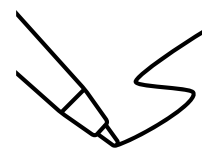


Writing at Holy Trinity CE Primary

“After nourishment, shelter and companionship, stories are the thing we need most in the world.” Philip Pullman



Writing

At Holy Trinity we believe that all children, given the right tools, can become confident writers who have the ability to express themselves clearly and appropriately in a range of contexts both within the school community and beyond.

Our curriculum **intent for Writing** is that every child will:

Write fluently, demonstrating a good understanding of phonics (understanding of relationship between sounds and letters), and the morphology (word structure) and orthography (spelling structure) of words
Articulate, communicate and organise ideas coherently for the reader
Understand and use an increasing range of grammar and vocabulary
Write for a range of purposes and audiences within different contexts
Plan, revise and evaluate their writing.
Write in a consistently fluent and legible handwriting style at a productive speed.

Implementation of the Writing Curriculum at Holy Trinity

Writing is focused on two strands: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

Transcription

In EYFS and Year 1, spelling is directly linked to the ELS phonics scheme. In Year 2 this continues with the ELS spelling scheme, which focuses on the transition from decoding to encoding. From Year 3, spelling is taught using the Spelling Shed Scheme of Work, which focuses on the orthography, morphology and etymology of words. Pupils continue to build on the firm foundations of phonics, breaking down words into the smallest units of sound and syllables. They also learn about the meanings of parts of words and their origins and how these both affect spelling. Handwriting is explicitly taught from when the children join in EYFS. In year one, the children secure their precursive script and then move onto cursive in year two. Cursive script is consolidated in years three and four. Intervention is provided for children in years 5 and 6 who have not secured a fluent script at an appropriate speed.

Composition

At Holy Trinity we believe that reading greatly impacts upon writing; therefore, we link much of our teaching of writing to the high-quality texts that we are reading in class. Many of these texts link to other curriculum areas, which increases pupil engagement and provides a wealth of opportunities for writing for a range of purposes and audiences. Additionally, it allows for subject-specific vocabulary to be reinforced and revisited and pupils' understanding to deepen and become embedded.

Grammar and punctuation is taught in discrete lessons and revisited little but often during starters to English lessons. This 'walking the wheatfield' approach referred to by Pie Corbett cements the children's understanding and aids application of this in their writing.

We use 'The Write Stuff' to explicitly teach writing. It is a systematic, mathematical and structured approach to teaching the process of writing. The foundation of TWS approach is a visual representation of the three zones of writing - ideas (vocabulary), tools (grammar & punctuation) and techniques (literary devices) - called The Writing Rainbow. Within TWS units there are 'Experience' lessons that engage and excite the children, often generating vast amounts of vocabulary that is later used in 'Sentence Stacking' lessons that model and scaffold writing. Children go on to write independent pieces applying the ideas, tools and techniques explicitly taught in these sessions.

The Impact of the Writing Curriculum at Holy Trinity

Pupils acquire an excellent knowledge of grammar and punctuation as demonstrated in our end of KS2 attainment data in the grammar, spelling and punctuation test.

Pupils leave Holy Trinity able to express themselves confidently, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. They are well prepared for the writing demands of secondary school.

How does Writing fit into our School Vision?



Writing links/actions:

- The Write Stuff's visual representation of the three zones of writing aids all pupils' understanding, including those with SEN.
 - The modelling and scaffolding of the writing process in Sentence Stacker lessons supports less able and SEN pupils, allowing them to feel ownership over the writing they produce and a sense of achievement.
 - Continue to use Sentence Stack displays in classrooms to celebrate pupils' writing.
 - Continue to use the Writing Wall of Fame and Star Writer certificates to celebrate pupils' writing.
 - Include Writing Wall of Fame and Star Writer pupils in newsletters and on the website.
 - Provide workshop / video for parents about TWS.
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- TWS unit plans purchased to reduce teacher workload.
 - Staff signposted to online resources / social media to reduce workload.
 - Ensure time for peer observations of TWS / Sentence Stacker lessons.
 - Whole-school training planned for next academic year.
 - Provide further opportunities for staff discussion to share best practice on incorporating other aspects of writing into TWS units and increasing opportunities for independent writing.
-
- Classes provided with TWS resources – both teaching / display resources and individual resources to support pupils' learning.
 - Encourage further use of Forest School / outside environment as a hook to start off writing units through roleplay or drama.
 - Continue to use online learning tools such as Spelling Shed and Purple Mash.
 - Research other online learning that may be available to enhance writing skills.
-
- Continue to attend cluster school writing moderation meets.
 - Provide more opportunities for pupils to write for the newsletter.
 - Form relationships with other schools in the Borough using The Write Stuff.

Holy Trinity CE Primary School
Believe • Achieve • Inspire •
Holy Trinity CE Primary Writing overview

Autumn		Spring		Summer	
EYFS	Pupils should be taught: - To hold pencils with a comfortable tripod grip - To sit correctly at a table - To give meaning to the marks they make - To copy and then write their names - To correctly form 26 lower case letters using the ELS rhymes and sound mats to support - To segment the sounds in simple words - To use the sounds they have been taught to write words, labels and begin to write captions.	Pupils should be taught: - To form lower case letters correctly and some capital letters. - To begin to write sentences using finger spaces. - To understand that sentences begin with a capital letter and end in a full stop. - To spell words using taught sounds. - To spell some taught HRS (harder to read and spell words) correctly.	Pupils should be taught: - To form lowercase and capital letters correctly. - To begin to write longer words and compound words which are spelt phonetically. - To write sentences using a capital letter, finger spaces and full stops. - To spell some taught HRS words correctly. - To read their work back and check it makes sense.		
Year 1	Spelling Pupils should be taught to: spell: - words containing each of the 40+ phonemes already taught name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Spelling Pupils should be taught to: spell: - 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 - 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.	Spelling Pupils should be taught to: spell: - 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 - 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.		
	Handwriting Pupils should be taught to: - 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. Composition 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 - 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. Vocabulary, Grammar and Punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop. - 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 - use the grammatical terminology in English Appendix 2 in discussing their writing. Key Vocabulary: M	Handwriting Pupils should be taught to: - 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. Composition 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. Vocabulary, Grammar and Punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: - 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	Handwriting Pupils should be taught to: - 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. Composition 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. Vocabulary, Grammar and Punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: - 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
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		use the grammatical terminology in English Appendix 2 in discussing their writing.	use the grammatical terminology in English Appendix 2 in discussing their writing.
Year 2	Spelling Pupils should be taught to: spell by: - 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, 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 - 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. Handwriting Pupils should be taught to: - 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	Spelling Pupils should be taught to: spell by: - 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, 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. Handwriting Pupils should be taught to:	Spelling Pupils should be taught to: spell by: - 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, 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. Handwriting Pupils should be taught to:

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. Composition Pupils should be taught to: develop positive attitudes towards and stamina for writing by: • 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 • read aloud what they have written with appropriate intonation to make the meaning clear. Vocabulary. Grammar and punctuation	• 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. Composition Pupils should be taught to: develop positive attitudes towards and stamina for writing by: • 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	• 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. Composition Pupils should be taught to: develop positive attitudes towards and stamina for writing by: • 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
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	Pupils should be taught to: 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 grammatical terminology in English Appendix 2 in discussing their writing. Key Vocabulary: - M	- read aloud what they have written with appropriate intonation to make the meaning clear. Vocabulary. Grammar and punctuation Pupils should be taught to: 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 grammatical terminology in English Appendix 2 in discussing their writing. Key Vocabulary:	- read aloud what they have written with appropriate intonation to make the meaning clear. Vocabulary. Grammar and punctuation Pupils should be taught to: 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 grammatical terminology in English Appendix 2 in discussing their writing. Key Vocabulary:
Year 3	Spelling Pupils should be taught to: - 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)	Spelling Pupils should be taught to: - 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)	Spelling Pupils should be taught to: - 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)

• 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. Handwriting Pupils should be taught to: • 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. Composition Pupils should be taught to: plan their writing by: • 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) • 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	• 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. Handwriting Pupils should be taught to: • 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. Composition Pupils should be taught to: plan their writing by: • 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) • 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	• 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. Handwriting Pupils should be taught to: • 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. Composition Pupils should be taught to: plan their writing by: • 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) • 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
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	- 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. Vocabulary, Grammar and Punctuation 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 - 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 - starting to punctuate direct speech - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Key Vocabulary: - M	- 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. Vocabulary, Grammar and Punctuation 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 - 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 - starting to punctuate direct speech - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	- 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. Vocabulary, Grammar and Punctuation 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 - 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 - starting to punctuate direct speech - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Year 4	Spelling Pupils should be taught to: - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones	Spelling Pupils should be taught to: use further suffixes and understand how to add them (English Appendix 1)	Spelling Pupils should be taught to: - use further prefixes and understand how to add them (English Appendix 1) - spell further homophones

- spell words that are often misspelt (English Appendix 1)
- 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.

Handwriting

Pupils should be taught to:

- 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].

Composition

Pupils should be taught to:

plan their writing by:

- 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

- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, 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

Handwriting

Pupils should be taught to:

- 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].

Composition

Pupils should be taught to:

plan their writing by:

- 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:

- 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.

Handwriting

Pupils should be taught to:

- 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].

Composition

Pupils should be taught to:

plan their writing by:

- 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

	- proposing changes to grammar and vocabulary to improve consistency - 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. Vocabulary, Grammar and Punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for year 4 in English Appendix 2 indicate grammatical and other features by: - using and punctuating direct speech - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Key Vocabulary: - M	- assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency Vocabulary, Grammar and Punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for year 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.	Vocabulary, Grammar and Punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: - using the present perfect form of verbs in contrast to the past tense Vocabulary, Grammar and Punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for year 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 - using the present perfect form of verbs in contrast to the past tense - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Year 5	Spelling Pupils will be able to: use further prefixes and suffixes and understand the guidance for adding them	Spelling Pupils will be able to: use further prefixes and suffixes and understand the guidance for adding them	Spelling Pupils will be able to: 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
- 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.

Handwriting and Presentation

Pupils should be taught to:

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.

Composition

Pupils should be taught 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
- 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:

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- spell some words with 'silent' letters [for example, knight, psalm, solemn]
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- use dictionaries to check the spelling and meaning of words
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Handwriting and Presentation

Pupils should be taught to:

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
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Composition

Pupils should be taught to:

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• 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. • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Vocabulary, Grammar and Punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • learning the grammar for years 5 in English Appendix 2 Key Vocabulary: • M	• 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. • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Vocabulary, Grammar and Punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: • 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 in English Appendix 2 indicate grammatical and other features by:	• 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. • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Vocabulary, Grammar and Punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: • 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 in English Appendix 2 indicate grammatical and other features by:
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Vocabulary, Grammar and Punctuation

Pupils should be taught to:

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
- learning the grammar for year 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- 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.

Key Vocabulary:

M

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National Curriculum: Writing

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- 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

Subject Content

The programmes of study for writing at key stages 1 and 2 consist of two dimensions:

- 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.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

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.

Key Stage 1

- Pupils in year 1 will learn 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.
- 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.
- 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.
- They should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table.

Key Stage 2

- Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.
- Pupils should consolidate their writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology.
- Pupils should be taught to enhance the effectiveness of what they write as well as increasing their competence.
- Pupils should 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 begin 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' spelling of common words should be correct, including common exception words and other words that they have learnt.
- Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.
- 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.

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

English at Holy Trinity CE Primary School

- Pupils should learn to 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.