



Our Vision for Writing

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

At Gotham Primary School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. It is our aim, by the end of primary school, for children to have developed a love of writing and have the ability to express their thoughts and ideas clearly and creatively through the written word.

We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in school. It is our intention for every child to leave school with the skills of an excellent writer who can clearly, accurately and coherently demonstrate their ideas and can adapt their language and style in and for a range of contexts, purposes and audiences. We aim for all pupils to understand the writing process, using tools such as sharing ideas, verbalising, planning, drafting and editing. In order to improve their work, children consider the purpose of their writing and the effect it will have on the reader: will the writing entertain, inform, instruct or persuade the reader? Writing is written to be read.

With that in mind, children are encouraged to take pride in the presentation of their writing, especially the written draft that is presented to their audience. Our approach to the teaching of writing reflects our school culture, one of metacognition and self-regulation. We equip children with the tools to: activate their prior knowledge, plan, monitor and evaluate, to listen to critique with a confidence, resilience and determination to improve. Children reflect on their own work and the work of others so that we are:

Being the best we can be together!

Our Mission Statement.

	EYFS	KS1	KS2		
Spelling	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>	<p>Year One Pupils can: 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.</p>	<p>Year 2 Pupils can: spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 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</p>	<p>Years 3 & 4 use further prefixes and suffixes and understand how to add them - see English appendix 1 spell further homophones spell words that are often misspelt - see 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 2 or 3 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</p>	<p>Years 5 & 6 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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus</p>
Handwriting	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. Write recognisable letters, most of which are correctly formed;</p>	<p>Pupils can: 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.</p>	<p>Pupils can: 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</p>	<p>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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<ul style="list-style-type: none"> • 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 •

Write simple phrases and sentences that can be read by others.

Pupils can:
 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.

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
 rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 proofreading 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

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
 proofread for spelling and punctuation errors
 read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

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:
 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
 precisising 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
 proofread for spelling and punctuation errors
 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

<p>develop their understanding of the concepts set out in English appendix 2 by:</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using 'and'</p> <p>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'</p> <p>learning the grammar for year 1 in English appendix 2</p> <p>use the grammatical terminology in English English appendix 2 in discussing their writing</p>	<p>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)</p> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently, including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English appendix 2 in discussing their writing</p>	<p>develop their understanding of the concepts set out in English appendix 2 by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
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Writing Implementation

Vocabulary	Grammar	Spelling	Handwriting	Composition				Intervention
				Generating ideas	Planning	Editing	Drafting	
Vocabulary form spelling novel study books and wider curriculum are taught explicitly using Edgar Dale models to assess and the Frayer Model to embed.	Rainbow Grammar is used to support grammar knowledge & sentence building.	Our interim spelling scheme is the Twinkl Spelling Programme Spelling Shed supports home learning. We are currently researching Spelling	Cursive handwriting is taught at least 3 times a week	Reasons to write are explored through a variety of ways such as: <ul style="list-style-type: none"> • Through novel study book • Literacy Shed • Cross-Curricular content • News • Sharing ideas <p>Consideration given to the reader includes to: entertain, instruct, inform, persuade</p>	Planning & structuring writing is supported by the use of: <ul style="list-style-type: none"> • Oral rehearsal • Tales Tool Kit (FS & Y1) • Story Mountains • Shared/guided planning 	Our aim is for children to independently edit their work. This is supported by: <ul style="list-style-type: none"> • Adult support • Peer Assessment • Guided / Shared Writing • Editing symbols • Feedback & Marking Policy 	Children know that their first piece is not their final. Although handwriting needs to be legible, neatness is not judged during preliminary drafts. Peer Assessment and / or teacher conference support the drafting & redrafting process	Further support is provided in a variety of ways, depending on the need, such as: Handwriting/fine motor skills workshop, Phonics Gap intervention, SNIP