

At Spaldwick, our intent is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written language, developing their love of literature through widespread reading for enjoyment. We aim to provide children with a rich and purposeful education in English. We will ensure all of children have the skills to enable them to speak and write clearly, accurately, coherently and confidently so they are able to communicate effectively.

We aim for all children to have the skills to independently follow a writing process: to plan, write, edit, and evaluate their writing style to meet the needs of their intended purpose and across a wide range of different genres. In order to do this, children have an understanding of the context, purpose, audience and formality of their piece. Across school, grammar, transcription and composition are key areas for development and skills that the children continually revisit and develop.

In Writing and all lessons, it is important that all children are encouraged to take pride in their work and its presentation, part of which is developing fluent, legible and joined handwriting. We believe that a rich vocabulary is key to producing engaging, vivid and meaningful writing, and so children are encouraged to explore and choose specific words for effect. It is our aim for all children to be confident and competent spellers: understanding the rules and patterns so they can confidently apply them to new words and having an understanding of the relationships between words and root words

### Intended Impact

- All pupils will succeed in their writing
- All children will write for a range of purposes, contexts and audiences
- All children will be provided with the appropriate support and challenge to write successfully
- Children will become confident to write across a range of genres and topics
- Children will understand the features and skills required for specific genres
- Children will have an understanding of different punctuation and grammatical features
- Children will understand and apply spelling patterns and rules
- Children will have and use a rich and varied vocabulary
- The number of children achieving Expected and Greater Depth will be in line with (or better than) national standards
- There will be no significant gaps in progress for any group of pupils

# Implementation

## Daily Writing Session

- Daily English lesson is taught following Jane Considine's 'The Write Stuff'.
- The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons.
- With modelling at the heart, the sentence stacking lessons are broken into three 'learning chunks' and taught under the structural framework of The Writing Rainbow.
- Children are prepared for independent writing by modelling the ideas, grammar or techniques of writing.
- Children are encouraged to 'Chat', giving them a chance to share and develop their ideas each session, build their knowledge and grammatical understanding in preparation for independent writing
- Children edit their writing, focusing on three key elements:
  - Revise (*Spelling, Missed Words, Punctuation*)
  - Rewrite (*check sense, reword or improve*)
  - Reimagine (*develop an idea further*).

## Grammar

- Grammar is taught within the writing sessions
- Each week children complete a grammar overview consisting of three parts:
  - Check It - (*Applying grammar knowledge taught in previous weeks*)
  - Edit This - (*Children use one of 3 techniques as identified in writing*)
  - Show Me - (*Children use and apply the knowledge from their weekly grammar focus*)

## Spelling

- We follow the Read Write Inc. Spelling programme using online Oxford Owl resources and individual booklets.
- Spelling lessons begin in Year 2 (following in from Phonics sessions)
- Classes are split so that spellings are taught to single year groups
- Daily 20 minute lessons
- Termly assessments

## Handwriting

- We follow Kinetic Lessons
- In KS1, children have daily handwriting sessions for 20 minutes
- As children move through school, handwriting is taught 2/3 times a week as needed
- Where necessary, children access targeted interventions for handwriting
- Once all joins and sizing are consistent, children are awarded a pen licence

## Year 1

Vocabulary

story, retell, sequence, order,  
letter, capital letter, word,  
singular, plural, sentence,  
noun, verb, punctuation, full  
stop, question mark,  
exclamation mark, phoneme,  
grapheme, diagraph, trigraph

Writing Expectations

- Construct sentences out loud before writing them
- Leave spaces between words
- Use 'and' to join sentences
- Punctuation: CL (inc proper nouns) . ? !
- Know the purpose and reason for their writing
- Begin to maintain tense

Narrative

- Retell familiar stories and recount events in a sequence
- Write own version of a familiar story in order
- Main focus: who, where and what
- Structure: beginning – middle – end

Letter Writing

- Structure: address, Dear..., main paragraph, sign off

Recount Writing

- Describe from own experience in chronological order using basic sequencing words/phrases
- Write simple first person recount linked to personal experience (I, me, my)

Persuasive Writing

- Explore different WAGOLLS: (adverts, posters)
- Use role play to persuade in different settings (shopping et)
- Write simple persuasive texts (letter or poster) with a clear aim and audience

Instruction Writing

- Listen to and follow a set of simple instructions.
- Use imperative verbs.
- Construct instruction sentences out loud before writing them

Report and Explanation Texts

- Know the reason for their writing
- Write sentences which describe a specific aspect of their subject

Writing Expectations

All from previous year

- Plan and write about the subject
  - Show precise writing which meets the purpose of the genre
  - Use expanded noun phrases to give detail and accuracy
  - Keep the tense consistent (past and present)
  - Extend sentences using and, but, or
  - The size and space of letters is appropriate and consistent
  - Punctuation: CL, ?, !, (list)
- begin to use ' for contractions & possession

sequence, character, setting,  
tense (past, present),  
conjunction, noun, verb,  
adjective, noun phrase,  
statement, question,  
exclamation, command  
compound, suffix, adjective,  
adverb, verb apostrophe,  
comma

Narrative

- Plan and write own stories in sequence of the events
- Describe the characters and settings using noun phrases

Letter Writing

- Structure: address, Dear..., date, main paragraph, sign off
- Include subject-specific detail
- Include some topic specific language

Recount Writing

- Collect and use a wider range of words/phrases to support sequencing.
- Order (simple) events on a timeline
- Write recounts from personal experiences and from the perspective of others.
- Maintain past tense consistently.

Persuasive Writing

- Explore different persuasive texts and discuss how effective they are
- Begin to identify and explain some of the features
- Write a short persuasive piece
- Structure: opening statement (presents a viewpoint).

Instruction Writing

- Listen to and follow a set of more complex instructions
- Begin to recognise that the writing style
- Plan and write a set of instructions for a familiar topic
- Structure: title, introduction, list of materials needed and sequential steps

Report and Explanation Texts

- Describe the subject in detail
- Include some topic specific language
- Begin to use language which compares/contrasts (-er/est)

plot, tense, preposition,  
conjunction, word family,  
prefix, clause, subordinate  
clause, direct speech,  
consonant, paragraph,  
consonant letter, vowel, vowel  
letter, inverted commas/speech  
marks

## Writing Expectations

All from previous years

- Organise writing into paragraphs around appropriate themes
- Choose meaningful verbs and adjectives to add specific description.
- Tense is consistent throughout
- Choose adjectives which are meaningful and have impact
- Use adverbs (then, next, soon) and prepositions (before, after, during) to link the story and express time
- Punctuation: CL . ? ! , ' c ' p  
begin to use inverted commas

### Narrative

- Structure: Beginning - Build up - Problem - Ending

### Letter Writing

- Structure: address, Dear..., date, main paragraphs, choose an appropriate sign off
- Include a short introductory paragraph to outline the letter
- Include topic specific language

### Recount Writing

- Study third person and first person recounts and identify the sequence of events.
- Use words to support chronology (linking phrases and specific timings)
- Begin to explore how speech may be used
- Write a concluding line that summarises the whole recount.

### Persuasive Writing

- Explore different persuasive texts and discuss how effective they are
- Begin to identify and explain some of the features
- Write a short persuasive piece
- Structure: opening statement (presents a viewpoint).

### Instruction Writing

- Study and dissect more complex instructions to identify organisational devices (bullet points, diagrams)
- Structure: heading, introduction, subheading, bullet points and diagrams

### Report and Explanation Texts

- Include a short statement to introduce a new topic
- Begin to use organisational devices: headings and subheadings
- Include topic specific language

## Writing Expectations

- Choose pronouns to aid cohesion
  - Use expanded noun phrases to describe clearly
  - Link writing using: conjunctions, adverbial phrases and prepositional phrases
  - Organise writing into paragraphs around appropriate themes
  - Vary sentence openers
  - Use fronted adverbials with correct punctuation
  - Use coordinating and subordinating conjunctions to provide more specific/additional information
  - Correct subject verb agreements
  - Correct use of singular and plural possessive apostrophes.
  - Included fronted adverbials with accurate punctuation
  - Punctuation: CL . ? ! , ' c ' p " "
- All punctuation for speech

resolution, expanded noun phrase, determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, prepositional phrase, cohesion

## Recount Writing

- Study and compare recounts about a single event
- Explore how direct speech (single line) can be used in recounts
- Use paragraphs to organise ideas around a theme including a short and concise summary paragraph.
- Begin to include events linked to the recount from the past, present (what is happening now) and future (what will happen)
- Begin to show the theme (positive/negative)

## Persuasive Writing

- Analyse and evaluate a range of persuasive texts recognising and justifying whether it is effective or not.
- Recognise when persuasion is used (as opposed to informing)
- Structure: opening statement, themed paragraphs, a closing statement
- Begin to recognise and use some of the figurative language used to persuade (hyperbole, similes, alliteration).

## Narrative

- Structure: Beginning – Build up – Problem – Resolution – Ending
- Create cohesive plot

## Instruction Writing

- Study and dissect instructions of varying formalities and purposes
- Use subordinate conjunctions to offer advice and expand on simple instructions (if, since)

## Report and Explanation Texts

- Use headings and subheadings to signpost and organize information into paragraphs

## Letter Writing

- Begin to choose the tone of the letter to suit the purpose/audience
- Choose an appropriate sign off

figurative language,  
perspective, modal verb,  
relative pronoun, relative  
clause, parenthesis, bracket,  
dash, cohesion, ambiguity

## Writing Expectations

All from previous years

- Plan, write and organise writing
- Link ideas within and across paragraphs to aid cohesion
- Include coordinating and subordinating conjunctions
- Use adverbs and modal verbs to indicate degrees of possibility
- Include relative clauses for extra information
- Show parenthesis using different punctuation ( ) , -
- Commas to make meaning clear and avoid ambiguity
- Punctuation: CL . ? ! , ' c ' p " " ( ) -

### Narrative

- Plan, write and organise stories
- Write from different perspectives in the story
- Describe the setting by using figurative language

### Letter Writing

- Show and adapt an awareness of the formality required for the genre

### Recount Writing

- Recognise, analyse and evaluate the formality of contrasting recounts
- Explore and choose the writing style: personal or impersonal
- Show the theme (positive/negative) by making appropriate language choices

### Persuasive Writing

- Read a variety of real life persuasive examples (newspaper, posters, reports) to compare the purpose
- Draft and write extended texts for real purposes.
- Decide if (and choose relevant) additional information is needed (diagrams, graphs, data)

### Instruction Writing

- Evaluate and explain the effectiveness of a range of instruction WAGOLLS
- Recognise and replicate the necessary succinct sentence structures
- Write a set of extended instructions and for themselves/someone else in their class to follow

### Report and Explanation Texts

- Show an awareness of the formality required for the genre

tension, subject, object  
active, passive, ellipsis,  
hyphen, colon, semi-colon,  
bullet points.

## Writing Expectations

All from previous years

- Vary sentence length for effect
- Choose vocabulary and grammar/punctuation to enhance the meaning
- Analyse and evaluate (peer and own writing) to identify objections and create ways to overcome these
- Use active and passive voice to impact the meaning
- Vary the range of cohesive devices used (within and across paragraphs)
- Mark independent clauses with accurate punctuation
- Punctuation: CL . ? ! , ' c ' p " " ( ) - : ; ...

### Narrative

- Create believable and logical characters, plots (including problem and resolution)
- Vary the character's perspective
- Use ellipsis to build tension

### Letter Writing

- Choose language to suit the purpose, audience and formality
- Use different layout devices to list and structure the text, e.g bullet points

### Recount Writing

- Choose the appropriate style of writing to suit a specific purpose (formality, language word choice)
- Use ellipsis to build tension

### Persuasive Writing

- Choose the appropriate style, layout and sentence structure to suit a specific purpose.
- Compare the purpose and introduce ideas such as bias and deliberate ambiguity
- Choose appropriate layout devices (bullet points, tables)

### Instruction Writing

- Choose the appropriate style of writing to suit a specific purpose.
- Choose when a visual representation/additional information/repetition would support more complex instructions
- Use a colon to introduce a list.
- Use layout devices such as bullet points to list information and structure text.

### Report and Explanation Texts

- Use different layout devices to list and structure the text, e.g bullet points
- Choose to use relative clauses with appropriate punctuation to give additional information about the topic