



Eldersfield Lawn CE Primary School

Writing



INTENT

Writing is a crucial part of our curriculum at Eldersfield Lawn CE Primary School. By the end of Year Six we intend that our pupils become polished, independent writers who have their own style and approach to writing. Our aim is that, upon entering Key Stage Three, our pupils have developed a love of writing and are able to express their thoughts and ideas clearly and creatively through written word. We also intend to create writers who can re-read, edit and improve their own writing and enable pupils to be able to consistently use the essential skills of grammar, punctuation and spelling. We strive for our children to have the confidence to share their writing with others and to respond to and appreciate the writing of their peers, irrespective of genre. At Eldersfield Lawn, we set high expectations for all our children to take pride in their work, use a fluent, cursive handwriting, alongside allowing their imaginations to flourish.

IMPLEMENT

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 often cross curricular and linked to our class topics. This provides our children with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts.

From the first days in the Foundation Stage, our pupils start to experience a wide-range of cross-curricular links which will form the building blocks of their future writing experience. This, allied with the expert teaching of phonics, letter formation and the construction of simple sentences, results in children who are prepared for writing as they progress through Eldersfield Lawn. As children progress through Key Stage One, they are taught the fundamental skills needed to write a sequence of linked sentences that flow coherently on a range of topics. This is modelled and reinforced in guided writing and English sessions. Planning of paragraphs is key to future success and is modelled and reinforced throughout Key Stage One and beyond. As they become more prolific writers from Year 3 onwards, they are taught the fundamental skills in writing a 'good' paragraph. Children have the opportunity to write a variety of different genre and by the end of Key Stage Two, the children should be confident in writing stories, poems, diaries, newspaper articles, explanation texts, recounts, reviews, non-chronological reports, persuasive texts, biographies, speeches and lists. Other essential skills that are taught across the different year groups include the spelling of words taken from the National Curriculum and the teaching of strategies to support the children with spelling unfamiliar words. Children who need additional support with spelling receive a variety of interventions that are tailored to address any learning gaps. Grammar is embedded into the children's daily writing as part of their English lessons.

We are blessed with beautiful surroundings, including an outdoor learning space and classrooms that gives the opportunity for inspiring writing stimuli. The grounds of our school and our local area have helped to add extra dimensions to writing about blackberry hunts, 'Creation', thank you letters to God and a day in life of a Victorian school child to name but a few examples. Within the classroom, writing may take the form of whole class independent work, guided, modelled writing sessions where ideas are shared and developed to ensure important concepts are grasped. We are also cross-curricular writers. This means that you will find examples of the writing the children produce across the different subjects from Science to R.E.

IMPACT

We appreciate that every pupil of Eldersfield Lawn is different, and therefore we assess progress in writing against each pupil's own personal starting point. By the end of Year Six, our pupils will be able to write clearly and with accuracy by adapt their language and writing style for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education with a personal confidence and flourishing imagination.



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Writing End Points

RELEVANCE	PUPILS ARE ENABLED TO...
Writing is a vital way of communicating. The study of texts helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.	Express themselves creatively and imaginatively and to communicate with others effectively.

EARLY LEARNING GOALS

C&L – Speaking

- Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

PD – Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

LITERACY - Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

LITERACY – Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write simple phrases and sentences that can be read by others.

EAD – Creating with Materials

- Make use of props and materials when role playing characters in narratives and stories.

EAD – Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and teachers.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Y1 END POINTS	Y2 END POINTS
• Write sentences by saying out loud what they are going to write about. • Compose a sentence orally before writing it. • Re-read what they have written to check that it makes sense. • Sequence sentences to form short narratives. • Say out loud what they are going to write about. • Compose a sentence orally before writing it • Sequence sentences to form short narratives. • Say out loud what they are going to write about. • Compose a sentence orally before writing it. • 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 • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. •	• Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly. • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. • Use present and past tense mostly correctly and consistently. • Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Spell many common exception words. • Form 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.
Y3 END POINTS	Y4 END POINTS
• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Assess effectiveness of own and others’ writing and suggest improvements. • Create settings, characters and plot • Compose and rehearse sentences orally (including dialogue). • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Propose changes to vocabulary. • Organise paragraphs around a theme. • In non-narrative material, using simple organisational devices (headings, bullet points, diagrams) • Use diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined. • Increase legibility, consistency and quality.	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Assess effectiveness of own and others’ writing and suggest improvements. • Create settings, characters and plot. • Compose and rehearse sentences orally (including dialogue). • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Propose changes to grammar and vocabulary to improve consistency. • Organise paragraphs around a theme. • Use diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined. • Increase legibility, consistency and quality.

Y5 END POINTS	Y6 END POINTS
• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Use wide range of devices to build cohesion within and across paragraphs. • Use further presentational devices to structure text and to guide the reader. • Ensure consistent and correct use of tense throughout. • Write legibly, fluently and with increasing speed.	• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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). • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Use verb tenses consistently and correctly. • Use range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). • Spell correctly most words from Y5/6 spelling list and use dictionary to check spelling of uncommon or more ambitious vocabulary. • Maintain legibility in joined handwriting when writing at speed.