

Leominster Primary School

The Intent, Implementation and Impact of our Writing Curriculum

We aim to provide a high-quality writing education by teaching every child to write and keep them writing.

Why? “No matter what anybody tells you, words and ideas can change the world” *John Keating*

INTENT

Writing is a crucial part of our curriculum at Leominster Primary School. We intend that our children should develop a love of writing and be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing. We aim to enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. At Leominster Primary School, we set high expectations for all our children to take pride in their work, allow their imaginations to flourish and have a neat and fluent handwriting style using the cursive approach.

IMPLEMENTATION

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is genre based and linked to class topics wherever possible and appropriate. This provides our children with regular opportunities to write for a range of purposes and audiences. We aim for writing tasks to be specific and meaningful, often meeting a purpose to engage children. Teachers set children personalised targets which relates to the end of year objectives to ensure progress and target areas for support.

This is how it works:

- Daily English lessons with a foci on a range of high quality texts
- A focus on genre-led learning in English with high-quality teacher modelling and collection of appropriate vocabulary
- Our sequence of learning promotes familiarity with the text, genre and appropriate features

We:

- i) introduce the genre/text
 - ii) explore the features of genre/text and collect supporting language
 - iii) practise different elements
 - iv) apply the learnt skills in a final piece of writing
 - v) assessment of the final piece
- Reception have a sequence of learning similar to Talk for Writing and Year 1 continue the use of this during the autumn term. This still follows the above sequence of learning.
 - Immersing the children in grammatical terminology through direct teaching, modelling and practise
 - An expectation that children will write extended pieces of work once a week linked to their current genre focus, previous genres or cross curricular writing in topic/science books
 - Daily 30 minutes of Read, Write, Inc (phonics and reading) grouped across Reception, Year 1 and Year 2
 - Direct sessions of spelling 4 times a week using Read, Write, Inc where children are grouped across KS2 (and Year 2 when ready to progress to the spelling programme) to allow for individualised learning
 - Additional, direct grammar teaching time in Key Stage 2
 - Regular handwriting practise using the Letterjoin programme, encouraging a cursive handwriting style
 - Working walls and language rich classrooms support the children's learning

This is what adults will do across the whole school:

- Learning walks to ensure that high quality writing teaching and opportunities are being modelled, practised and applied
- Support, encourage and foster a love for writing
- Research new innovative techniques / programmes (eg, organising staff training from Stephanie Austwick)
- Leaders to provide opportunities for staff training across the school

This is how we support:

- Use of coloured overlays / paper for preferences
- Fred talk for spelling
- Use of targets to support individual progression
- Regular Pupil Progress meetings

This is how we challenge:

- Staff have high expectations of themselves and the children they teach
- Modelling and encouragement to use high-level vocabulary and explore appropriate alternatives
- Expectation of children from Key Stage one upwards to use appropriate and accurate grammatical terminology

The content of the English curriculum will be covered across the year groups like so:

Writing: Transcription Handwriting	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g. 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].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - 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.
Joining Letters		<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

Writing: composition	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Awareness of audience, purpose and Structure</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To 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 (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (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).</p>
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Writing: Vocabulary, Grammar and Punctuation	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
Use of Phrases and clauses	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they,</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verb to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>

The Intent, Implementation and Impact Statement - WRITING

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Punctuation	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions. 	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
Use of Terminology	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>

IMPACT

By the end of their time at Leominster Primary School, children will be able to write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences. They will enjoy writing across a range of genres. Our pupils will acquire a wide vocabulary and have a strong command of the written word.

Because of this, pupils will make good or accelerated progress from their own personal starting points and pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded. The percentage of pupils working at ARE within each year group will be at least in line with the national average. Additionally, the percentage of pupils working at greater depth within each year group will be at least in line with the national average. We expect that there will be no significant gaps in the progress of different groups of pupils.

Most importantly, pupils of Leominster Primary School will develop a love of writing and will be well equipped for the rest of their education.

This is how we know how well our children are doing:

- Tracking
- Pupil progress meetings
- Teacher assessment/ targets
- Marking and feedback
- Analysis of assessment results
- Targeted use of TAs
- Pupil voice

This is the impact of teaching:

- Confident children who can talk about what they have written
- Children who are enjoying their learning in all English sessions
- Depth of understanding/application in different writing genres
- Children ready for the next step in education