

Writing Overview

Writing Intent:

At Thameside we want children to be imaginative, creative, meaningful writers. Talk is used for children to explore ideas; make decisions; rehearse compositions as well as for checking and editing their writing. 'Beginning with a book' provides a wide range of books and texts types as models of excellent outcomes. Throughout the school extending vocabulary knowledge is a key priority. As their writing develops we want children to be able to communicate their thoughts, feelings and opinions for a range of audiences and purposes. Children will learn to adapt writing for formal and informal contexts. They will be taught the use of correct spelling, punctuation and grammar to become accurate writers. Children will leave Thameside being able to write successfully across all areas of the curriculum, making links between and within different subject areas.

National curriculum coverage

Nursery and Reception			
<p>ELG: Fine Motor Skills: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing -using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p>Literacy ELG: Writing: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 			
Transcription			
Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>spelling:</p> <ul style="list-style-type: none"> -words containing each of the 40+ phonemes already taught -common exception words - the days of the week - name the letters of the alphabet: - naming the letters of the alphabet in order 	<p>spelling:</p> <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, 	<p>Spelling:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones ☐ spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, 	<p>Spelling:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused

<ul style="list-style-type: none"> - using letter names to distinguish between alternative spellings of the same sound - add prefixes and suffixes: - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - apply simple spelling rules and guidance, as listed in English Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting: Pupils should be taught to:</p> <ul style="list-style-type: none"> - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl’s book] - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - apply spelling rules and guidance, as listed in English Appendix 1 - 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> <ul style="list-style-type: none"> - form lower-case letters of the correct size relative to one another - 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 - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> girls’, boys’] and in words with irregular plurals [for example, children’s] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting:</p> <ul style="list-style-type: none"> - 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 - 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 not touch]. 	<ul style="list-style-type: none"> - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. <p>Handwriting:</p> <ul style="list-style-type: none"> - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.
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Composition

Write sentences by:	Develop positive attitudes towards and stamina for writing by:	Plan their writing by:	Plan their writing by:
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- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense (after every sentence)
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- 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
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

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 (English Appendix 2)
- organising paragraphs around a theme - in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- 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.

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar & punctuation

Pupils should be taught to:

- leaving spaces between words - joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using

	<p>grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>hyphens to avoid ambiguity ☑ using brackets, dashes or commas to indicate parenthesis ☑ using semi-colons, colons or dashes to mark boundaries between independent clauses ☑ using a colon to introduce a list ☑ punctuating bullet points consistently ☑ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>
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<p>Year 1</p>	<ul style="list-style-type: none"> - Discuss stories of different genres drawing on what they already know or on background information and vocabulary provided by the teacher - Simple story maps are used to retell and plan narratives - Sequence simple sentences to form a short narrative with a start, middle and end are apparent (Fairy Tales, Fantasy Worlds & Familiar Settings) - Say, compose and sequence sentences relating to the story genre - Re-read own writing to check for sense - Discuss writing with the teacher or other pupils - Read writing out loud - Describe character appearance - Write statements about where the story takes place - Use 'and' to join clauses - Use spaces to separate words - Punctuate using capital letters and full stops (<i>other punctuation could be used: question marks, exclamation marks</i>) - Use a capital letter for people, places, days of week and person pronoun, 'I' as needed
<p>Year 2</p>	<p>Build on previous learning and to...</p> <ul style="list-style-type: none"> - Retell stories from different genres - Develop vocabulary, linking to known words and discussing favourite words and phrases - Plan outlines the content of writing and is used when writing - Write a narrative about experiences and those of others (real and fictional) - Before writing, say and note key ideas and appropriate vocabulary - Use descriptive phrases

	<ul style="list-style-type: none"> – Write statements (<i>other sentence types could be used: commands, questions, exclamations</i>) – Use simple noun phrases for description (jagged rocks, majestic forest, tiring journey) – Use progressive form of verbs to mark actions in progress – Use conjunctions (<i>because, when, if, when, that, etc.</i>) – Use adverbs of time to support sequence (<i>first, then, after that, etc.</i>) – Punctuate using capital letter and full stops (<i>other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession</i>) – As appropriate: use commas to separate items in a list – Evaluate writing for sense, correct verb form, including the progressive (where appropriate) – Make a few spelling, punctuation and grammar corrections – Read aloud with appropriate intonation to support meaning
<p style="text-align: center;">Year 3</p>	<p>Build on previous learning and to...</p> <ul style="list-style-type: none"> – Discuss a range of stories and retell some orally – Discuss stories similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar – Discuss and record ideas in advance of writing – Compose and rehearse sentences orally (including dialogue) building a varied and rich vocabulary – Create settings, character and plot – Through the collection of ideas orally, planning is sequenced with a clear structure linked to the text type in developed story maps or under paragraph headings – Evaluate own and other’s writing by suggesting improvements – Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors – Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear – Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although – Express time, place and cause using conjunctions, adverbs or prepositions – Introduction to paragraphs as a way to group related material – Use of the present perfect form of verbs instead of the simple past – Introduction to inverted commas to punctuate direct speech

<p>Year 4</p>	<p>Build on previous learning and to...</p> <ul style="list-style-type: none"> – Produce carefully thought out plans that match finished independent pieces. – Narratives (Historical, imaginary worlds and Dilemmas are well paced, with a build-up and complication that lead to a defined ending.) – Descriptions in narratives are made up of detail to help the reader gain a better understanding about the way the narrative is unfolding - through character and setting. – Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases – Fronted adverbials are used and punctuated accurately – Use of paragraphs to organise ideas around a theme – Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition – Apostrophes to mark plural possession – Use of commas after fronted adverbials – Use of inverted commas and other punctuation to indicate direct speech
<p>Year 5</p>	<p>Build on previous learning and to...</p> <ul style="list-style-type: none"> – Identify and discuss themes and conventions across a wide range of writing – Discuss and evaluate how authors use language, including figurative language considering the impact on the reader – Planning takes account of the audience and purpose of the writing – Evidence of the application of specific features to ensure a narrative genre matches its intention (eg. Fairytale “Once upon a time”) – Select appropriate grammar and vocabulary, giving attention to enhancing meaning – Evaluate how effective their own and others’ writing is – Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning – Ensure consistent and correct use of tense throughout – Ensure appropriate register for writing – Paragraphing is controlled to organise writing into different information or events – Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun – Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] – Use expanded noun phrases to convey complicated information concisely – Use the perfect form of verbs to mark relationships of time and cause – Causal and logical conjunctions are used in addition to time openers (however or therefore). – Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] – Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] – Brackets, dashes or commas to indicate parenthesis – Use of commas to clarify meaning or avoid ambiguity

Year 6	<p>Build on previous learning and to...</p> <ul style="list-style-type: none"> – The appropriate form and register are apparent for the text type. – Main ideas are sustained and developed logically. – Planning uses paragraphs to structure the plot in narrative (Suspense, flashbacks and quest) showing changes in time, place and events. – Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. – Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause – The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech] – Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis – Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] – How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]
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Narrative writing



Purpose of writing:

Narrative composition writing progression:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Character					
character key appearance features	character key appearance & personality	Character personality & actions	Character through dialogue Creates an emotional response to character	Show not tell about characters. Character's dialogue advances action.	Combining action, description & dialogue – formal & informal characters (eg. Teacher / pupil) Change in personality, manipulate readers impression of character.
Setting					

simple setting description - They were at the beach it was hot. Use specific vocabulary	Setting weather/time of year/time - a long time ago	setting through plot (place/time period eg. Tudors)	Setting through character & plot (dialogue) ("Oh this desert is hot!")	Show not tell setting – place & time (She shivered as the sun disappeared below the horizon) Create atmosphere	Action, description & dialogue to show setting including time period in history. Manipulate the reader's impression of a setting
Plot/structure					
Beginning and end eg. once upon a time, all lived happily ever after	Clear beginning -few different ways, middle & ending - relates to the plot eg. baddies killed, they all went home	Dilemma -beginning, middle -climax & ending -resolution	Beginning stories with dialogue / changes in character(s)- learns a lesson (reflecting) Ending –resolve dilemma	Range of beginning / middle and ending link to beginning.	Time jumps / changes in text type / playing with narrative structure / informal & formal /different view points