

All Saints C of E Primary School Writing Policy



Statement of intent:

At All Saints, we intend to create confident writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure the children of All Saints are immersed in a range of genres and have a clear understanding of purpose. Our learners will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our learners are challenged and encouraged to take risks and view mistakes as another part of the learning process. Our learners will always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

All Saints C of E Primary School:

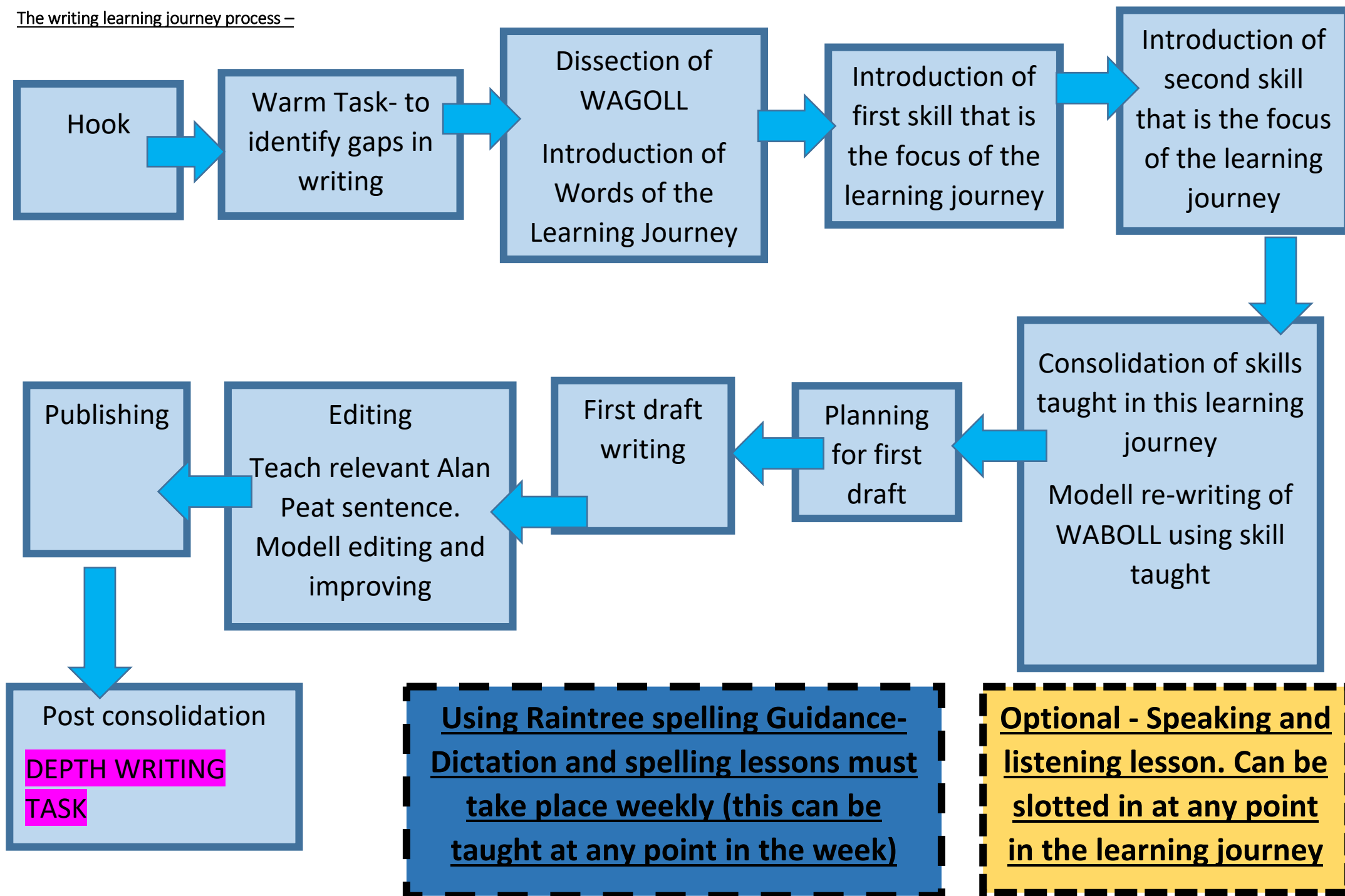
- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

Writing Learning Journey and lesson timings

Each unit of writing will consist of learning done through roughly a 2-3 week learning journey and will be done through 1 hour lessons at the start of the day from Monday to Friday. This is in order to ensure that the build-up of knowledge and skills is progressive and clear. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is no need for Learning Journeys to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).

Insert timetable

The writing learning journey process –



A WEEKLY DICTATION LESSON AND SPELLING LESSON MUST BE DONE AS PART OF THE LEARNING JOURNEY AS DETAILED ABOVE. THIS CAN BE DONE AT ANY POINT IN THE WEEK AS LONG AS CHILDREN HAVE HAD ENOUGH TIME TO LEARN THESE SPELLINGS AT HOME.

PHASE 1

Hook – There must be a hook into the learning journey in order to make the writing engaging and purposeful. These hooks can be small and simple or as extravagant as you want. You may stage a break-in, show the children a letter from the Prime Minister, dig up a time capsule, put forward a request form the Police for the children to write a description of a suspect etc.

New vocabulary of the learning journey – Children are to be introduced to the words of the learning journey through a WAGOLL. These must be explained to the children with examples given and the use of these words should be modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. Children will then be given the opportunity at this point to compile sentences using these words. In the front of the books, children should copy these words into their vocabulary banks to refer to throughout the year. These vocabulary banks are set under the statutory word list for that phase. See example.

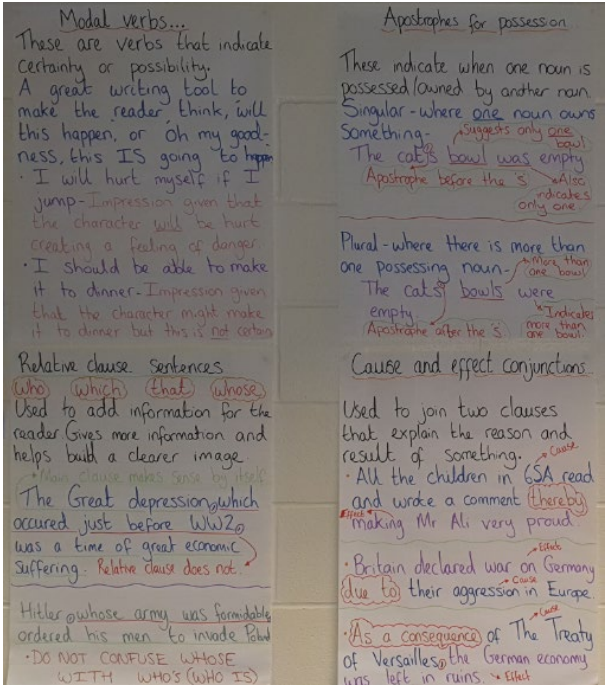
Introduction to text type through WAGOLL - Looking at features within the genre including which writing tools are best suited and why with focus on purpose – this shows the children the expectation of what they themselves are aiming for by the end of their unit of work. This should include:

- Features of the genre you are covering (e.g. if you are writing an autobiography it should have key dates, be written in chronological order, first person pronouns etc.)
- New vocabulary of the learning journey
- Evidence of the skill(s) that you will be covering (writing tools).

Where possible, the WAGOLL is written by yourselves, this way you can easily show the above expectations.

New Curriculum Spelling List Years 5 and 6				
accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	conspiracy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	define	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hideous	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
backward	disastrous	immediately	prison	system
bargein	embarrass	individual	programme	temperature
bruise	environment	interrupt	pronunciation	thorough
category	equip	language	quest	twelfth
century	equipped	leisure	recognise	variety
committee	equipment	lightning	recommend	vegetable
communicate	especially	marvellous	relevant	vehicle
community	exaggerate	mischievous	restaurant	yeacht
competition	excellent		rhyme	

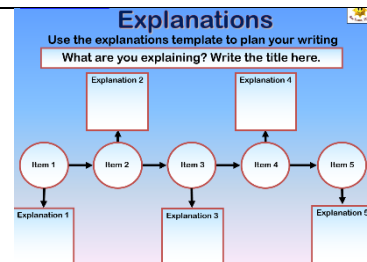
My Vocabulary Bank...

<p>PHASE 2</p>	<p>First skill of the learning journey - Here, you will focus on one of the two skills children will be applying in this unit of work. These must be related to the National Curriculum. It is vital that children understand the purpose of the skill they are being taught and how to apply it in their writing to achieve the desired impact on the reader. E.g. I will use contrasting conjunctions as this will help add detail for the reader in relation to an opposite point.</p> <p>This is an opportunity for the children to fully understand the writing skill/s they will be using. You will produce a guide to place on your working walls for children to refer to as detailed previously.</p> <p>These working wall guides may stay up for as long as they are required beyond a unit of work, as children may need to refer to these when applying tools to other writing independently.</p> <p>Based on the first skill you taught the children, they will complete sentence level work in the context of the stimulus they are using to form their own writing. E.g. For the video Alma, if you were focussing on the skill of using relative clauses, the children would produce sentences that apply this skill...</p> <ul style="list-style-type: none"> Alma, who was a carefree girl, skipped through the icy streets of the city. <p>The workhouse, that was notorious amongst the desolate children of London, was the last place I wanted to go.</p> <p>Second skill of the learning journey - Here, you will repeat the process of teaching a skill but focussing on a different skill/writing tool. Again, produce a guide for the working wall that will aid children’s understanding and independence.</p> <p>Re-writing a WABOLL or THE WARM TASK – Children here will be given the opportunity to re-write an example of the end piece which is not to a high standard. The purpose of this is to give the children the chance to up-level writing and use the words of the learning journey and the two skills taught. Your WABOLL should show a poor example of vocabulary and use of writing skill but otherwise should not contain mistakes or sentences that do not make sense. Before children are sent to re-write the WABOLL, there should be discussion, modelling and scaffolding on how the WABOLL can be improved. It is important that in addition to the skills of that particular learning journey being discussed, other writing tools appropriate to the learning journey are also talked about and used as a way of improving the WABOLL.</p>	 <p>The image shows four handwritten notes on writing tools:</p> <ul style="list-style-type: none"> Modal verbs...: These are verbs that indicate certainty or possibility. A great writing tool to make the reader think, will this happen, or Oh my goodness, this IS going to happen. I will hurt myself if I jump - Impression given that the character will be hurt creating a feeling of danger. I should be able to make it to dinner - Impression given that the character might make it to dinner but this is not certain. Apostrophes for possession: These indicate when one noun is possessed/owned by another noun. Singular - where one noun owns something. The cat's bowl was empty. Plural - where there is more than one possessing noun. The cat's bowls were empty. Relative clause sentences: Used to add information for the reader. Gives more information and helps build a clearer image. The Great Depression, which occurred just before WW2, was a time of great economic suffering. Hitler, whose army was formidable, ordered his men to invade Poland. Cause and effect conjunctions: Used to join two clauses that explain the reason and result of something. All the children in 6SA read and wrote a comment making Mr Ali very proud. Britain declared war on Germany due to their aggression in Europe. As a consequence of the Treaty of Versailles, the German economy was left in ruins.
<p>PHASE 3</p>	<p>Planning stage - Children to plan their piece of writing based on the stimulus. Here, children are given a planning frame where they are guided into using the skills taught as part of the learning journey as well as the words of the learning journey. Please Sue Palmer writing skeletons- S drive- Writing resources</p>	

Discussion Writing
Use the discussion template to plan your writing

Write your discussion title here

For	Against
Point 1	Point 1
Point 2	Point 2
Point 3	Point 3
Point 4	Point 4



PHASE 4	<p>First draft preparation with focus on SPAG skills – Before a first draft is complete, the class teacher must lead a shared write with the children so that they will have an idea of where to lead their own writing. During the shared writing session, it is vital that you ‘think out loud’, purposefully referring to the skills and spelling rules you are focusing on. When children write their first draft, it is important that they are reminded to refer to their plans and refer to the working wall to help them in their writing.</p> <p>NOTE: Start writing on a double page, where the child leaves the opposite page clear for editing later on in the writing process.</p>
PHASE 5	<p>Edit and Improve using the annotation and footnote system – Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in green pen. Once they have done this, they will then use a footnote system in order to improve/add sentences or sections to their work for their final draft. Explain that the expectation is that they add/change at least 5 sentences of sections of writing as a minimum.</p> <p>NOTE: Corrections or edits, where one word is being changed or if there is a punctuation mark being added, should be done in the body of the text. Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be done as a footnote on the editing page. Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.</p> <p>Final draft with continuous improvements - Must be completed at the end of each unit and must include all the edits and improvements that have been made during these sessions. It is vital that children understand that this is not just an exercise in writing up the first draft with improvements in our best handwriting. Model to the children how we should continue to improve our work as we write mentally. This is so that self-improving and on-going editing becomes second nature to children. When modelling how to make continuous improvements, it is important to think out loud so children can ‘see’ your and understand why you are making these changes.</p>
Depth writing	<p>Post consolidation lesson – After assessment of the learning during the learning journey, a follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a stand-alone lesson or can be linked to the context of the writing done. Think about how children who have secured all skills can be challenged here. For example, if a child has secured their use of relative clauses, can they apply this to different forms of writing? Can they use the relative pronoun ‘whose’? Depth Writing challenges at this point would be highly suitable for children who were secure in their understanding.</p>

New Vocabulary for our Journey

For each journey, children will be introduced to new words. These words should be relevant to the work being produced within the English learning journey. As part of our work on continuous provision across the school, children will expand their vocabulary and knowledge of vocabulary, encourage children to improve their writing and spelling and allows independent learning. There must be a minimum of 6 new words introduced to the children during each learning journey. These words should be introduced within the first three lessons of the learning journey where two are detailed in the first 5 minutes of the lesson.

This should be displayed in classrooms as follows and should include the definition of the word, what type of word class it is, synonyms for that word and where possible, a matching picture to accompany the word and an example of the word within a sentence (related to the stimulus). Where possible, the example sentences should be created using the skills being taught for the learning journey. So, if one skill being taught is fronted adverbials, the example (some, not all) sentences should include fronted adverbials.

These should be displayed on the working, so that they are visible by **ALL** children. See example adjacent.

Doldrums- noun

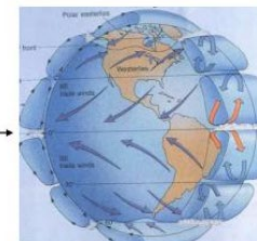
Definition- A state or period of inactivity, stagnation, or depression.

Example- Sailors sometimes have difficulty sailing in the doldrums as winds will be light causing boats to come to a standstill; sometimes for days.

Synonyms- inactive, quiet, slow, sluggish, subdued

Doldrums

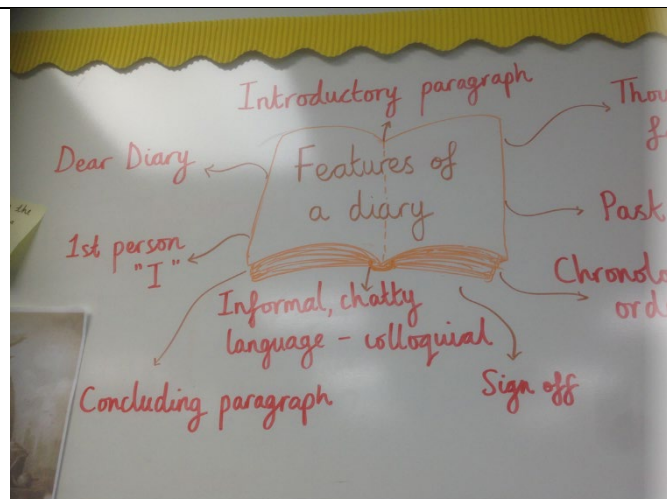
(n.) a state or period of inactivity, stagnation, or depression.



Sailors sometimes have difficulty when sailing in the doldrums. Winds will be light causing boats to come to a standstill, sometimes for days. Only sudden storms with strong winds allow sailors to move on.

Working Walls

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. These should be written clearly so all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision. These should remain on the walls for as long as the children need and should remain after a learning journey so children are reminded and encouraged to use these skills in other writing.



Whiteboard content:

- reporting clause
- a comma after the reporting clause if it comes first.
- dialogue starts with a capital letter.
- punctuation inside the inverted commas if the sentence starts with speech.
- new line.

Central speech bubble: **YOU SHOULD NEVER SEE TWO INVERTED COMMAS NEXT TO EACH OTHER!**

Other notes:

- medical care
- effective government
- welcoming towards everyone
- trade/business
- education
- Social enterprise

Question: What do you think they are saying to each other?

plot
"a lot" 😊
improbable
catastrophic
romantic
traumatic

Sticky notes content:

- What questions do you have about these people?
- dialogue starts with a capital letter.
- closing punctuation inside the inverted commas.
- a comma after the reporting clause if it comes first.
- punctuation inside the inverted commas if the sentence starts with speech.
- new line.

Edit and improve process using annotations and footnote system

Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in green pen. Once they have done this, they will then use a footnote system in order to improve/add sentences or sections to their work for their final draft. Explain that the expectation is that they add/change at least 6 - 10 footnotes **as a minimum** in order to improve their writing.

Corrections or edits where one word is being changed/added or if there is a punctuation mark being added should be done in the body of the text (annotations).

Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be included as a footnote.

Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey.

This is so that children focus on what can be improved holistically.

ADD PICTURE OF EDITING FROM BOOK

GD Writing Tasks

Depth Writing tasks should be used at least twice during each learning journey process. These are designed to give children a better understanding of the relationship between the reader and the writer. Tasks should be appropriate to the needs of the children and different tasks can be used for the same piece of writing. Use teacher judgement to decide which tasks would be appropriate and for which children. There are shorter tasks that may be more appropriate for less able children and longer, more in depth tasks for able writers. There are a wide variety of ways these tasks could be used from whole lessons, gap tasks, extension tasks, part of specific vocabulary learning, diversion tasks (during a writing task), during the edit and improve process or as part of the overall learning journey within a writing unit. Teachers are encouraged to use them in any way they feel might benefit the children. These tasks should be completed using a green pen. See examples adjacent.

TO FOLLOW

Non-negotiables

For each year group, there is a set of no-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and develop the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the txt type. These would be useful to refer to when thinking about the skills coverage for each learning journey.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Use capital letters, full stops, question marks, exclamation marks and commas for lists. • use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause <ul style="list-style-type: none"> ○ Use conjunctions (when, so, before, after, while, because). ○ Use adverbs (e.g. then, next, soon). ○ Use prepositions (e.g. before, after, during, in, because of). • Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact. • Correctly use verbs in 1st, 2nd and 3rd person. • Use perfect form of verbs to mark relationships of time and cause. • Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech. • Group ideas into basic paragraphs. • Write under headings and sub-headings. • Write with increasing legibility, consistency and fluency. • Use 'a' or 'an' before a word starting with a vowel or consonant. 	<ul style="list-style-type: none"> • Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause • Use past and present tense correctly and consistently • Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition). • Use adjectival phrases (e.g. biting cold wind). • Use appropriate choice of noun or pronoun. • Use fronted adverbials and use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). • Use apostrophe for singular and plural possession. • Use commas to mark clauses. • Use inverted commas and other punctuation to punctuate direct speech. • Use paragraphs to organised ideas around a theme. • Use connecting adverbs to link paragraphs. 	<ul style="list-style-type: none"> • Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly. • Use inverted commas and other speech punctuation to indicate direct speech. • Use commas to clarify meaning or avoid ambiguity. • Add phrases to make sentences more precise and detailed. • Use range of sentence openers – judging the impact or effect needed. • Use pronouns to avoid repetition. • Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will). • Use the following to indicate parenthesis: <ul style="list-style-type: none"> ○ Brackets ○ Dashes ○ Commas • Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Use relative clauses beginning with who, which and that to add detail and description • Use verb phrases to create subtle differences (e.g. she began to run). • Consistently organize into paragraphs. • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). • Use fronted adverbials with commas to vary sentence structure 	<ul style="list-style-type: none"> • Use subordinate clauses to write complex sentences. • Use passive voice where appropriate. • Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). • Use a sentence structure and layout matched to requirements of text type. • Use semi-colon, colon or dash to mark the boundary between independent clauses. • Use colon to introduce a list and semi colon within a list. • Use correct punctuation of bullet points. • Use hyphens to avoid ambiguity. • Use full range of punctuation matched to requirements of text type. • Use wide range of devices to build cohesion within and across paragraphs. • Use paragraphs to signal change in time, scene, action, mood or person.

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Writing Assessments

As part of our assessment and internal moderation, we will judge writing with a holistic view looking at a range of writing across the curriculum. Following the objectives as they are set out in the national curriculum, we will make our assessments using the following assessment frameworks.

Year 3

Working towards the expected standard (WTS)

The pupil can write for different purposes:

- use models of writing, arising from discussions of writing with a similar structure, to demonstrate features of a given form
- use models of writing to make **some** vocabulary and grammar choices
- use oral composition, during the drafting process, to make appropriate vocabulary and grammar choices
- use the present and past tenses accurately and consistently including the progressive form
- use **some** diagonal and horizontal strokes needed to join letters
- spelling most words correctly (year 1 and 2) -see list
- accurately demarcate all sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- use paragraphs to group related ideas and information mostly accurately
- punctuation is used, mostly accurately, including **some** use of inverted commas to indicate direct speech.
- use **some** features of the given form, as appropriate to audience, which are **mostly** accurate
- use conjunctions, adverbs and prepositions, **mostly accurately**, to inform time, place or cause
- use nouns and noun phrases, modified by adjectives and other nouns to add detail
- use the present perfect form of verbs in contrast to the simple past tense
- use simple organisational devices, including headings and sub-headings to aid presentation
- use a range of conjunctions including, when, if, because, although to write sentences containing more than one clause
- use 'a' or 'an' before a word starting with a vowel or consonant
- spell **some words** correctly (year 3 and 4 list) including further
 - accurate spelling of some prefixes and suffixes,
 - accurate spelling of common homophones
 - accurate spelling of **some words that are often misspelt.**

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- increase the consistency, legibility and quality of their handwriting
- write for a range of purposes and audiences across the curriculum in a variety of genres.
- spell Year 1 to Year 3 words accurately and apply rules and patterns proficiently
- evaluate the effectiveness of own and others' writing making improvements to grammar and vocabulary

Year 4

Working towards the expected standard (WTS)

The pupil can write for different purposes:

- use the full range of punctuation taught **at key stage 1 mostly** correctly
- use expanded noun phrases to describe and specify characters and plots
- use **some** paragraph/sections to organise ideas
- use sentences of different forms including some sentence structures with more than one clause
- use past and present tense correctly and consistently
- use **some** cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition)
- use co-ordination (e.g. or/and/but) and subordination (e.g. when /if /that /because)
- using direct speech with **some punctuation**
- spelling **most** contracted forms correctly
- adding suffixes to spell **most words** correctly e.g. -ment, -less, -ness, -ful, -ly
- spelling **most words** correctly (year 1 and 2)
- spelling **some** words correctly (year 3 and 4)
- use diagonal and horizontal strokes needed to join letters in **most** of their writing

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- use paragraphs to organise ideas **mostly** correctly and consistently
- create/describe settings, characters and plots
- use an increasing range of cohesive devices within and across sentences and paragraphs including co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition)
- use different verb forms (progressive/present/present perfect/past tense)
- use **some** varied sentence structures with more than one clause including a wider range of conjunctions (co-ordinating and subordinating conjunctions)
- use fronted adverbials
- use commas for clarity after fronted adverbials
- use inverted commas in direct speech
- use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possessive apostrophe with plural nouns mostly correctly

- spell most year 1 to year 4 words accurately and apply rules and patterns proficiently including further prefixes, suffixes and homophones- see list
- produce legible joined handwriting

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- increase the consistency and quality of their handwriting
- select vocabulary (nouns and pronouns) appropriately for clarity and cohesion and to avoid repetition

Year 5

Working towards the expected standard (WTS)

The pupil can write for different purposes:

- use features of selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing
- use ideas from own reading
- write from memory simple sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
- spelling **most words** correctly (year 3 and 4) including further prefixes, suffixes and common homophones- see list
- use accurate spelling of words, that are often misspelt, including most words from the Years 3/4 word list and some from the Years 5/6 word list
- use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possessive apostrophe with plural nouns mostly correctly
- write descriptions
- use pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition
- edit and improve own work making changes to grammar and vocabulary
- spell year 1 to year 4 words correctly and apply rules and patterns proficiently
- use accurate spelling of most suffixes, as listed in *English programmes of study key Stage 1 and 2*

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- use settings, characters and plot are to create narrative
- use paragraphs to organise information and ideas around a theme
- use adverbials of time place and number to link ideas across paragraphs
- use appropriate tense choice and other devices to build cohesion within and across paragraphs.
- Writing is proof-read for spelling and punctuation errors, including some use of a dictionary to check spelling.
- Use fronted adverbials to vary sentence structure
- use a progressively varied and rich vocabulary and a range of sentence structures
- handwriting is usually legible and fluent, it is not always maintained when writing at efficient speed.
- spelling of some words that are often misspelt are spelt mostly accurately
- use accurate spelling most of suffixes, as listed in *English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6*
- use accurate spelling of **some common homophones** and other words which are often confused

- nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description
- relative clauses beginning with who, which and that to add detail and description
- use the standard form for verb inflections in written Standard English.
- a range of punctuation is used, mostly accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.
- spell year 1 to year 5 words correctly and apply rules and patterns proficiently

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- use appropriate choice of letter shape, and whether or not to join letters; it is maintained when writing at efficient speed.
- skills are applied across the curriculum for a range of genres

Year 6

Working towards the expected standard (WTS)

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 contraction **mostly correctly**
- spell correctly most words from the year 3 / year 4 spelling list, and **some words** from the year 5 / year 6 spelling list
- write legibly

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- 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, characters 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 mostly 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 tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 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 within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- 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 writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Spellings

Using Raintree spelling sheme,each week, children will be taught a spelling rule/pattern based on the curriculum explicitly as part of Friday's lesson. Children will then be expected to apply this rule in sentences based on the context of their learning. Spelling will go home based on the rule along with two words from the Year 3/4 and Year 5/6 curriculum words. As well as these, children will be tested on 'blind words' where they will have words to spell following the rule/pattern but these WILL NOT be on the spelling sheet that go home. There are sets of words for each week for each year group set up which will need to be copied into the template to be sent home with children.

See

S drive\English\Whole school spellings

Dictation

Dictation should be done weekly as part of the national curriculum requirements in the back of English books. These should test the spellings given out for that week and punctuation as well as punctuation rules for your year group. These could be in the form of sentences or a paragraph and the spellings and punctuation being tested should be written in green. Once these have been read out and the children have written these, they are to mark their own work. As much as possible, these sentences/paragraphs should be written using the skills that are being taught in that week's learning journey and should, where possible, link to the context of the writing for that learning journey too. See example adjacent.

Spelling rule/pattern for the week:	
Words to learn	Words put into a sentence...
Words from the curriculum list	
In addition to these words, there will be additional 'blind' words your child will be tested on based on the rule/pattern	

Rule: -tious endings
cautious
ambitious
fictitious
infectious
nutritious
aggressive
amateur

Blind words that follow the rule:
superstitious
conscientious
facetious

1. Shrimp, who was not at all cautious, had an infectious disease.
2. Jim's ambitious personality meant he would not give up however facetious his actions may have been.
3. Nick's dog (Spike) was aggressive and wanted Jim's nutritious food.
4. Madam Jugalini wasn't an amateur at selling orphan children.
5. One can only hope this story is fictitious but it's true.
6. That morning, Jim was not conscientious in his decision making.
7. If he was more superstitious, he wouldn't have walked under the ladder.

Handwriting

Cursive handwriting teaches pupils to join letters in words as a series of continuous flowing movements or patterns. Words can be written without taking the pencil off the page. Continuous style provides a directional left, right movement. This flowing, rhythmical movement aids speed and fluency particularly when practised from Foundation level with the final product being neat and fast. This cursive style also lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer. Pupils with specific learning disabilities find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement. Children with motor problems learn a series of easy, rhythmical movements, which help to improve fine motor co-ordination.



Teaching and Learning

At the end of each term at All Saints primary School, it is the expectation that there are a minimum of four to six final draft pieces of published writing in the children's yellow writing books. There should be a range of text types, including fiction, non-fiction and poetry.

	<u>Non statutory text type/ genre</u> <u>guidance for Key Stage Two</u>				
Fiction	<ul style="list-style-type: none">• Write stories set in places pupils have been.• Write stories that contain mythical, legendary or historical characters or events.• Write stories of adventure.• Write stories of mystery and suspense.• Write letters.• Write plays.• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.	Non-fiction	<ul style="list-style-type: none">• Write instructions.• Write recounts.• Write persuasively.• Write explanations.• Write non-chronological reports.• Write biographies.• Write in a journalistic style.• Write arguments.• Write formally.	Poetry	<ul style="list-style-type: none">• Learn by heart and perform a significant poem.• Write haiku.• Write cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor).

Teachers clearly establish the purposes and audiences for writing at the start of the process of each 'learning journey' or unit of work. They make teaching objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they will need to undertake and the nature of proposed outcome, which is real and purposeful. The learning journey should be made clear to the children, who are fully involved in the process and clear about the outcome they are working towards. In Key Stage Two, pupils experience writing in different forms for a variety of audiences. They write for different purposes and are taught to plan, draft, proof read, edit and publish their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing,

e.g. newspaper reports, advertisements, websites. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

Planning format

At All Saints Primary School, we are committed to ensuring that what we do is effective and efficient, therefore the expectations of planning will always be minimum in order to give teachers more time to resource. Smartfile planning, should show a 2 week learning journey. This should include, objectives being covered for those weeks, resources used as well as any differentiated work sheets attached to the relevant slides.

Writing outcomes from Street Child by Berlie Doherty, Summer 1

4-writing-purposes-guidance1.pdf

WAGOLL: Child's writing from the warm task - can identify criteria used. How can the writing be improved? Teach the SPaG (SPaG: See assessment data from your class. Also see 4. writing purposes guidance).

Apply the SPaG learnt to write hot task: Diary entry from the perspective of anyone of the family - must up to chapter 4.

Warm and Hot task: text

Balanced-argument-example-text.docx

WAGOLL: Should children be allowed to eat chocolate for breakfast? Should class bubble into a year group? (Warm task).

- Underline all the conjunctions and adverbials
- Modals
- expanded noun phrases
- relative clause
- what is the passive voice?

Teach the SPaG (SPaG: See assessment data from your class. Also see 4. writing purposes guidance).

Apply the SPaG learnt to write hot task: Should 'lip escape with Jim'? (Hot task)

History related: Information text: Work houses

Tuesday 4th May 2021

Balanced-argument-example-text.docx

WILMA: balanced argument

Should children be allowed to eat chocolate for breakfast?

Breakfast is known as the most important meal of the day. It gives you energy and fuel and therefore powers you for the morning. A decent breakfast should allow you to wake up properly and allow you to function fully in the morning. In supermarkets these days, there are many different options for breakfast. Cereal, toast, yogurts, fruit - all of these items are popular choices for children to start the day with. Having said this, there are some children who would choose a less conventional start to their day: a bar of chocolate. There are arguments for and against the eating of chocolate for breakfast and this balanced argument will examine the options for both sides.

Against

Text marking: WILMA: To identify features of a balanced argument

Introduction

Should children be allowed to eat chocolate for breakfast?

Breakfast is known as the most important meal of the day; it gives you energy and fuel and therefore powers you for the morning. A decent breakfast should allow you to wake up properly and allow you to function fully in the morning. In supermarkets these days, there are many different options for breakfast. Cereal, toast, yogurts, fruit - all of these items are popular choices for children to start the day with. Having said this, there are some children who would choose a less conventional start to their day - a bar of chocolate. There are arguments for and

WILMA: To use the language of a balanced argument.

Discussion Openers

Some people believe

It could be argued that

Those in favour of argue

Critics of often claim that

Many people argue

Supporters argue

..... point out that

It is claimed that

Others argue that...

Opposing Adverbs

However

In contrast

Conversely

On the contrary

On the other hand

Despite this

Nevertheless

Although

Alternatively

Identify

Tick the sentences that are written in the **passive voice**

Violet organised the teams for the tournament.	
Games have been organised for the party by him.	
The presents were wrapped by Billy.	
Children must report to Mr Pritchard.	
Oscar drew a fantastic picture.	
Trees had been knocked over by the wind.	
The computer was broken by Mrs Andrews	

Practice

These are all written in **active voice**. Change each sentence into **passive voice**.

The dog was chewing the shoe.

Bradley was the winner.

relative clause.docx

WILMA: understanding and creating a relative clause.

WILF:

- I can use the words who, which, where and whose to add a clause to my sentence.
- The detail I add to my sentence is after the noun.
- I can use commas at the start and the end of my relative clause.

Should Jim escape from the work-house?

For	Against

WILMA: Write an Introduction

What should the introduction do? What is it for?

Example: Homework is a terrible thing and should be banned. Personally I can't see why teachers still use homework. I will give some reason why people do and don't like the stuff it will help you make your mind up and agree with me.

Is this a good introduction for a balanced argument?

Anyone who has ever been to school knows what it is. It is to learn from the teachers and the school. For example

WILMA: Edit and improve our work

Rewrite your introduction using the whole class feedback. Try to include as many of the features in the list below as possible. Have you included:

- A passive sentence
- A modal verb
- Conjunctions for cohesion
- Varied sentence openers
- Synonyms for cohesion
- Correct verb tenses throughout