

Writing Instruction at All Saints



Core Values



- Consistency – Pupils have routine, know what to expect and can be ready for learning.
- High quality model texts used in every lesson to model the expected standard in writing.
- Use of talk partners and talk frames to promote engagement and provide all pupils the opportunity to share answer.
- Importance of oral rehearsal and developing vocabulary.
- Growth mindset and resilience: Plan, draft, edit cycle allows pupils to improve their writing.
- No rubbers used in books – pupils draw a line through mistakes.
- Pride! Pupils are proud of their writing and know how to be successful!

Curriculum



- Reading is taught as a separate lesson – See Reading at All Saints.
- Phonics is taught as a separate lesson following the RWI (Read Write Inc) Phonics and Spelling programmes – See Phonics at All Saints
- Spellings are taught and the Purple Mash spelling scheme – See Spelling at All Saints.
- Writing is taught in a separate English lessons with key knowledge as a focus. Pupils learn, practice and repeat key knowledge to embed this knowledge and use key grammar and punctuation conventions within their writing
- High quality literature and model texts are used to develop writing.
- Links are made between writing and reading with a focus on vocabulary.
- Focus on the purpose of the writing (to entertain, to inform, to persuade, to discuss) and the audience.
- Purposeful links to foundation subjects are made where appropriate.

Writing Progression



- Revisit key skills, knowledge and genre features each year.
- Progression in genres of writing:

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Genre Coverage	<ul style="list-style-type: none"> • Narrative • Poetry 	<ul style="list-style-type: none"> • Narrative • Poetry • Non-chronological reports • Recount/Diary • Letter 	<ul style="list-style-type: none"> • Narrative • Non-chronological reports • Recount/Diary • Poetry • Letter • Instructions 	<ul style="list-style-type: none"> • Narrative • Non-chronological reports • Recount/Diary • Poetry • Letter • Instructions • Explanation • Newspaper • Biographies 	<ul style="list-style-type: none"> • Narrative • Biographies • Non-chronological reports • Recount/Diary • Poetry • Letter • Instructions • Explanation • Newspaper • Play scripts • Discussions/debate 	<ul style="list-style-type: none"> • Narrative • Biographies • Non-chronological reports • Recount/Diary • Poetry • Letter • Instructions • Explanation • Play scripts • Newspaper reports • Discussions/debates • persuasion 	<ul style="list-style-type: none"> • Narrative • Biographies • Non-chronological reports • Recount/Diary • Poetry • Letter • Instructions • Explanation • Play scripts • Newspaper reports • Discussions/debates • persuasion

Writing Progression

- Progression in grammar and punctuation skills taught in each Year group:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar children should:	<p>To make writing exciting using wow words (adjectives). (LIT)</p> <p>To begin to know sentences can be extended using a joining word (conjunction) (LIT)</p>	<p>use regular plural noun suffixes (-s, -es)</p> <p>use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using and sequence sentences to form short narratives</p> <p>separate of words with spaces</p> <p>use sentence demarcation (. ! ?)</p> <p>use capital letters for names and pronoun 'I')</p>	<p>use coordination (using or, and, or but)</p> <p>use commas in lists</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>use subordination (using when, if, that, or because)</p> <p>use apostrophes for omission & singular possession</p> <p>use the present and past tenses correctly and consistently including the progressive form</p> <p>use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2</p> <p>Use and understand grammatical terminology when discussing writing</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes</p> <p>use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use fronted adverbials</p> <p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes</p> <p>use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use a wide range of fronted adverbials correctly punctuated</p> <p>use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>use the perfect form of verbs to mark relationships of time and cause</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>convert nouns or adjectives into verbs</p> <p>use verb prefixes</p> <p>use devices to build cohesion, including adverbials of time, place and number</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>use passive verbs to affect the presentation of information in a sentence</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>understand and use differences in informal and formal language</p> <p>understand synonyms & Antonyms</p> <p>use further cohesive devices such as grammatical connections and adverbials</p> <p>use of ellipsis</p>
Punctuation children should:	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation CL . ?</p> <p>Exclamation marks and commas in a list Apostrophes for contracted form and for possession</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>use commas to clarify meaning or avoid ambiguity in writing</p> <p>use brackets, dashes or commas to indicate parenthesis</p>	<p>use hyphens to avoid ambiguity</p> <p>use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>use a colon to introduce a list punctuating bullet points consistently</p>

Writing Units of Study



- Two week writing units – each unit will produce one piece of writing modelled and discussed within lessons and one independent piece of writing
- Each unit broken into 3 distinctive phases

<u>Writing Units at All Saints</u>			
Unit of Work – Narrative Story			
Phase 1 Interrogate - Genre Analysis & Deconstruction <i>(Approximately 3 lessons)</i>	<ul style="list-style-type: none"> • <u>Intent:</u> Promote a deep understanding of a genre or text type by introducing or reinforcing key features the focus genre. 	<ul style="list-style-type: none"> • <u>Implementation:</u> The first phase of each unit. Text deconstruction. Opportunities for pupils to write using key features in guided practice. Consistent terminology to support pupils to remember more. 	<ul style="list-style-type: none"> • <u>Impact:</u> Pupils will have a deep and thorough understanding of the genre and its features which will allow them to independently write effectively and use these features independently.
Phase 2 Capture - Drama and Oral Rehearsal <i>(Approximately 2 lessons)</i>	<ul style="list-style-type: none"> • <u>Intent:</u> Encourage new ideas, creativity and rehearsal. Allow pupils to practice and develop ideas in a low stakes, engaging and supportive way which will positively impact independent practice. 	<ul style="list-style-type: none"> • <u>Implementation:</u> The second phase of each unit. Drama and Oral Rehearsal. Opportunities for pupils to role play, engage in discussions and orally rehearse what they plan to write. 	<ul style="list-style-type: none"> • <u>Impact:</u> Pupils will have a deeper understanding of the genre and will feel confident in using genre features orally which will allow them to independently write effectively and use these features independently.
Phase 3 Create - Writing Construction <i>(Approximately 5 lessons)</i>	<ul style="list-style-type: none"> • <u>Intent:</u> To allow pupils the opportunity to independently write using their knowledge of the genre or text type. To explicitly teach compositional skills including planning and editing. Allow pupils the opportunity to use skills learned and developed in Phase 1 & Phase 2. 	<ul style="list-style-type: none"> • <u>Implementation:</u> Pupils begin to have some autonomy within their writing and write without a full modelled text. Lessons focus on skills – compositional or grammatical – and allow more lengthy opportunities for writing. 	<ul style="list-style-type: none"> • <u>Impact:</u> Pupils develop confidence and independence in their writing and in using the full range of skills outlined within the national curriculum.

Writing Lessons



- Consistent structure across all writing lessons
 - Prior Knowledge (SPAG focus)
 - Clear, concise learning objective focused on knowledge
 - Vocabulary
 - Identify
 - Explore
 - Apply

Marking & Feedback



- Every piece of pupil work to be acknowledged through use of marking – “tickled pink” or “green for growth”
- Marking indicates spelling, punctuation and grammatical errors appropriate for age and stage of each individual pupil
- Next steps, which are text-level development points, evident in marking