

Writing



Curriculum Booklet

Writing Intent

At Tanners Brook Primary, the teaching of writing is of paramount importance within a **broad and balanced** curriculum. Writing is very much taught in a **cross curricular** way. We believe that writing is a **key skill** for life both inside and out of education and that is why it features across all the subjects taught across our school. We intend our children to have developed a **love of writing** and to be able to **express their thoughts and ideas clearly and creatively**. We also intend to **create writers** who can **re-read, edit and improve** their own writing, and enable pupils to be able to **confidently** use the essential skills of grammar, punctuation and spelling. We encourage every child to achieve their **personal best**, applying all their writing skills.

Our aim is to ensure that every child within our school leaves our school as a capable writer and with an understanding of Standard English and when to use it effectively. The ability to write with confidence for a range of purposes and audiences ensures that children leave fully prepared for and ready to achieve their aspirations and thrive in their adult life.

The writing curriculum encourages children to immerse themselves in different high-quality text types, understand the features and impact of these, and realise the importance of them beyond education. We provide children with a range of engaging hooks to capture their imagination! We aim to provide the children with varied reasons for writing and believe that this not only produces higher quality writing but allows our learners to apply their skills to a range of different contexts.

We strive to create a classroom environment and language-rich curriculum where children are exposed to high quality language in varying form in a meaningful, deliberate, and engaging way, involving the pupils as active participants. Language acquisition and its use is at the core of all the reading, writing, and communication we expect of our pupils. We want children to

make well-informed and considered word choices to produce confident creative writers, who can compose, edit and improve their writing.

A secure knowledge of spelling and grammar and an understanding of how to edit writing is taught throughout the school in a systematic and progressive way. The content of writing lessons is planned to build on children's previous knowledge as well as introduce new learning in an engaging and memorable way.

Writing Implementation

The National Curriculum and EYFS Framework is used to inform the planning and delivery of the writing curriculum. Writing is evident in every aspect of our curriculum and varying text types are taught throughout the school. Writing is taught explicitly in daily literacy lessons and skills learnt are regularly reinforced within lessons across the curriculum. Using a combination of novels, films, poetry and relevant real-life events, learning is fun, meaningful, and memorable. Lessons are carefully planned so that skills are taught, embedded, revisited, and then developed in a sequential way which promotes learning and retention of knowledge and skills.

The National Curriculum states that spoken language underpins the development of reading and writing. We use a variety of drama strategies and group work to inspire our writers. Children have opportunities to orally explore a text type before they start to write. 'Talk for Writing' strategies are used throughout the school to support the teaching of writing.

Teachers demonstrate high quality modelling within each Literacy lesson and encourage children to include key vocabulary, structure their work appropriately into coherent paragraphs and use the grammatical skills taught at their year group level. The use of visualisers and teacher books supports the modelling and writing process as well as provides the children with the tools to achieve their personal best. The use of a WAGOLL (what a good one looks like) is used as an example of how to be successful at the start of each unit of work. This provides children with an end goal. Children are encouraged to use this as a structure but also innovate their writing to make it their own. In KS2 they do this through the use of a LLAP grid (language, layout, audience and purpose and punctuation), which is a way for children to analyse, plan and understand the writing process.

We ensure children are aware of their strengths as well as the areas for development in writing so that learners can take ownership of their progress. Teachers leave 'next steps' in books when marking to ensure that children know exactly what they need to do next to make progress in their writing. Children are encouraged to respond to this in purple pen. Children understand the importance of the editing and redrafting process. In KS2 children follow the redrafting process throughout their work. They write on the left of their paper and redraft on the right. This allows them to focus on their targets and maintain high expectations of their work.

In KS1 children begin to reflect on their writing verbally with a partner. This provides strengths and next steps. They begin to use purple pens to edit their work in line with the writing non-negotiables.

This writing process begins in EYFS with mark making, leading onto letter formation and sentence construction. Children's fine motor skills are developed through specific exercises and activities which allows for children to develop their writing journey.

Non-Negotiables:

	WRITING	VGP	HANDWRITING
EYFS	<p>I can use my phonics to write words</p> <p>I can spell my key words</p> <p>I can write a sentence</p> <p>I can read my sentence</p> <p>Adults can read my sentence</p>		<p>I can form most of my letters correctly</p>
YEAR 1	<p>I know all my phonemes and use them to spell</p> <p>I can spell my key words including the days of the week</p> <p>I know the alphabet letter names</p> <p>I can write sentences</p> <p>I can say my sentences</p> <p>I can read my sentences clearly</p> <p>I can sequence my sentences</p> <p>I can check my sentences</p> <p>I can talk about what I have written</p>	<p>I can use prefixes for example un</p> <p>I can use suffixes for example e- es- ing- ed- er- est</p> <p>I can use capital letters correctly.</p> <p>I can use full stops, exclamation marks and question marks.</p> <p>I can use joining words and joining sentences using and.</p> <p>I can leave spaces between my words.</p> <p>I can use an adjective and verbs in my writing.</p>	<p>I can sit at the table correctly.</p> <p>I can hold my pencil correctly.</p> <p>I can form letters starting and finishing in the right place.</p> <p>I can form capital letters.</p> <p>I can form numbers 0-9.</p>
YEAR 2	<p><u>I can segment and blend words using the correct graphemes</u></p> <p><u>I can spell key words</u></p> <p>I enjoy writing for different purposes</p> <p>I can plan my writing by talking about my ideas and planning ideas</p> <p>I can write sentence by sentence</p> <p>I can check my sentences make sense</p> <p>I can proof read my writing for errors</p> <p>I can edit my writing</p> <p>I can use expression to read my work</p>	<p>I know what a homophone is</p> <p><u>I can spell words using the contracted form for example can't, didn't, hasn't, couldn't</u></p> <p>I can use an apostrophe for example girl's</p> <p><u>I can use suffixes to spell longer words for example ment, ness, less, ly, ful</u></p> <p><u>I can use capital letters and full stops</u></p> <p><u>I can use exclamation marks, question marks and commas for lists.</u></p> <p><u>I can use sentences with different forms for example statement, question, exclamation and command</u></p> <p><u>I can use expanded noun phrases in my writing</u></p> <p><u>I can use past and present tense correctly in my writing</u></p> <p><u>I can use coordination for example or, and, but</u></p> <p><u>I can use subordination for example when, if, that, because</u></p> <p>I can use an adjectives, adverbs, nouns and verbs in my writing</p>	<p><u>Handwriting</u></p> <p>I can form letters correctly</p> <p>I can make my letters all the correct size</p> <p><u>I can start to join letters using diagonal and horizontal strokes</u></p> <p><u>I can write capital letters and numbers of the correct size</u></p> <p><u>I can use the right spacing between words</u></p>

<p>YEAR 3</p>	<p>I can spell my key words I can use a dictionary I can plan my writing through discussing, looking at examples and recording ideas I can draft my writing I can talk through my sentences. OR I can rehearse my writing I can vary my sentences I can use exciting word choices I can write in paragraphs I can organise my writing for different purposes I can proof read my writing for spelling and punctuation I can evaluate my writing and others I can suggest improvements and edit my writing I can read my writing with expression and control of volume</p>	<p>I can spell homophones for example accept/except, affect/effect, weather/whether. I can use an apostrophe for regular and irregular plurals for example girls' girl's I can use prefixes for example dis- mis- re, I can use suffixes for example ation- sion- ly- cian I can use conjunctions, adverbs and prepositions. I can use past, present and future tense accurately in my writing. I am starting to use inverted commas for speech in my writing. I know when to use a or an.</p>	<p>I can join letters using diagonal and horizontal strokes. I can write clearly ensuring my letters are the correct size. I can write fluently. I can take pride in my handwriting.</p>
<p>YEAR 4</p>	<p>I can spell my key words I can use a dictionary I can plan my writing through discussing, looking at examples and recording ideas. I can draft my writing. I can talk through my sentences. OR I can rehearse my writing. I can vary my sentences. I can use exciting word choices. I can organise a paragraphs around a theme. I can organise my writing for different purposes. I can proof read my writing for spelling and punctuation. I can evaluate my writing and others. I can suggest improvements to grammar and vocabulary. I can edit my writing. I can read my writing with expression and control of volume.</p>	<p>I can spell homophones for example accept/except, affect/effect, weather/whether. I can use an apostrophe for regular and irregular plurals for example girls' girl's I can use prefixes for example dis- mis- re I can use suffixes for example ation- sion- ly- cian I can use fronted adverbials. I can use commas after fronted adverbials. I can use conjunctions, adverbs and prepositions. I can use inverted commas and other punctuation for speech in my writing. I can use appropriate pronouns and nouns in my writing. I can use adjectives to expand noun phrases. I can know the difference between the plural and possessive –s.</p>	<p>I can join letters using diagonal and horizontal strokes. I can write clearly ensuring my letters are the correct size. I can write fluently. I can take pride in my handwriting.</p>
<p>YEAR 5</p>	<p>I can spell my key words. I can use a dictionary to check the spelling and meaning of words. I can use a thesaurus. I can identify the purpose for writing. I can plan for an appropriate audience. I can choose an appropriate form for my writing. I can use appropriate models and research to support my writing. I can consider an author's purpose to support my writing. I can draft and redraft my ideas.</p>	<p>I can spell words with silent letters. I can use homophones and others that are often confused for example advice/advise, practice/practise. I can understand the rules for adding prefixes and suffixes for example – ce- cious able-ible I can use expand noun phrases. I can use modal verbs accurately. I can use adverbs to describe possibility for example perhaps. I can use relative clauses for example with, who, which, where, when, whose.</p>	<p>I can write legibly, fluently and with increasing speed. I am developing my own personal style in handwriting. I can choose the writing implement that is best suited for my task. I can take pride in my handwriting.</p>

	<p>I can use purposeful and appropriate grammar and vocabulary choices.</p> <p>I can describe settings, characters and atmosphere in my writing.</p> <p>I can use speech to make my writing exciting.</p> <p>I can link ideas within my paragraphs.</p> <p>I can use adverbials of time, place, number and tense to link my paragraphs.</p> <p>I can use a range of presentational and organisational devices.</p> <p>I can evaluate my writing and others.</p> <p>I can propose changes to vocabulary and grammar to improve my writing.</p> <p>I can edit my writing.</p> <p>I can proof read spelling and punctuation errors.</p> <p>I can read my writing with expression, control of volume and movement.</p>	<p>I can use commas accurately to avoid confusion and alterative meaning.</p> <p>I can use brackets, dashes and commas to indicate parenthesis.</p> <p>I can use inverted commas and other punctuation for speech in my writing.</p>	
YEAR 6	<p><u>I can spell key words correctly</u></p> <p>I can use a dictionary to check the spelling and meaning of words.</p> <p>I can use a thesaurus.</p> <p>I can identify the purpose for writing.</p> <p>I can plan for an appropriate audience.</p> <p>I can choose an appropriate form for my writing.</p> <p>I can use appropriate models and research to support my writing.</p> <p>I can consider an author’s purpose to support my writing.</p> <p>I can draft and redraft my ideas.</p> <p><u>I can use purposeful and appropriate grammar and vocabulary choices.</u></p> <p><u>I can describe settings, characters and atmosphere in my writing to advance the action.</u></p> <p><u>I can use dialogue to make my writing exciting to advance the action and convey character.</u></p> <p><u>I can use cohesive devices to link ideas across my paragraphs including an ellipsis and for example on the other hand.</u></p> <p><u>I can use adverbials of time, place, number and tense to link my paragraphs.</u></p> <p>I can use a range of presentational and organisational devices for example bullet points.</p> <p>I can evaluate my writing and others.</p> <p>I can propose changes to vocabulary and grammar to improve my writing.</p> <p>I can edit my writing.</p> <p>I can proof read spelling and punctuation errors.</p>	<p>I can spell words with silent letters.</p> <p>I can use homophones and others that are often confused for example advice/advise, practice/practise.</p> <p>I can understand the rules for adding prefixes and suffixes for example – ce- cious able-ible</p> <p>I can use a semi colon, colon and dash between clauses.</p> <p>I can use a semi colon and colon in a list.</p> <p><u>I can use a range of clause structures sometimes varying their position within the sentence.</u></p> <p><u>I can hypens accurately.</u></p> <p><u>I can use modal verbs accurately.</u></p> <p><u>I can use adverbs, expanded nouns and preposition phrases to add detail qualification and precision.</u></p> <p>I can use brackets, dashes and commas to indicate parenthesis.</p> <p>I can use inverted commas and other punctuation for speech in my writing.</p> <p>I can use commas accurately to avoid confusion and alterative meaning.</p> <p>I know how to use the subjunctive form.</p>	<p><u>I can write legibly, fluently and with speed.</u></p> <p><u>I can maintain my speed in writing.</u></p> <p>I am developing my own personal style in handwriting including choosing whether to join specific letters.</p> <p>I can choose the writing implement that is best suited for my task.</p> <p>I can take pride in my handwriting.</p>

	<p>I can read my writing with expression, control of volume and movement.</p> <p>I can understand the difference between formal and informal speech.</p> <p><u>I can use the passive voice in my writing.</u></p> <p>I know how to use subjunctive forms in my writing.</p>		
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Spelling:

Spelling is an important skill both in and out of school. Spelling rules are explicitly taught as part of dictated sentences and through modelled and shared writing. There is an expectation that children will spend time at home learning their spellings.

Grammar:

Grammar is explicitly taught across the school as well as integrated into our writing sessions. We use examples of writing to identify how language is used to achieve a desired effect. It is important to understand how different sentences are used for purpose and effect. With this knowledge, we need to link a text together cohesively for effect and purpose.

Handwriting:

We expect and encourage children to present their work neatly so handwriting and fine motor skills are taught throughout the school. It is vital for EYS children to develop strength and muscle control to develop their handwriting skills. Pupils are expected to start using a joined script in Year 2 and continue to develop this into KS2. Handwriting is taught and practised regularly in separate books but is expected to be evidenced throughout all work produced. Children develop their script using pencil initially then can progress to earning a pen licence once their writing is accurately formed, joined, spaced and legibility is maintained when writing at speed.

Writing Impact

The teaching at Tanners Brook is good to outstanding. Through the latest inspection, “Pupils at key stage 1 and key stage 2 make consistently good progress in writing.” Children enjoy writing across a range of genres across the school. Across the year groups, all children are successful learners as the work is appropriately scaffolded. High level writing examples (WAGOLL) are always used to promote effective writing outcomes.

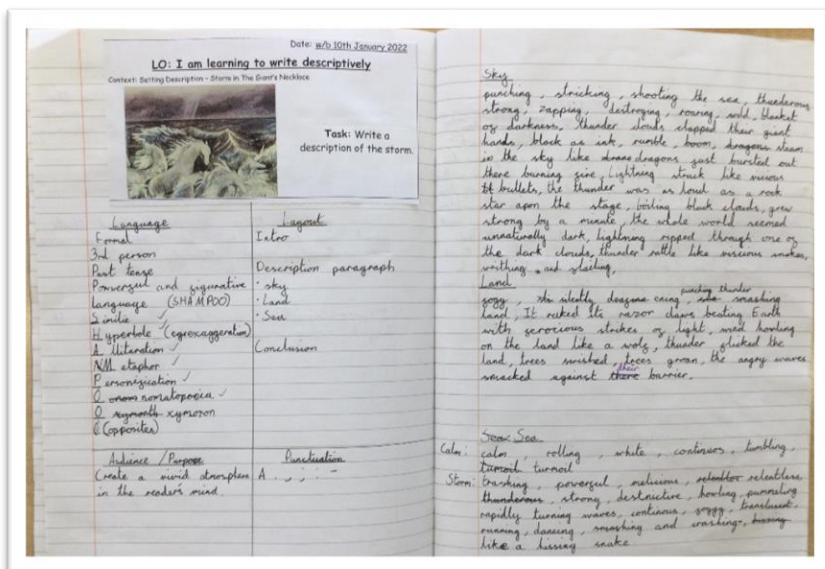
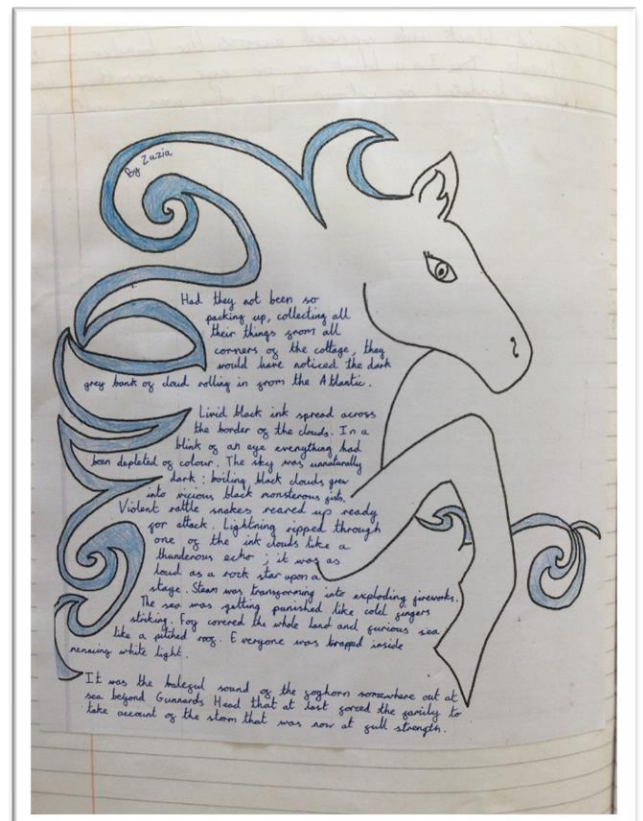
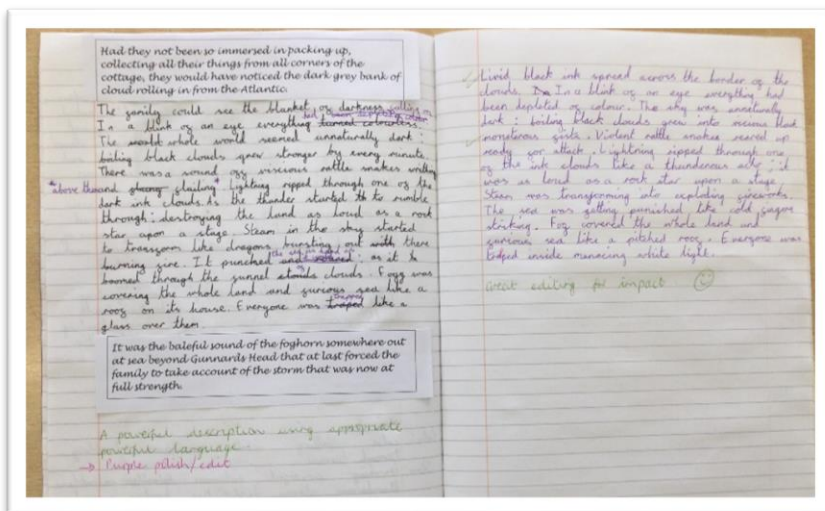
Pupils use talk for writing successfully to rehearse their writing before using our editing process where pupils are confident in analysing a text to support their own writing. Following each unit of writing, teachers and pupils evaluate their outcomes. Any gaps in writing are identified and carried forward to future units where necessary. Individual next steps in writing are shared between teacher and pupil to ensure progress.

Writing moderation takes place in the autumn and summer term where there is an opportunity to discuss pupils’ writing across different year groups. Writing books are continuously shared and discussed within each year group to ensure parity between classes. As well as continuous assessment, Grammar, Punctuation and Spelling tests are administered termly to assess the impact of the teaching of these areas and identify gaps.

At Tanners Brook, our teaching of writing not only promotes a love for writing but also develops the children’s imagination and creativity where they are proud of their published purposeful pieces of work.

Examples of work

Across KS2 we use a WAGOLL (What a good one looks like) example of the text genre we are writing, analyse it in detail then use these structures and techniques to inform our own writing. Planning takes place prior to independent writing where key vocabulary is 'magpied' and used from other texts and further discussion. A LLAP (Language, Layout, Audience/Purpose, Punctuation) grid is used to plan the essential elements of writing. Our work is edited using purple pen on the left-hand side of our books to improve our writing before presenting as a best copy for displaying and sharing with others.



I dream scenes 021
Have you ever wondered what the Stone Age was like? Well, as you read this you will be in a real Stone Age. You don't know how NO (no) you'll find it so easy to talk about! Now we journey with 20000 years ago!

Early Stone Age 022
Early Stone Age people used simple tools made of stones, wood and bone. They did not use agriculture because they had enough food.

Upper 023
Aristotle believed the first letters were made 250 years ago. They were called hieroglyphs. One day that messenger killed a pig. They would not let him. He thought they would do it to make it non-existent. For when they had their old days you also read and write... (Tutorials?) (Learning) (your) (a) (hand?) (They) (and) (the) (leaves) (to) (support) (the) (skin) (The) (first) (invention) (on) (the) (earth)

I inventing... Fun! 024
I think the children should be given more jobs. I think they should be given a job. I think they should be given a job. I think they should be given a job.

Woolly mammoth 025
The earliest Stone Age fossils we probably have are from larger animals such as mammoths, deer and fish. They would have hunted for food. For example, mammoths they also hunted for wool. I think wool was used for making clothes. I think wool was used for making clothes. I think wool was used for making clothes.

Woolly mammoth 026
I think wool was used for making clothes. I think wool was used for making clothes. I think wool was used for making clothes. I think wool was used for making clothes. I think wool was used for making clothes.

Woolly mammoth 027
I think wool was used for making clothes. I think wool was used for making clothes. I think wool was used for making clothes. I think wool was used for making clothes. I think wool was used for making clothes.

O. Mason Siller killed

Yesterday, at 6 o'clock, the morning in Green Lake. The killing of 5 o'clock was a killing of the day. I think we should give them a job. I think we should give them a job. I think we should give them a job.

A 6 o'clock killing... (text continues with a story about a killing at 6 o'clock)

Our down... (text continues with a story about a killing at 6 o'clock)

I think we should give them a job. I think we should give them a job. I think we should give them a job. I think we should give them a job. I think we should give them a job.

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The great work maker's Daughter

She watched her since the beginning but give under her feet were burning then she quickly... He had something in his hands it was like a potion.


"Drink it!" He said. She trusted him and she drank it. They kept going down when they got down Mount Merapi Chulak's feet were burning, red hot. Lila still didn't know what he meant about the three gits and that the royal show sulphur.

"Chulak! what do we have to hurry for?" Lila asked.


"The King!" Chulak said.

"Let's go!" Chulak said.

They hurried to the place while Hamlet told her.



World's Best



There is a person who... (text continues with a story about a person who...)

I think we should give them a job. I think we should give them a job. I think we should give them a job. I think we should give them a job. I think we should give them a job.


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The cursed vase

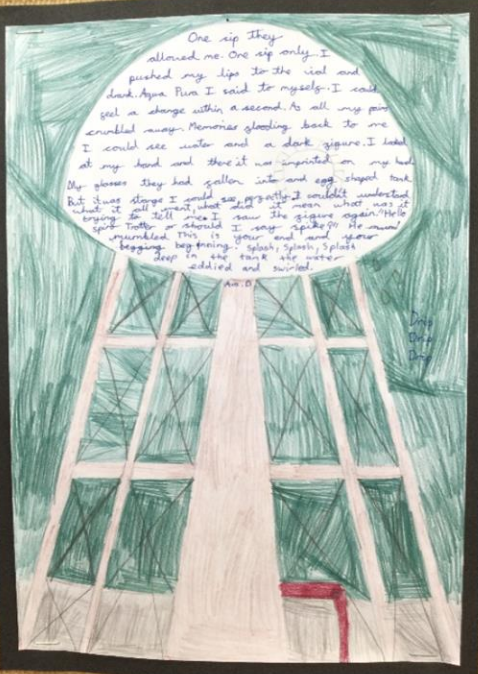
The two adventurous best friends ran happily down their long street one bright afternoon. Jack is 10 years old and is very, very sporty. On the other hand, Emily is 9 and loves to dress in fancy clothes. They are completely inseparable and love to play with each other all day long. Jack loves to play football and Emily is really good on the piano. She is as kind as an angel and helping people and playing with them. Jack is very joyful and Emily is very beautiful but they are both very helpful.

When Emily and Jack arrived at the park, they saw something bright shining in the bush and went to take a quick look. Inside of the spiky, green bush they found a very delicate package wrapped in brown paper and they did not know if they should open it or not. They decided to open it and a beautiful golden vase.



Inside of the top of the vase they found a note that said "Do not open this box," it have a monster's curse and you must return it to Egypt. Jack and Emily were puzzled and surprised about the vase and the note. "I can hear someone whispering," said Jack, listened carefully. It sounded like the vase was

One sip they



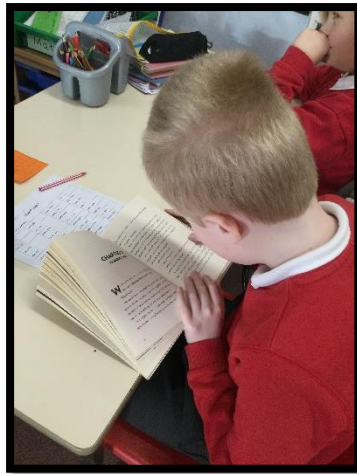
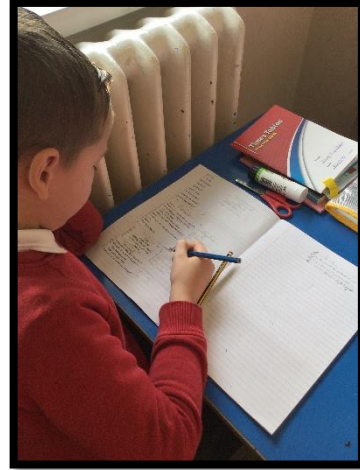
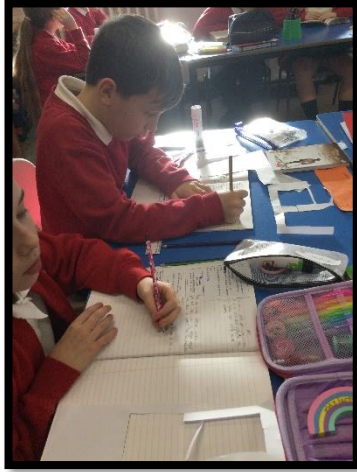
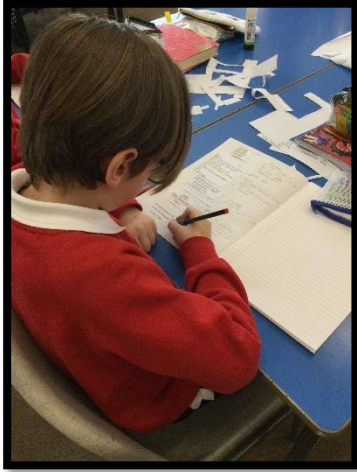
allowed me one sip only I pushed my lips to the rim and drank. Aye! Then I said to myself - I could feel a change within a second. As all my pores crinkled... (text continues with a story about a sip of water from a vase)

I think we should give them a job. I think we should give them a job. I think we should give them a job. I think we should give them a job. I think we should give them a job.

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Learning Walks



Pupil Voice

I am proud of my story which I wrote linked to our 'Secrets of a Sun King' text. I am always proud of my work I have written into a best copy and love it when my work goes on display.

Year 4

We use our LLAP grids to plan out what we are going to write. If stuck, I can look back for help on my planning and it gives me inspiration for my writing.

Year 4

When I get to present my work, it helps me improve my writing. My favourite work on display is when we wrote our Macbeth descriptions. It really brings the stories to life.

Year 6

Our LLAP grids give us a structure for our writing. I really enjoyed writing a letter in role as either Emily or Lizzie (Street Child) explaining to Ma how everything is going.

Year 6

I really like writing as it is a fun and calming activity. I love it how our writing is linked to our reading texts and am really enjoying our Street Child work as it has lots of suspense in it.

Year 6

Data

July 2022	EXS+	GDS
Phonics-Year 1	87% (75%)	
Year 2		
Reading	71% (67%)	11
Writing	64% (58%)	7
Year 6 (National)		
Reading	70.5% (74%)	27%
Writing	76.9% (69%)	9%
SPAG	71% (72%)	13%