designed to equip children with the necessary skills, knowledge and resilience needed for later life. We intend to provide children with the fine motor, grammatical and literacy skills they need in order to write confidently and effectively in everyday situations. We aim to achieve this through a clear and progressive sequential curriculum.

### Implementation

#### Overview

In Pre School, children will explore mark making and develop the fine motor skills required to hold a pencil. In Reception, children will build on their letter recognition and mark making ability through continuous provision activities and in Read Write Inc sessions. Children will also start to develop an understanding of how to use simple punctuation marks. In Year 1 children will develop their handwriting style and increase their understanding of grammar and punctuation through Read Write Inc and topic writing. In Year 2, pupils will move from the Read Write Inc programme onto our “Journey” approach to teaching English which is also established across KS2.

In KS2, each 2-3 week English Journey is used to introduce children to writing for a range of purposes. This approach encourages children to read like a writer and write like a reader with specific focus on the impact we have as writers.

#### Early Years Foundation Stage

Firstly, children will develop their mark making and fine motor skills. Children are then taught to use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They are taught to write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

#### Year 1

##### Pupils are taught to:

- compose a sentence orally before writing it
- sequence sentences to form short narratives
- use key words that relate to the topic
- use familiar storytelling language
- read own writing clearly and audibly
- leave spaces between words
- join words using 'and'
- join clauses using 'and'
- sit and hold a pencil comfortably and correctly
- begin to form lower case letters correctly
- form capital letters
- use capital letters for start of sentences
- use capital letters for names
- use full stops

- use question marks and exclamation marks correctly
- form digits 0-9
- spell words using the standard phonemes
- spell common exception words
- spell the days of the week
- name the letters of the alphabet in order
- understand the spelling rules for adding 's'
- use the suffixes -ing, -ed
- use the suffixes -er and -est
- start sentences using 'I' or 'The'
- start sentences in different ways
- maintain the correct tense
- use simple descriptive words
- begin to use the prefix un-
- With peer/ adult support, proof read for a given number of grammar and spelling errors within a given text.
- Re-read own writing to check it makes sense.

## Year 2

### Pupils are taught to:

- use ideas that are mostly suitable for a narrative
- use the correct viewpoint
- use relevant ideas for non-fiction e.g information points in a report, memories in a recount
- include main features of a genre/text type
- include enough information and description to interest the reader
- order writing using line breaks to show new ideas in narrative or use number in non-fiction
- group main ideas together
- use sentences with different forms
- ask questions to the reader
- write sentences with adventurous adjectives
- write long sentences
- write short sentences
- start sentences in different ways from a name or a personal pronoun (One bright morning...)
- include expanded noun phrases for description and specification (The blue butterfly...)
- use correct verb forms (is, was)
- apply correct tense across a piece of writing including progressive form to mark actions in progress (They were jumping)
- write compound sentences that include co-ordination (but, and, or)
- write complex sentences that include subordination
- use rhyme for effect
- use repetition in a basic way that follow story models (Run, run as fast as you can...)
- choose words appropriate to the writing
- construct sentences that include adjectives, adverbs and precise verbs
- use 'purple' ambitious vocabulary (see purple writing progress plan)
- begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence (ly words, e.g. quickly)
- always use full stops correctly
- use commas to separate a list of items
- use capital letters correctly (more than 50% of the time)
- use apostrophes to mark missing letters in contracted forms

- use exclamation marks and question marks
- begin to use an apostrophe to mark singular possession
- use phonetically plausible strategies to spell unknown words
- use suffixes such as ...ness...er to form nouns or by compounding
- use adjectives ending in ...ful...less...est
- turn adjectives into adverbs by applying 'ly'
- form lower case letters of the correct size in relation to other letter
- start to use some of the diagonal and horizontal strokes to join letters
- Proof read own writing for errors in spelling, punctuation and grammar.
- Re-read own writing to check it makes sense and that verbs to indicate time are used correctly and consistently.

### Year 3

#### Pupils are taught to:

- develop multiple ideas in a story enriched with descriptive detail
- develop multiple ideas in non-fiction that are factual and precise
- express a basic viewpoint, an opinion or promote an idea (I believe...)
- maintain the main features of a genre/text type
- ensure content makes sense throughout a piece of writing
- use strategies to create flow, eg. pronouns, cohesive phrases, references back to previous point.
- begin to understand what a paragraph is and show ideas grouped together
- use headings and subheadings to group ideas
- signal opening in narrative and non-narrative (Early one morning... Whales are the largest sea creatures)
- signal closing in narrative and non-narrative (Ultimately, finally...)
- use one word in isolation to grab the reader's attention
- add detail into descriptions e.g. precise words, descriptive noun phrases
- use prepositions that position in place/environment (in, on, behind, under)
- use the present perfect form of verbs, instead of simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play')
- experiment with a widening range of conjunctions (e.g. while, so, although)
- write sentences that use repetition of key words for impact. (e.g. He ran and ran. He ran until his bones ached)
- use the word 'like' to build a simile.
- choose words because of the effect they will have on the reader
- use some 'red' ambitious words (see red Writing Progress Plan)
- use adverbs/adverbial phrases that position in time (e.g. then, next, soon, later that day)
- use adverbs/adverbial phrases that build a relationship or 'cause' e.g. therefore, as a result
- start using inverted commas to punctuate direct speech
- start using other direct speech punctuation e.g. punctuation inside inverted commas.
- use a range of prefixes to extend repertoire of nouns e.g. super..., anti..., aut...
- use 'an' or 'a' correctly according to the next word beginning with a consonant or vowel
- experiment with more complicated words build from a common word e.g. dissolve, solution
- use diagonal and horizontal strokes to join letters that are adjacent and know which are best left are unjoined
- show increased legibility and quality to handwriting
- Proof read own writing for spelling, grammar and punctuation errors.
- Propose changes to grammar and vocabulary to improve consistency.

- Proof read to ensure correct grammatical structures in sentences.

#### Year 4

##### Pupils are taught to:

- develop ideas in detail
- maintain point of view throughout the work
- include all the features of a genre/text type appropriately and consistently
- create narratives that create intrigue or non-fiction that is more complicated
- structure and organise writing with a clear beginning, middle and end
- write sentences that are developed on from previous sentences to form a group of connected/related ideas
- start a new paragraph to organise ideas around a theme
- use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- signal openings in narrative and non-fiction with content to capture reader's interest
- Signal closing in narrative is dramatic or links back to opening
- vary sentences for clarity, purpose and effect
- ask rhetorical questions to heighten reader engagement
- use more complicated noun phrases
- use standard English verb inflections
- use a widening range of conjunctions
- use more complicated conjunctions that set up contrast or relationships
- use the word 'as' to build a simile
- use metaphors to create vivid images in the reader's mind
- make language choices that are interesting and varied
- use some 'orange' ambitious words (see orange Writing Progress Plan)
- use 'where' adverbial phrases in fronted position in sentences
- use 'how' 'ly' adverbs and '...ing' adverbial phrases as fronted phrases in fronted position in sentences
- use inverted commas and other punctuation to indicate direct speech
- use apostrophes to mark plural possession
- use a comma after a fronted adverbial
- use knowledge of phonics, morphology and etymology to spell new and unfamiliar words
- distinguish between the spellings of common homophones
- show through '-s' and punctuation the grammatical difference between plural and possession
- show consistency in style ensuring that the down strokes of letters are parallel and equidistant
- avoid ascenders and descenders touching each other from one line to the next
- Proof read own writing for spelling, grammar and punctuation errors.
- Propose changes to grammar and vocabulary to improve consistency.
- Proof read to ensure nouns, pronouns and tenses have been used accurately throughout writing.

#### Year 5

##### Pupils are taught to:

- develop ideas further in narrative and in non-fiction
- make point of view is clear and controlled with some elaboration
- execute a text type/genre by including all features or adapt when required

- create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices to support the purpose
- structure and organise writing with pace in narrative and supporting evidence in non-fiction
- start new paragraphs to show changes in time, place, event or person
- use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly
- link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points
- create different emphasis in sentences through word order and noun phrases
- mix short and long sentences to change, accelerate or show pace for reader
- deploy tense choices that support cohesion by making links e.g. he had seen her before
- use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must
- use relative clauses within complex sentences beginning with who, which, where, when, whose, that e.g. Maisie who was extremely tired, finished the race
- use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. mortified by what he saw, Harry fled the scene
- use pathetic fallacy to mirror and extend character's emotions
- use pun to enhance the double meaning of language
- some vocabulary choices are for effect or emphasis e.g. technical terminology, vivid language
- use some 'green' ambitious vocabulary. (see green Writing Progress Plan)
- indicate degree of possibility using adverbs e.g. perhaps, surely
- use a range of adverbs to link ideas: adverbs of time, adverbs of place and number
- use brackets, dashes or commas to indicate parenthesis
- use commas to clarify meaning and to avoid ambiguity
- convert nouns or adjectives into verbs using suffixes using e.g. ...ate...ise...ify....
- apply prefixes to change intent of verbs e.g. dis..., de..., mis..., over..., re...
- make quick choices whether or not to join specific letters
- use a style that encourages speed, legibility and fluency
- Proof read own writing for spelling, grammar and punctuation errors.
- Propose changes to punctuation, grammar and vocabulary to improve enhance impact and clarify meaning.
- Proof read to ensure a variety of sentence length to sustain interest.

## Year 6

### Pupils are taught to:

- engage and entertain reader through the telling of a narrative e.g. use of humour or controls the direction of non-fiction through a range of strategies e.g. persuasive devices
- convey a convincing viewpoint using the point of view of others to support or contrast writers own opinion
- choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in a report
- adopt well known genres to create different effects e.g. fairy tales with a twist exploring new viewpoint
- navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint
- use a range of layout devices e.g. headings, sub headings, columns, bullet points, tables
- link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase, use of ellipses as cliff-hanger at the end of section

- apply paragraphs across a whole text to support the ‘ease of engagement’ for the reader
- write formally or informally appropriate to genre/text type
- vary the types of sentences within a piece across simple, compound and complex structures
- use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that the pupils be on time.
- use a range of complex construction strategies to build subordinating clauses with verb starts ending in ‘ing’, ‘ed’
- use adverbs, ‘ly’ followed by verbs, relative clauses and subordinating conjunctions
- use personification to give human attributes to inanimate objects/things
- use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing referencing to water
- use varied and precise vocabulary to create particular stylistic effects
- use some ‘pink’ ambitious vocabulary (See Pink Writing Progress Plan)
- use more complicated adverbial phrases to link ideas e.g. on the other hand, in contrast
- use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. The dog is so incredibly stupid
- use semi colon, colon and dash to mark the boundary between independent clauses e.g. it’s snowing; I am delighted
- use if the colon to introduce a list and use of semi-colon within lists
- use bullet points to list information
- use hyphens to avoid ambiguity e.g. recover or re-cover
- use the appropriate words according to formality e.g. ‘discover’ or ‘find out’, ‘ask for’ or ‘request’ or ‘go in’ or ‘enter’
- discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence
- write sensibly in a joined, legibly style
- choose the right handwriting style according to purpose e.g. neat and joined for final version and unjoined for labelling a diagram or data
- Proof read own writing for spelling, grammar and punctuation errors.
- Propose changes to punctuation, grammar and vocabulary to improve enhance impact and clarify meaning.
- Proof read to ensure a wide range of ambitious vocabulary has been used for a precise impact.

#### **Pupil Voice**

Through discussion and feedback, children talk enthusiastically about their own and their peers’ writing. They can discuss the context in which writing is being taught, relating this to real-life scenarios and they can ask relevant questions about their learning. Pupil have their own voice about their learning through the use of purple pupil voice pens.

#### **Evidence in Knowledge**

Pupils recognise the significance of writing in the workplace and its value in the wider world. They recognise how writing can be used in order to support their potential.

#### **Evidence in Skills**

Pupils can independently use the vocabulary and grammatical skills required to write for a specific purpose. They recognise the importance of a “growth mindset” and resilience when writing longer pieces of text.

#### **Breadth and Depth**

Teachers plan a range of opportunities for children to enhance their literacy skills independently, with a partner, in groups and in a variety contexts. Additionally, they seek parental involvement and encourage home-learning opportunities.