

Subject

Writing

Aims/Intent

INTENT = Every child a writer!

English has a pre-eminent place in education and in society. A high-quality education in English (writing) will teach pupils to speak and write fluently (using effective sentence structures/spelling) so that they can communicate through speaking and then transcribing their ideas and emotions to others. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The Weston Writing Curriculum aims to ensure that all pupils:

- **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- **appreciate our rich and varied literary heritage**
- **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
- **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas**
- **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.**

At Weston School, we want our children to learn the skills to become fluent writers (writing clearly and coherently across a whole range of genres and for particular purposes/audiences/effects); we also want them to control their speaking and writing consciously using Standard English.

We want pupils to use their own experiences, alongside diverse and inspiring reading texts, to extend these communications effectively, articulating and communicating these ideas with clarity and at a high-quality level of presentation.

We want children to acquire and demonstrate a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing through:

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

Writing topics/genres covered and skills progression is ensured using the Herts for Learning (HfL) assessment and skills progression documents – these are linked to grammar and spelling.

HfL have suggestions for model books and the school have purchased these as they are deemed to be 'the best of what's on offer' to link to the writing genres; however, in

addition, we use a range of our own researched texts which we, as a whole school, deem to be best! The school currently use these and HfL planning to inspire/support the genres covered in the HfL Long Term Planning.

Class teachers use the HfL Long term planning and these model recommendations, alongside the HfL Grammar and spelling links to formulate the medium-term plan.

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

Curriculum Content:

Nursery

***Communication & Language**

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.

***Literacy**

- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
- Write some or all of their name.
- Write some letters accurately

Reception

***Communication & Language**

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.

- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
 - Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

***Literacy**

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

Pupils will also re-visit learning from the prior year group to reinforce connections and to help them to truly master the learning.

Spoken Language – Years 1 to 6

Pupils will be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

This content will be taught at a level appropriate to the age of the pupils.

Year 1

Pupils will be taught to:

Spelling

-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

- 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

-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

-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 in [English Appendix 2](#)

-use the grammatical terminology in [English Appendix 2](#) in discussing their writing.

Pupils will also re-visit learning from prior year groups to reinforce connections and to help them to truly master the learning.

Year 2

Pupils will be taught to:

Spelling (see [English Appendix 1](#))

- 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

- 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

-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 [for example, ends of sentences punctuated correctly]

- read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation

- 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

Pupils will also re-visit learning from prior year groups to reinforce connections and to help them to truly master the learning.

Years 3 & 4

Pupils will be taught to:

Spelling (see [English Appendix 1](#))

- 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](#))
- 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
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- 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
- 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

-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, including the accurate use of pronouns in sentences

-proof-read for spelling and punctuation errors

-read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation

-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

- using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - 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
 - using and punctuating direct speech
- use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately when discussing their writing and reading.

Pupils will also re-visit learning from prior year groups to reinforce connections and to help them to truly master the learning.

Years 5 & 6

Pupils will be taught to:

Spelling – see [English appendix 1](#)

- 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

- 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

-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:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- 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 and choosing the appropriate register

-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

-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
- 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 and 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 brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

-use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately in discussing their writing and reading.

Pupils will also re-visit learning from prior year groups to reinforce connections and to help them to truly master the learning.