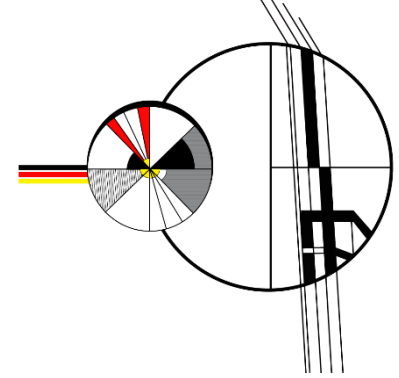




Dream it. Believe it. Achieve it.



Writing Policy 2024 - Teaching Writing at Fairmeadows

Introduction

At the core of writing is exposure to quality examples. Workshopping is a popular way of inspiring creativity and does so by exposing member of the group to the varied work of peers and sometimes the teacher, discussing writing as a group. At Fairmeadows modelling is key, but not all staff are confident writers. Therefore, finding high quality texts is essential and there are many examples that colleagues can recommend and a range of age appropriate examples including in the appendices.

Writing your own can be challenging and time consuming, but there are plenty of staff members who have experience and can support others in this. The Literacy Coordinator and Headteacher are both able to support staff in this area. Writing a bespoke text has many benefits, not least an appreciation of the given task, as well as the challenges the pupils face. It also allows you to consider which skills, ideas and affects you wish to include. All told, a crafted piece of writing, if of high enough quality can be a far more effective tool for teaching than a found example.

Writing

At Fairmeadows we believe that to write you need to be able to create a text. This is composed of several elements:

The structure: the text must hang on a frame that works for the genre.

The control: ideas must flow logically and in an organised form.

The precision: sentences must be cleverly structured and marshalled with a range of punctuation and conjunctions that encourage pupils play with word order.

The core: high quality vocabulary underpins good writing. None of these matter if your pupils are uninspired. Make sure that images, video, sound and experiences are part of driving the desire to write

The national curriculum states that:

“Pupils should **develop the stamina and skills to write at length**, with **accurate spelling and punctuation**. They should be taught the **correct use of grammar**. They should build on what they have been taught to **expand the range of their writing and the variety of the grammar they use**. The writing they do should include **narratives, explanations, descriptions, comparisons, summaries and evaluations**: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

... Pupils’ **acquisition and command of vocabulary are key** to their learning and progress across the whole curriculum. Teachers should therefore **develop vocabulary actively, building systematically** on pupils’ current knowledge. They should **increase pupils’ store of words in general**; simultaneously, they should also **make links between known and new vocabulary** and **discuss the shades of meaning in similar words**. In this way, pupils **expand the vocabulary choices** that are available to them when they write.”

At Fairmeadows we will **prioritise the creation of engaging and well thought out texts**, ensuring that **key skills** mentioned here **are embedded** and linked to the teaching of writing on a consistent and daily basis. Vocabulary and expanding the range of words pupils use is at the heart of developing writing. Words are powerful tools that underpin effective structures. **Powerful words are the start of powerful sentences and powerful sentences create incredible writing.**

Breakdown

At Fairmeadows we approach the teaching of writing in the following way:

- **Introduce a high-quality example text** and share it with enthusiasm. **Draw out main features** of **structure**, **vocabulary**, **sentence style** and **punctuation**. Highlight positive qualities and encourage discussion about the tools used to create it. Explain that the pupils will write one like this and that if they see ideas they like **they should ‘steal’ from the example**.
- **Provide a frame** for writing in the genre and proceed to box up the main events and characters/settings/ideas. **Model completing this**.
- **Pupils work to ‘box up’ their own plan**, creating the shape of their text without focusing on too many details.
- Word Level work. Explain that the pupils now know the content of their writing and that they need to **develop a useful ‘bank’ of language to work with**. Using **images**, **video**, **audio** or other appropriate stimulus they **create a word list, word wall, word carpet** and use thesauruses to improve their list. Share the list. Perform the list. Surround the room with appropriate, interesting and exciting words.
- Sentence level work. Focus on the first paragraph. What will a good first paragraph look like? What should it include? **Use VCOP cards and the boxing up plan to create the success criteria** for their writing. What do they need to show? Provide them with a basic first paragraph and model

how to improve it by **rewriting sentences**, **structuring word order** and by **inserting/substituting** vocabulary. **Link this to SPAG content where appropriate.** After modelling the first paragraph and improving it **model comparing it to the agreed success criteria.** This can be as simple as 'Has a full stop at the end of each sentence.' Or as complex as 'includes parenthesis showing a controlled flashback or jump in time.'

- Write. **Allow pupils to write** with freedom on their whiteboard. Just the first paragraph. Provide them with **mini-plenaries and breaks to draw them back to the success criteria** and the **VCOP cards**. Ask them to mark off **vocab**, **conjunctions**, **punctuation** and **openers** they have used. Reward this. Allow them **time to read aloud and exemplify good examples** that support your teaching and others that require improvement.
- Following time 'polishing' ask them to **write the paragraph into their books**. They now have a great start to their writing.
- **Repeat the process but accelerate it for paragraph 2.**
- **Model the remaining paragraphs as a modelled session/shared session** and give the pupils *time to work on their writing independently*, still pausing and highlighting the use of success criteria and VCOP cards.
- Finish with by **editing, check and improve their work** with a purple polishing pen before completing their piece. **All writing should lead to a performance/published piece or be shared on SEESAW/Facebook.** **No writing is ever without a purpose at Fairmeadows.** *(An additional session should be set aside to allow more time for finishing off work.)*

Frequency

This pattern **repeats each FORTNIGHT** and different genres should be covered, allowing pupils to develop their style, understanding of the structure and become more at home with the style and specific features of each text type.

Marking

Marking writing. **All writing must be marked, highlighting positives in green and a clear target set for the next written piece on SeeSaw.** This could be to use additional specific punctuation, to vary their conjunctions/openers or to play with word order, e.g. starting some sentences with a verb. **Do not correct everything that is wrong with a piece of writing and never focus on more than three spelling issues.**

Assessment

Writing is assessed each half term. Three or more pieces of writing are taken as a group and used to fill in the writing grid. Moderations occur each half term to verify and quality assure teacher judgements. The weaknesses identified during assessment and moderations will be used to inform planning moving forwards and influence the areas to be covered in the coming sequence of writing. Spelling is assessed in writing but can also be assessed separately as word lists and Spelling Shed can be taken as evidence of spelling skills external to an extended written piece. Writing will always be moderated and judgements in Year 2 and 6 will be made by consulting the framework used by STA and DCC for external moderations.

Intervention

For those children who are not achieving their expected standard in writing, Write Away Together is an intervention used in KS1 and KS2. This supports children in finding the positives in their writing and boosting their confidence and self-esteem. It encourages the children to consider what they could change to improve the experience for the reader and can include explicit teaching of specific skills, if necessary.

Connections

English teaching incorporates Phonics, Reading, Spelling, SPAG, Handwriting, Speaking and Listening and Writing. Writing is the most difficult area to improve and where our pupils struggle most. To combat this, we are **modifying timetables to make 4 out of 5 literacy lessons 'writing' lessons.** These can still **call back to SPAG, Spelling** and **Reading skills**, they should **also include instruction in the school handwriting style.** However, these sessions are tight, with much to do in each. It is important that the focus is on creating an example a piece of high quality writing **every 2 weeks** that allows pupils the *experience* and **frequency** required to develop their skills.

Contents

To support writing this policy includes **lesson breakdowns, model planning, sequences of writing, genre lists, writing frames, VCOP resources, and target documents.**

Conclusion

This is the way **we recommend writing be taught**. There will be *weeks or occasions where teachers need to change the sequence or amend the system to fit in with the pupils needs* or to address specific challenges. As the teacher staff know pupils best and know what their needs are. This is an ***intensive system for creating good writers who are skilled and self-aware***. Following this program will make pupils **more independent, confident and improve the quality of their writing hugely**. Like all tools it will only work if the operator learns how to master them and uses them approximately. To enable staff to do so **training opportunities throughout the year will all be focused on the teaching of writing and what is required to follow this programme**. It will be **practical and model delivery of the skills and share resources**. The focus is on staff becoming better teachers of writing and on the pupils leaving us with the skills they need for the rest of their education.

Through the programme laid out above we will be able to meet 5 of the 7 National Curriculum Aims in writing which are:

- **develop the habit of reading widely and often**, for both pleasure and information
- **acquire a wide vocabulary**, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our ***rich and varied literary heritage***
- **write clearly, accurately and coherently**, adapting their language and style in and for a range of contexts, purposes and audiences
- **use discussion in order to learn**; they should be able to elaborate and explain clearly their understanding and ideas.

Early Years

In the Early Years writing is about **retelling known stories with gusto**. Beginning to explore mark making and connecting meaning to the marks made. This is an intensely creative and personal process which must be modelled as carefully as writing is later in the school. Drawing Club will be used to enhance mark making and storytelling preparing them for Reception.

Oral storytelling and talking about words, sentences and stories is key. Pupils can be exposed to words like character, place/setting, sentence. They can also be encouraged to use 'better' words and experience levelling up existing writing.

Drawing Club is an Early Years approach to writing that is used alongside Mighty Writer to foster enthusiasm about writing and build the foundations of a writing life. These are delivered in small groups 3 times a week by the teacher. Other year groups will use Mighty Writer to support writing and engage pupils as an intervention and this can be effective up to age 11+.

Reception into Year 1

As they leave Reception pupils should be able to manipulate a writing tool with confidence and be able to make marks that link to their ideas. They should be confident retelling a number of stories and repeating several rhymes with confidence. CVC sentences should be accurate and include capital letters and full stops. At the end of reception pupils should know that certain 'special' words have capital letters all of the time.

Children will become familiar with using 'Mighty Writer' as a way to structure their sentences and work towards improvements. It also supports pupils in orally retelling stories before starting to write their ideas. Drawing club will be used to teach writing in Reception this will support writing in a creative and engaging way.

As pupils move from the Early Years into Year 1 the National Curriculum states:

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, **pupils should be taught how to plan, revise and evaluate their writing**. These aspects of writing have been incorporated into the programmes of study for **composition**.

Transcription is handwriting and spelling and will be taught in separate sessions but should always be referred to and mentioned in writing lessons. These skills can be covered separately but a skilled teacher will draw them into the main teaching of composition.

The Curriculum specifies that:

Effective composition involves **forming, articulating and communicating ideas**, and then **organising** them coherently **for a reader**. This requires **clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar**. *Writing also depends on fluent, legible and, eventually, speedy handwriting. (Transcription)*

Year 1

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

The expectation is that during the year the pupils will become **increasingly confident in writing longer more complex sentences**. That they will be beginning to **use full stops and capital letters with confidence** and independently. They will link their sentences with basic conjunctions like 'and', 'so' and 'but'. They will **think about the words they use and be able to make suggestions** about improving these. They will be able to write **stories, recounts** and **poems** for familiar audiences and based on their own experiences and familiar stories.

Year 1 will use Drawing Club which will extend in to Curious Quests to support writing in an imaginative and creative way that will engage our children.

Year 1 National Curriculum

Pupils should be taught to:

write sentences by:

- **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
- 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.

Pupils should be taught to:

develop their understanding of the concepts set out below:

1. leaving **spaces between words**
2. joining words and joining clauses using **and**
3. beginning to punctuate sentences using a **capital letter and a full stop, question mark or exclamation mark**
4. using a **capital letter for names of people, places, the days of the week**, and the **personal pronoun 'I'**
5. How **words** can combine to make **sentences**
6. **Suffixes that can be added to verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper)
7. How the **prefix un– changes the meaning of verbs and adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]
8. Regular **plural noun suffixes –s or –es** [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
9. **The following terminology:**
 - letter, capital letter
 - word, singular, plural
 - sentence
 - punctuation, full stop, question mark, exclamation mark

Name _____

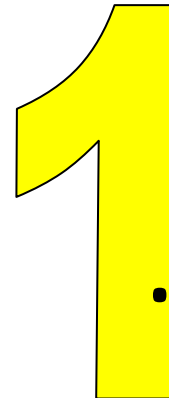
I am a good Level W writer and **I am working towards Year 1**

V big strong fast smart

O

The, My, I

P



C

and but

Year 2

In Year 2 the range of skills being used will increase. Pupils will be able to **end sentences with a full stop, exclamation mark or questions mark**. They will **regularly use capital letters** with great confidence and be **aware of different word classes**, using the technical names to discuss these.

In Year 2 they will **write longer pieces** and abler writers will begin to use **more challenging vocabulary** including **subordinating conjunctions** such as **because**.

Year 2 will use Drawing Club which will extend in to Curious Quests to support writing in an imaginative and creative way that will engage our children. During the later part of the academic year the transition to more formal writing expectations inline with Key Stage 2 will begin to be introduced.

Year 2 National Curriculum

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

- writing **narratives** about personal experiences and those of others (real and fictional)
- writing about **real events**
- writing **poetry**
- **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:
- 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.

Pupils should be taught to:

- Demonstrate **correct choice and consistent use of present tense and past tense** throughout writing
- Use of the **progressive form of verbs** in the present and past tense to mark actions in progress [for example, **she is drumming, he was shouting**]
- Use of **capital letters, full stops, question marks and exclamation marks** to demarcate sentences **Commas** to separate items in a list **Apostrophes** to mark **where letters are** missing [for example, the girl's name]
- noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
- 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
- **subordination** (using **when, if, that, or because**) and co-ordination (using **or, and, or but**)

Name _____

I am a good Year 1 writer and **I am working towards Year 2**

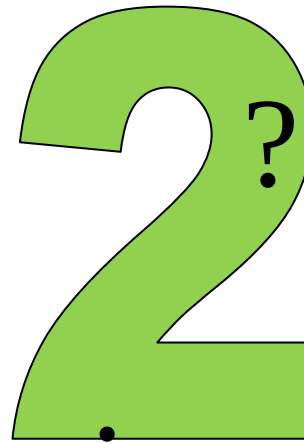
V tall quick mighty wise

O First, Then, Next, Soon, After that, Last, If, When

C

and, but, so, when, because

P



Year 3

In Year 3 pupils will always write in **full sentences accurately punctuated with capital letters and full stops, exclamation marks or questions marks**. They will **experiment with commas for clauses** and to introduce **direct speech**. They will use a **wide range of conjunctions** including *for, and, nor, but, so as well as, because*. They will **pay attention to openers and use pronouns with accuracy**. They will punctuate **direct speech and know the rules for doing this**. Towards the end of Year 3 they will start to **use brackets for parenthesis**. They will learn **STToP for paragraphs**.

Year 3 National Curriculum

Pupils should be able to **write down their ideas with a reasonable degree of accuracy** and with **good sentence punctuation**. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. **Joined handwriting should be the norm**; pupils should be able to use it fast enough to keep pace with what they want to say.

- Pupils should be taught to:
- **composing and rehearsing sentences orally** (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- **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**]
- 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
- **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.
- **extend 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
- We use the present perfect for something that **started in the past** and **continues in the present**: e.g.

*They've **been married** for nearly fifty years.*

*She **has lived** in Liverpool all her life.*

It usually involves using the verb have or has with a past tense form of a verb such as 'lived' or 'played'.

- **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: Suddenly, Without warning, Recently, Meanwhile, During the ...**,
- using **commas after fronted adverbials**
- indicating **possession** by using the **possessive apostrophe with plural nouns**
- using and **punctuating direct speech**

Name _____

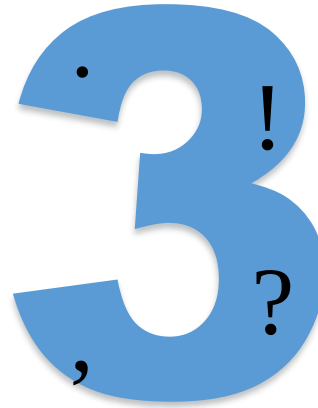
I am a good Year 2 writer and **I am working towards Year 3**

V amazing scary massive

O First, Then, Next, Soon, After that, Last, If, When,
Although, After a while.. Use adjectives like:
Shouting children..

C because, after, when, if, as well as,
also, since, so, as

P



Year 4

In Year 4 pupils will **write controlled sentences with a range of quality openers**, including **fronted adverbials choosing vocabulary for effect**, according to the context. Pupils will be aware of different sentence types and include these in their writing. They will use an increasingly wide range of **subordinating conjunctions including if and while**. They will **consciously vary their openers** and **master direct speech**. They will **know the rules for STToP** and be able to decide when to start a new paragraph. They will **use commas for clauses** and be able to **insert dashes, brackets and commas to create parenthesis**.

Year 4 National Curriculum

Pupils should be able to **write down their ideas with a reasonable degree of accuracy** and with **good sentence punctuation**. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. **Joined handwriting should be the norm**; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils should be taught to:

- **discuss 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**
- composing and **rehearsing sentences orally** (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- **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**]
- **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.
- 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
- We use the present perfect for something that **started in the past** and **continues in the present**: e.g.

*They've **been married** for nearly fifty years.*

*She **has lived** in Liverpool all her life.*

It usually involves using the verb have or has with a past tense form of a verb such as 'lived' or 'played'.

- **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** **meanwhile, following this, suddenly, later that day, As night well, During breakfast,**
- using **commas after fronted adverbials**
- indicating **possession** by using the **possessive apostrophe** with plural nouns
- using and **punctuating direct speech**

Name _____

I am a good Year 3 writer and **I am working towards Year 4**

V massive fantastic unique

O First, Then, Next, Soon, After that, Last, If, When,
Although, After a while.. Use adjectives like:
Shouting children..

P



C because, after, when, if, as well as,
also, since, so, as, for, nor, yet

Year 5

They will be able to **use parenthesis for effect and vary their vocabulary with effect**. They will write **multi-clause sentences with control** and create coherent pieces of writing that link through a semantic field of well-chosen vocabulary and phrases. They will **edit with accuracy** and set their own standards regarding targets and expectations for their writing. They will **be able to use all punctuation including semi-colons and colons with a good degree of accuracy**. They will **vary the lengths of sentences for effect** and use **tools such as alliteration, figurative language and repetition** to good effect.

Year 5 National Curriculum

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be **broadly accurate**. Pupils' **spelling of most words taught so far should be accurate** and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' **enjoyment and understanding of language**, especially **vocabulary**, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to **enhance the effectiveness of their writing** as well as their **competence**.

In composition, pupils should be taught to:

- **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**
- 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**
- 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]
- **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
- 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
- using **commas to clarify meaning** or avoid ambiguity in writing
- using **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**

Name _____

I am a good Year 4 writer and **I am working towards Year 5**

V

O Although, After a while.. Use adjectives like: **Shouting** children.. Although I meant to.., Having decided to.., Before the audience left.., Due to lack of..

P



C because, after, when, if, as well as, also, since, whilst, also, in addition to, contrary to, despite, however, nonetheless, yet,

Year 6

As Year 5 but with greater control and precision. In Year 6 pupils will be encouraged to **reorder sentences and paragraphs to benefit the impact of the text**. Pupils will **consider the effect of their choices** and decide on their best approach.

Year 6 National Curriculum

Pupils should be able to write down their ideas quickly. Their **grammar and punctuation should be broadly accurate**. Pupils' spelling of **most words taught so far should be accurate** and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially **vocabulary**, to support their reading and writing. **Pupils' knowledge of language**, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, **their facility as writers**, and their comprehension. As in years 3 and 4, pupils should be taught to **enhance the effectiveness of their writing** as well as their competence.

By the end of year 6, pupils' reading and **writing should be sufficiently fluent and effortless** for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to **learn subject specific vocabulary**. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.

Teachers should prepare pupils for secondary education by ensuring that they can **consciously control sentence structure in their writing and understand why sentences are constructed as they are**. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

In composition, pupils should be taught to:

- **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**
- 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**
- 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]

- **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
- 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
- using **commas to clarify meaning** or **avoid ambiguity** in writing
- using **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**

Name _____

I am a good Year 5 writer and **I am working towards Year 6**

V

**Vile vast rapid bane flit nook glee
hulk bail superb petite absurd
rampage**

C also, in addition to, contrary to, despite, however,
whilst, while,
use a semi colon [:] as a connective

PACE - mix simple, compound and complex sentences
to interest your audience.

O Although I meant to.., Having decided to.., Before the audience
left.., Due to lack of..., Meanwhile, During, Nonetheless, Although,
**VARIETY - use openers from all levels to
hold your reader's attention.**

P



Glossary and Ideas Bank

STToP	Speech, Time, Topic and Place	This is a handy way of teaching and reminding children of the reasons why a new paragraph is begun.
SAD?	Speech, Action, Description and Question	Four interesting ways to begin a piece of writing. Particularly useful for fiction.
5 W's	Who What When Where and Why	The 5 questions a high-quality newspaper must answer in the opening paragraph.
Rule of 3	3 examples of a feature to create emphasis.	He was cold, tired and hungry. She had seen war, death and disease. They knew it was tough, challenging, impossible even.
One Word Sentence	Pain. Burning pain. Everywhere. He felt unbearable pain course through him. Crippling his senses; driving him to his knees.	Impact. This technique is a simple way of varying sentence length, when combined with repetition it is a cost effective way of ramping up the value of writing.
Alliteration	Petite and pitiless, she paid him no mind as he prayed for privacy from the public shame she had painfully inflicted.	Repetitive sounds done deliberately and four effect create a sense of control ND rhythm to writing that elevates it.
VCOP	Vocab – Conjunctions – Openers – Punctuation.	Teach pupils to consider these four elements before during and after writing to ensure coherence, quality and effectiveness.
SCAPS	Speech marks, capital letters, actual speech, punctuation, speech marks.	Useful to help children to remember how to punctuate speech.

Sequence of Writing

