



# Writing

**Writing is a complex process which requires a wide range of skills. It requires a strong vocabulary, an understanding of genre and text structure and organisational devices alongside basic skills such as handwriting, spelling and punctuation. Learning to write well needs high-quality instruction that teaches these components explicitly and systematically.**

## **Our Intent**

At Milecastle, we believe that writing is central to learning and a key driver to the curriculum. We are determined that by the end of their primary education, all pupils are able to write fluently and with confidence in any subject. Pupils will write with flare and confidence, apply what they have read to help give their writing a clear purpose and consider the audience for what they produce. They will write grammatically accurate texts, applying spelling, grammar and punctuation skills they have been taught and use legible, cursive handwriting. The curriculum is planned systematically with this in mind and pupil progress towards end points is monitored regularly.

We aim for our pupils to become resilient writers who, when writing regularly, are able to apply the skills they have been taught.

## **Implementation**

### **How is writing organised across school?**

At Milecastle, writing is an essential tool across the curriculum. We believe that having a consistent approach throughout school is vital in ensuring that our pupils become confident, independent writers.

## Writing in EYFS

Writing begins with talk. Because language provides the foundation of thinking and learning, this is prioritised in the EYFS. High quality interactions between adults and children are prioritised. A wide of approaches are used including the explicit teaching of vocabulary, modelling and extending children's language and collaborative activities that provide opportunities for speaking and listening. By prioritising language in this way, we pave the way for the teaching of writing.

Writing is taught through phonics from the very beginning of reception. The most basic of skills, representing sounds as graphemes, is taught on a daily basis as part of the Sounds-Write phonics programme. It is this daily practice which ensures that the skills taught are transferred into pupils' long term memories which later translates into automaticity. Sounds - Write is a systematic, accumulated approach which ensures that children make progress.

Alongside the teaching of these basic, mechanical skills, pupils are exposed to a range of carefully chosen, high-quality texts. Drawing Club is used to excite children about the stories they hear and to inspire them to apply their natural curiosity and imagination to their drawing and writing.

The first stage of Drawing Club focuses on introducing new and interesting vocabulary to the children, related to the story they will hear. This has a huge impact on the children's language development. The new vocabulary is explained then rehearsed daily so that it becomes familiar to the children and enables them use it in their play, their daily conversations and in Drawing Club itself.

During the next stage, the teacher shares the carefully selected chosen story with the children. This is followed by a focus on modelled drawing linked to the story. These drawings focus on the characters, settings and plots within the story. The teacher will model some writing to go with the drawing, building on the phonics taught during Sounds-Write lessons and providing the opportunity to cover any misconceptions.

Finally, all children are invited to attend Drawing Club. Here, the children have the opportunity to use their own imaginations and creativity in making independent drawings and writing based on the modelled session. Careful monitoring by the teacher or teaching assistant ensures that support is given where needed and that children are suitably challenged.

Structured lessons are supported by carefully planned enhancements in the continuous provision. Writing opportunities are widely available throughout the EYFS provision to encourage both mark making and independent writing.

## **Writing in Key Stage 1 and Key Stage 2**

The mechanics of writing continue to be taught through Sounds-Write building on the children's prior knowledge in a systematic and accumulative way. Basic sentence structure and punctuation become more embedded leading to more complex sentences being produced.

Talk for Writing continues to be taught with children orally learning a model text which they then imitate by applying their basic skills to produce a written version. This forms the beginning of the teaching of text structure, audience and purpose. Texts continue to be carefully selected with a focus on providing a rich vocabulary. Once children have embedded the structure of the text, they are then able to begin to innovate their own versions. By exposing children to a wider range of texts and encouraging them to 'magpie' ideas from other authors, we help our children to use their imaginations and add creativity to their work.

As children progress through Key Stage 1 and Key Stage 2, the range of text types, audiences and purpose widens. Non-fiction writing is introduced and clear 'hook' and purpose is used to engage the pupils. Links are made with other curriculum areas to enrich children's experiences and to make writing meaningful.

Pupils are taught that writing is a range of processes and not a one-off event. Talk continues to be prioritised and used as a way of sharing and generating ideas. This ensures that all children, irrespective of their cultural capital or SEND, are able to engage in the writing process. Children then write by analysing a model text for vocabulary and structure, taking part in modelled and shared writing activities led by the teacher, planning their own texts, writing independently, revising and editing their work. Opportunities to share their final pieces of work are taken wherever possible to celebrate children's achievements.

### **How do we plan for writing?**

Skills needed for each text type are mapped out across the school to ensure pupils acquire the tools needed to produce their own independent writing. Year on year these skills accumulate so that pupils become more accomplished writers. The range of text types taught in each year group is carefully thought out to provide natural links between other curriculum areas. This gives pupils a clear purpose for their writing.

## Progression documents

			<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and in a static tripod grip.</p> <p>Write recognisable letters, most of which are correctly formed:</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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 unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do</p>	<p>Write legibly, fluently and using a joined style with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task.</p>

		in similar ways) and to practise these.	Use spacing between words that reflects the size of the letters.	not touch].	
Composition	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple captions and sentences that can be read by others.</p>	<p>Write sentences by: Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing</p>	<p>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</p> <p>Discussing and recording ideas</p> <p>Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by: Assessing the</p>	<p>Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>

			<p>with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>
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Milecastle Primary School

Grammar and Punctuation Overview

Reception - Year 6

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p>Write a word</p> <p>Write a simple sentence</p> <p>Beginning to use finger spaces and full stops</p>	<p>Writing simple sentences in the first, second and third person (subject-verb agreement)</p> <p>Write a simple sentence starting with a proper noun</p> <p>Noun phrases - <u>adjective + noun</u> or <u>adjective + adjective + noun</u> or <u>determiner + noun</u> or <u>determiner + adjective + noun</u></p> <p>Write a simple sentence, but add an adjective - <i>He has a red ball.</i></p> <p>Write a simple sentence and add an adverb of manner ("ly") - <i>I play nicely.</i></p> <p>Write a simple sentence with a regular simple past tense verb (adding -ed) - <i>He worked in the classroom.</i></p> <p>Write a sentence in simple present continuous tense ("to be" + "-ing") - <i>He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.</i></p> <p>Use capital letters at the beginning of a sentence and full stops</p> <p>Subject-verb agreement with "I", "you", "we" and "he/she" for the verbs "to do", "to be" and "to have". (<i>I/you/we have, he/she has, I/you/we do, he/she</i></p>	<p>To recognise verbs with the suffixes "-ed" and "-ing" and how to use these in a sentence</p> <p>To identify imperative verbs and use these in a command - <i>Give me that pen.</i></p> <p>Subject-verb agreement of the simple present (<i>I like, she likes</i>), adding a "-s" to the third person</p> <p>To learn how and when to use the present continuous - <i>I am sitting on the carpet.</i></p> <p>To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: - <i>The building was big, but the Houses of Parliament were bigger.</i> - <i>Tom was the tallest boy in his class.</i></p> <p>Write a statement of fact with a capital letter and full stop</p> <p>Write a question starting with "what", "where", "when", "who" or "how" and a capital letter, finishing with a question mark</p> <p>Write a short sentence with an exclamation mark</p> <p>Poems using alliteration to describe either a picture or a painting.</p>	<p>Inverted commas</p> <p>Verbs - present perfect and past perfect</p> <p>Fronted adverbial phrases - prepositional phrase, starting with an adverb ("ly")</p> <p>Pattern of three and exaggerated language for persuasion</p> <p>Complex sentences using: <i>until, although, even if.</i> The conjunction is found in the middle of the sentence.</p> <p>Compound sentences using: <i>and, but, for, yet, nor, so, or</i></p> <p>Difference between clause and phrase</p> <p>Difference between fewer and less. Fewer is used for count nouns (<i>few apples</i>) and less is used for non-count nouns (<i>less water</i>)</p> <p>Personal pronouns (subject and object) and where to use them in the sentence</p> <p>Specific and technical vocabulary</p> <p>Knowing when to use "a" and "an"</p> <p>Identify all the word classes of a simple sentence</p> <p>Identify the subject of</p>	<p>Use of pronouns for cohesion and to avoid repetition</p> <p>How to use specific determiners</p> <p>Past perfect continuous tense</p> <p>Change verbs in a sentence to give greater effect</p> <p>Starting a sentence with an "-ing" verb</p> <p>Write a drop-in clause with an "-ing" verb</p> <p>Modal verbs</p> <p>Know the difference between a preposition and an adverb</p> <p>Compound sentences</p> <p>Start a sentence with a preposition and a comma</p> <p>Repetition to persuade</p> <p>Write a sentence with three actions and each clause separated with a</p>	<p>Possessive apostrophe for singular and regular plurals</p> <p>Informal and formal language</p> <p>Expanded noun phrases</p> <p>Fronted adverbials</p> <p>Inverted commas</p> <p>Use of pronouns for cohesion and to avoid repetition</p> <p>How to use specific determiners</p> <p>Past perfect continuous tense</p> <p>Change verbs in a sentence to give greater effect</p> <p>Starting a sentence with an "-ing" verb</p> <p>Write a drop-in clause with an "-ing" verb</p> <p>Modal verbs</p> <p>Know the difference between a preposition and an adverb</p> <p>Compound sentences</p> <p>Start a sentence with a preposition and a comma</p> <p>Repetition to persuade</p> <p>Write a sentence with three actions and each clause separated with a</p>	<p>Modal verbs of possibility and obligation</p> <p>Embellishing simple sentences</p> <p>Brackets for parenthesis</p> <p>Commas for parenthesis</p> <p>Dashes/hyphens for parenthesis</p> <p>Expanding phrases starting with an adjective and ending in "-ed" - <i>Frightened and confused, Tom...</i></p> <p>Drop-in clauses starting with an "-ed", with a comma to demarcate for meaning</p> <p>Relative clauses to add detail</p> <p>Colons</p> <p>Compound sentences</p> <p>Complex sentences starting with a subordinate clause and separating the subordinate clause</p> <p>Onomatopoeia</p> <p>Metaphors</p> <p>Personification</p> <p>Rhetorical questions</p> <p>Future tenses</p> <p>Moving words, phrases and clauses in a sentence to</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Determiners and generalisers</p> <p>Imperatives</p> <p>Semicolons</p> <p>Colons</p> <p>Bullet points</p> <p>Dashes</p> <p>Passive and active sentences</p> <p>Informal and formal language</p> <p>Rhetorical questions</p> <p>Personification</p> <p>Metaphors</p> <p>Alliteration</p> <p>Similes</p> <p>Compound sentences</p> <p>Complex sentences</p> <p>Combining complex and compound clauses</p> <p>Relative clauses to create complex sentences</p> <p>Pronouns - relative and possessive</p> <p>Ellipses</p> <p>Relative clauses</p> <p>Subject and object of the sentence</p> <p>Layout devices (could also be used in guided reading)</p> <p>Past tense</p> <p>Present tense</p> <p>Future tense</p> <p>Auxiliary verbs</p> <p>Modal verbs</p> <p>Embellishing simple sentences</p> <p>Repetition for effect</p> <p>Inverted commas</p>

	<p><i>does, I am, you/we are, he/she is</i></p> <p>Write a question with a question mark</p> <p>Write a word/phrase or sentence with an exclamation mark</p> <p>Capital letters - "I", proper nouns, days of the week</p> <p>Changing general nouns to specific nouns, eg, "car" to "Ferrari"</p> <p>How to use prepositions in a sentence</p> <p>Alliteration</p> <p>Similes</p> <p>Write a sentence using "and"</p>	<p>Expanding noun phrases to include an adjective and a prepositional phrase. - <i>The red ball under the table</i></p> <p>Onomatopoeia: use pictures to create words and add an exclamation mark. - <i>Ouch!</i></p> <p>Prepositional phrases - <i>under the carpet...</i>, <i>above the whiteboard...</i></p> <p>Time connectives - <i>next, last, later</i></p> <p>Developing similes using the word "like"</p> <p>Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb</p> <p>Commas to separate lists</p> <p>Alliteration: verb + noun - <i>dancing dolphins</i></p> <p>Apostrophes of omission</p> <p>Write two simple sentences and join them together with "and", "but" or "or"</p> <p>Write a complex sentence using "because", "when", "it" or "that", placing the conjunction in the middle of the sentence - <i>I bought a new car because my old one broke down.</i></p>	<p>the sentence</p> <p>Inverted commas</p>	<p>comma or a coordinating conjunction</p> <p>How to use possessive pronouns</p>	<p>create different effects</p> <p>Editing sentences to either minimise or expand</p> <p>How to use indefinite pronouns</p>	
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## What does writing look like in the classroom?

Each unit of writing begins with a hook. This could be an animation, a written text, a picture or an experience. The chosen genre is analysed with the children and key features identified. Using T4W strategies, we then use the process of planning, drafting, revising and editing.

Model texts are internalised through the use of story maps and actions then rehearsed daily. In KS2 texts are also carefully analysed at this point in order to identify grammatical features, structural devices and key vocabulary. These model texts are re-written by pupils giving them a chance to focus on the structure of their writing whilst reducing cognitive load.

Pupils then adapt the model text and begin to plan their own version. This could be as a story map, a graphic organiser or through boxing up.

Children then use their plans to write a first draft of their own text. At this point they apply the grammatical features and structural devices they internalised earlier in the process into their own independent writing.

Finally, children are given the opportunity to revise and edit their writing before producing a final draft. This could be done with the support of an adult or their peers.

## How is writing evidenced?

The whole writing process is recorded in children's books. The writing journey clearly shows the processes through which pupils have been guided culminating in the final piece of writing. For some pieces, such as playscripts and performance poetry, videos may be uploaded to Seesaw. Also in the pupils' books are grammatical exercises and short burst pieces of writing.

## Impact

The impact of teaching is measured through daily formative assessment. This may be in terms of effective questioning or through carefully designed tasks that assess prior learning and require all pupils to respond. This ensures that pupils' needs are quickly identified and that teaching can be adapted appropriately to meet the needs of all pupils. Those children who are not meeting expectations are identified quickly and suitable interventions are put in place to ensure they do not fall behind. This could involve support from a teacher or teaching assistant within a lesson or be in the form of small group or one to one intervention sessions outside of the main lesson.

Progress is evident in pupils' books and good writing is celebrated through the use of Seesaw, classroom displays and class showcases.

Pupils are able to write for a specific purpose and choose the most appropriate genre for the purpose of their writing. We strive to ensure that our children's progress and attainment is in line with or exceeds their potential. At Milecastle, writing happens across the curriculum and in all appropriate subject areas. This further embeds and develops the pupils' writing skills while demonstrating excellent subject knowledge.