



Bearness Primary School

Writing Curriculum Statement Year 1 – Year 6



Writing

Our core purpose is for children to develop a love for writing and become independent, fluent writers who cultivate personal style throughout their time in school. Through the design of our curriculum, underpinned by the principles of 'Talk for Writing', we aim to create a writing culture where children: see themselves as writers; become inspired by high quality texts and authors; apply rich and varied vocabular discerningly; edit with skill, accuracy and purpose; develop stamina and resilience; are ready for their next stage in learning. With clarity of purpose and audience, we structure the teaching of writing progressively and sequentially in order that pupils see and reflect on their progress from elicitation to final piece. We celebrate writing!

A writer at our school will:

- Take pride in their writing and presentation
- Reflect on the use of language to write with purpose and effect
- Consider author voice and intent through shared, quality texts
- Articulate and talk their writing confidently
- Select vocabulary deliberately
- Adjust writing appropriately to a range of genres and across the curriculum
- Apply spelling, punctuation and grammar conventions accurately and independently
- Respond effectively to feedback, co-construct and take ownership of writing targets
- Take risks to write creatively

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

<p>English sequences</p> <p>English teaching is underpinned by the principles of Talk for Writing. Texts are selected primarily to address focused learning needs, including SPaG but should be engaging and ‘hook’ pupils into learning. Purpose for writing is an essential feature. Pupils start and end each sequence with an independent writing task to generate targets.</p>	<p>Target setting</p> <p>Targets are set in a number of ways. Cohort-based targets identify focused teaching and learning within the next sequence of English. Personal targets identify specific gaps in learning – the ‘thing’ that will moving their learning on next. They are approached in a fluid way and updated regularly through teacher/pupil collaboration and conferencing.</p>	<p>Guided Writing (GW)</p> <p>Guided writing is the time where the teacher really gets to unpick and move children’s learning on. Children will work in a focused way on specific learning outcomes or targets. GW may be undertaken as a whole class, in small groups or at times individually based on need and context. GW may also be used to address year-group specific learning within our mixed classes.</p>	<p>Shared writing (SW)</p> <p>Teachers and children collaborate to unpick the text used in the teaching sequence. They may look at specific features, such as: author intent, vocabulary choices, grammatical devices, shades of meaning, composition, effect and impact of writing on the reader. They rehearse ‘writing as a reader’ so that they can ‘read as a writer’.</p>
<p>Vocabulary</p> <p>We use Beck’s tiered approach as a strategy to learn and explore new, more ambitious vocabulary. It helps to define, understand and contextualise new vocabulary in order to then apply it to their writing. Key vocabulary is identified in teacher’s planning.</p>	<p>Progression in editing</p> <p>We take a meticulous approach to editing, ensuring that we teach specific editing skills visibly and progressively, alongside SPAG and vocabulary expectations. Pupils develop independence in editing in an age (or stage) appropriate way.</p>	<p>Writing across the curriculum</p> <p>Writing is not restricted to English lessons or writing books. You should expect to see good quality writing across all curriculum subjects where standards and expectations of writing are the same as in English lessons. Evidence can then be gathered from a wide range of sources.</p>	<p>Feedback and marking</p> <p>Feedback is given verbally and in written form, based on visible learning. It is timely and designed to move learning on at speed. All feedback is designed to support and underpin independent learning. Conferencing is used as a tool to support individual pupil progress.</p>
<p>SPaG / Application of Phonics</p> <p>Spelling, punctuation and grammar is taught in line with the NC English Appendix 2: vocabulary, punctuation and grammar. Application of phonics is a key feature of early spelling.</p>	<p>Purpose for writing</p> <p>Writing with purpose is an essential part of teaching and learning. Giving pupils an authentic audience and clear purpose, such as to express, persuade or entertain, helps to develop motivation and skill. Purpose and audience should be identified with the children before any writing takes place.</p>	<p>Interventions</p> <p>Intervention is used when pupils need further support as identified by ongoing assessment. Specific interventions may include Nessy, IDL and/or support relevant to achieve individual targets. Conferencing is used as a tool to support individual pupil progress.</p>	<p>Handwriting</p> <p>Handwriting is taught progressively to support the development of a joined, neat handwriting style. This is introduced from EYFS. Handwriting is taught alongside spellings to aid retention through muscle memory.</p>

Assessment - in order to assess impact

Children talk positively about writing; editing and improving confidently to achieve quality outcomes.

By investigating high quality, engaging texts, children understand what it means to be a writer and how to appeal to the right audience. They apply their ever growing vocabulary, grammatical patterns and ideas in their writing.

Writing is taught progressively and covers National Curriculum objectives. English NC appendices and our 'writing progression' document support a structured approach to ensure that learning makes sense to pupils and builds on their skills.

Attainment is measured using the statutory tests in Year 2 and Year 6. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention.

Assessment evidence - a guide

EYFSP

Observations of writing behaviour including through Tapestry.

Talking to pupils and parents.

Writing books/evidence

Running records to assess fluency and accuracy

Ongoing phonics assessments and checks for application to segmenting to spell.

KS1

Statutory writing evidence for Year 2 SATS - evidence gathering grids (Babcock)

SIMs – in-house data and progress tracking

Teacher assessment - observations of writing behaviour and discussion

English/writing books

Phonics checks

Written responses to activities across the curriculum

Years 3-5

Non-statutory writing evidence gathering grids for moderation (Babcock)

SIMs – in-house data and progress tracking

Teacher assessment - observations of writing behaviour and discussion

English/writing books

Spelling books and weekly tests

Written responses to activities across the curriculum

Year 6

Statutory writing evidence for Year 6 SATs - evidence gathering grids for moderation (Babcock)

SIMs – in-house data and progress tracking

Teacher assessment - observations of writing behaviour and discussion

English/writing books

Spelling books and weekly tests

Written responses to activities across the curriculum

Suggested Texts

Texts will be selected to support the teaching and learning of specific writing skills appropriate to the needs of pupils.

Selected texts should 'hook' pupils into learning, be engaging and high quality. This list is not definitive and may need supplementing or replacing with alternative units, to ensure that content is taught in a timely manner.

Year 1/2									
	Autumn term			Spring term			Summer term		
Topic YEAR A	OUT OF THIS WORLD			THROUGH THE LOOKING GLASS			A WILD ADVENTURE		
Text type	Fiction	Non-Fiction	Poetry	Non-Fiction	Fiction	Poetry	Fiction	Non-Fiction	Poetry
Year A Suggested texts	Bob, Man on the Moon	Look Inside Space	The Train Ride	Hidden World: Ocean	Augustus and his Smile	I Love Bugs!	The Mouse and The Elephant	Penguins	First Book of the Sea
SPaG	Capital letters, nouns, verbs, adjectives <i>(Not a Babcock sequence)</i>	Sentence construction Using and writing questions and answers	Questions Capital letters	Noun phrases, coordination (and, so) And use of <i>but</i> for contrast Adverbials by place (where)	Sentences simple coordination (and, or, but, so) commas for lists apostrophes for contracted forms	Subordination (and) Noun phrases	Noun phrases, punctuation, questions, possessive apostrophe	Consolidate simple sentences Complex sentences Verb tenses	Adjectives Noun phrases Exclamation marks similes
Topic YEAR B	OUR WORLD			WILDERNESS EXPLORERS			A WILD ADVENTURE CONTINUES...		
Text type	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Year B Suggested texts	The Book of Hopes	Transport	On the Road	Bonkers About Beetroot	Hot and Cold	Ellsworth's Extraordinary Electric Ears	The High Street	This is How We Do It	Zim Zam Zoom
SPaG	Revision/consolidate YR/Y1 Sentences Capital letters Full stops Noun phrases Verbs and tenses	Punctuating sentences, presentation and layout Subordination	Punctuation, positional language Noun phrases Exclamation marks	Questions, Exclamation marks /exclamatory sentences Verbs Apostrophes for contraction	Sentence, simple subordination, using 'and', Verb tenses Labels and caption	Nouns and noun phrases Adverbs Possessive apostrophe Sentence punctuation	noun phrases, present/past tense possessive apostrophe commas in lists	Sentences capital letters, full stops, Present tense Apostrophes for contraction Noun phrases	Structure, layout, vocabulary, rhyme, performance.

Year 3/4

	Autumn term			Spring term			Summer term		
Topic YEAR A	ROMANS			MAYANS AND MEXICO			INNOVATORS		
Text type	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Year A Suggested texts	The Beasties	Dare to Care Pet Dragon	How to Be a Pirate <i>(not a Babcock sequence)</i>	Paddington Goes to Town	Rainforest Rough Guide	Paint Me a Poem	The Lucky Dip (film) and Voices in the Park	Until I Met Dudley	Poetry Pie
SPaG	Adverbials, fronted adverbials (with commas), main and subordinate clauses including use of commas Noun phrases	Heading and sub-headings Conjunctions in multi-clause sentences Expressing time, place and cause with conjunctions, adverbs and prepositions	Introduction to a range of poetry types, performance. Noun phrases	Adverbs Dialogue Clauses	Clauses, complex sentences Verbs Determiners pronouns	Expanded noun phrases, nouns and prepositional phrases	Noun phrases – determiners, adjectives, nouns Choice of verbs for precision Dialogue	Complex sentences Second person Present tense Wider range of punctuation (brackets and exclamation marks)	Structure, layout, vocabulary, rhyme, performance.
Topic YEAR B	STONE AGE – IRON AGE			EXTREME EARTH			ANCIENT EGYPT		
Text type	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Year B Suggested texts	The Book of Hopes	How to Wash a Woolly Mammoth	Carry Me Away	Firebird	Everest	The River	Cinderella of the Nile	Fantastically Great Women Who Changed The World	The Works
SPaG	Adverbials, fronted adverbials, noun phrases, sentences with more than one clause, perfect form (verbs)	Layout of pages, contractions, conjunctions, prepositional phrases.	Noun phrases prepositional phrases	Revision of simple and compound sentences, revision of punctuation, possessive apostrophe.	Adverbs, adverbial phrases, clauses including subordinating conjunctions.	Adverbials; sentence construction including complex sentences .	A wider range of subordinating conjunctions, complex sentences.	Expanded noun phrases Adverbials of time and place (prepositional phrases) Paragraphing/sections.	Structure, layout, vocabulary, rhyme, performance.

Year 5/6

	Autumn term			Spring term			Summer term		
Topic YEAR A	SURVIVAL OF THE FITTEST			EARTH AND BEYOND			CRIME AND PUNISHMENT		
Text type	Fiction	Non-Fiction	Fiction/Poetry	Fiction	Non-Fiction	Poetry	Non-Fiction	Fiction	Poetry
Year A Suggested texts	Flood	Survival at 40°C Above	Cloud Busting	The Tear Thief	Pandora Discovered (L/Shed+)	Cosmic Disco (<i>not a Babcock sequence</i>)	The Dictionary of Difficult Words (Whole KS2 Text)	The Highwayman	
SPaG	Expanded noun phrases Relative clauses Vocabulary Multi-clause sentences Passive voice	Relative clauses, noun phrases Starting sentences in different ways	Poetic form, punctuation, speech, noun phrases adverbials	Prepositions, prepositional phrases, adverbial phrases, power of 3, dialogue to convey character, atmosphere.	Multi-clause sentences adverbs, preposition phrases expanded noun phrases Cohesive devices	Personification Adverbs Adjectives shape	Synonyms, brackets, dashes, commas, revision of sentences, choice about audience and presentation.	Prefixes, apostrophes, adverbials (place, manner and time) Vocabulary Poetic techniques Performance	
Topic YEAR B	WORLD WAR II			ANCIENT GREECE			RAIDERS AND INVADERS		
Text type	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Year B Suggested texts	The Lion and The Unicorn	How to... (eg, build an air-raid shelter/survive air-raid, drill, etc)	Bethlehem – A Christmas Poem	Weslandia	Anatomy	Greek Myth Raps	Beowulf (Kevin Crossley-Holland version)	Incredible Edibles	
SPaG	Revision Y3/4 Sentences and subordination Adverbials Ex. Noun phrases Relative clauses	Adverbs and adverbial phrases Imperative verbs Managing different levels of formality Verbs and verb forms	Adverbials Multi-clause sentences Semi-colon, colon, dashes	Verbs; passive voice, expanded noun phrases, commas, dialogue	Expanded noun phrases Relative clauses Prepositional phrases Adverbials Cohesion	Vocabulary focus Rhyme Alliteration	Formal, impersonal writing, multi-clause sentences, noun phrases, commas brackets and dashes, subjunctive.	Synonyms Parentheses (Brackets, dashes, commas) Revision of sentences Choice about audience and presentation	

Feedback and marking codes

Feedback and marking should be purposeful and elicit a response that moves learning on.

Feedback Code	Meaning
Green highlighter	Green exemplifies good examples of learning, including where specific learning objectives, targets or other agreed objectives have been met in a piece of writing.
Pink highlighter	Pink is used to highlight areas that need focused improvement based on the learning objectives, targets or other agreed objectives. Children to edit with contrasting pen.
//	A new paragraph is needed. <i>NB: Pupils are encouraged to identify these independently as far as possible and can use this code during the edit and review process.</i>
sp or -----	Spelling errors that need to be addressed. Pupils are encouraged to identify and edit age-appropriate spellings independently but also may be asked to rehearse commonly misspelt words. For idiosyncratic words, pupils may be asked to rehearse them specifically, e.g. yacht x3 _____ <i>NB: pupils will be encouraged to use the broken underline in their own writing to indicate a potential spelling mistake that needs checking thus avoiding breaking the flow in the writing process.</i>
Vf / vfg	Verbal feedback. This indicates that the teacher has discussed the learning or responses to marking with the child. (The teacher can choose to record aspects of the dialogue or not, if purposeful)
P	Used in conjunction with the pink highlighter, this denotes punctuation errors that need to be addressed. <i>As children progress, this can be marked in the margin to encourage the pupil to identify and take ownership of their own mistakes</i>
FS or relevant symbols	Finger spaces

Progression in editing

This should be used in conjunction with our 'End of Year Writing Expectations' document to ensure that key skills are embedded.

Read it? Now edit!

Zone	0	1	2	3	4	5	6
Punctuation	Finger spaces	Capital letters to start a sentence Capital 'I' Capital letters for names Full stops to end a sentence	Question marks Exclamation marks Commas in a list Apostrophes -where letters are missing (<i>it's</i>) and -for possession (<i>the girl's house</i>)	Inverted commas for speech (speech marks)	Punctuate speech correctly, e.g. <i>The driver shouted, "Sit down!"</i> Apostrophe for plural possession e.g. <i>The girls' names.</i> Comma after a fronted adverbial	Parenthesis: brackets, dashes, commas Commas to clarify meaning (carefully and thoughtfully placed)	Separate clauses with: -semi-colons -colons -dashes Colon to introduce a list and semi-colons within a list Bullet points to list information Hyphens
Sentence	Say sentence before write it	Use 'and' to join sentences	Write interesting sentences using: <i>when, if, that, because, or, and, but</i>	Show time, place and cause using <u>Conjunctions:</u> <i>after, while, so</i> <u>Adverbs:</u> <i>soon, therefore</i> <u>Prepositions:</u> <i>in, next to, during</i>	Fronted adverbials	Relative clauses beginning with: <i>who, which, where, when, whose, that</i>	Passive voice
Text	Can read back writing to an adult	Writing is in order and makes sense	Correct tense, used consistently	Beginning to use paragraphs	Choose noun or pronoun to improve cohesion and avoid repetition	Build cohesion within each paragraph Link ideas across paragraphs? e.g. using: -adverbials of time/place/number -connected ideas/words/phrases -ellipsis	
Spellings	Sound out to spell words, use your phonics and spelling patterns		Use your word list and word bank, spell correctly the words you practice	Use your word list and word bank, spell correctly the words you practice		Use your word list and word bank, spell correctly the words you practice	
Handwriting	Form letters correctly, use flicks and kicks ready to join		Join your handwriting	Join your handwriting		Join your handwriting	