







Challenge, Equality & Opportunity

Writing

Whole School Curriculum Intent:

<i>We can build knowledge and skills</i>	<i>We are creative</i>	<i>We are resilient</i>	<i>We understand ourselves and each Other</i>
<p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p> 	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> 	<p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p> 	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> 
<i>What does this look like?</i>			
<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics.</p> <p>Can build on previous learning.</p> <p>Can access new learning experiences.</p> <p>Value and enjoy success in the core subjects.</p> <p>Choose reading and use reading effectively.</p> <p>Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas.</p> <p>Explore concepts.</p> <p>Make links across the curriculum.</p> <p>Ask questions and are curious.</p> <p>Use initiative.</p> <p>Hypothesise and generate ideas</p> <p>Communicate learning.</p> <p>Direct own learning through range of skills.</p> <p>Can argue and use evidence.</p>	<p>Bounce back and try again.</p> <p>Try new things and take risks.</p> <p>Manage their own things, time and learning as appropriate.</p> <p>Engage with extra-curricular activities.</p> <p>Solve problems through perseverance.</p> <p>Work towards a goal.</p>	<p>Listen to others.</p> <p>Can work in a group and cooperate with others.</p> <p>Assess own success and learning.</p> <p>Take turns and are patient.</p> <p>Use manners and are polite in interactions with everyone.</p> <p>Can manage emotions and support others.</p> <p>Show respect.</p> <p>Are kind and begin to show compassion.</p> <p>Can follow the Golden Rules.</p> <p>Can express themselves.</p>

Writing Intent

We can build knowledge and skills

We build firm foundations in Phonics so that children can apply their developing knowledge in their writing, right from the start.

We ensure progression of writing skills across the school. Children learn to write clearly, accurately and coherently, adapting their style for a range of contexts, purposes and audiences.

We provide meaningful writing experiences using the contexts inspired by quality core texts and our topic themes.

We develop a clear understanding of the structure and language features associated with different genres of writing.

We model high standards in writing to secure high expectations and inspire writers.

Through daily English teaching, children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Children learn to spell new words by effectively applying the spelling patterns and rules they are taught throughout their time at Havannah First School.

Handwriting is taught discretely. As children move through school and are able to form all letters correctly, they begin to learn how to join their writing. Children are encouraged to always take pride in the presentation of their writing.

We are Creative

We inspire children to write through exciting shared experiences and through quality core texts.

Children use the 'Talk4Writing' model to create their own stories and non-fiction texts and take pleasure in sharing their writing with others.

Children learn the features of different genres and are given lots of opportunities to apply these to their writing to have impact on their readers.

We are Resilient

We re-read our own writing and learn how to edit, improve and re-draft our writing.

We have high expectations of our children as writers and we as adults model high standards of writing and vocabulary.

Through discussion, children show they can think critically and learn to elaborate and explain clearly their understanding and ideas about a text or genre.

We want our children to develop and sustain a good pace for writing so that in KS2, children can write confidently at length.

We Understand Ourselves and Each Other

We talk about our writing and share our writing with others.

We want all children to confidently communicate their knowledge, ideas and emotions through their writing.

We self-assess our writing against our targets for each genre and begin to identify for ourselves our strengths as writers and next steps in learning.

Writing Implementation

At Havannah First School, we help our children develop as writers through direct teaching of writing and by providing lots of opportunities for them to practise their skills regularly. We believe that a consistent approach to writing is very important and so we use the Pie Corbett 'Talk4Writing' model for our writing lessons. Children learn how to write through 'imitation, innovation and invention'. Writing in English lessons throughout the school is based on high-quality texts and ensures that a wide range of genres are covered as set out in the NC 2014. We have very high expectations of our children as writers and we as adults model high standards of writing and vocabulary. We want our children to develop and sustain a good pace for writing so that in KS2, children can write confidently at length.

In Reception, this is what you will see...

Children begin their writing journey as soon as they join us in Reception. By providing the children with firm foundations in Phonics, they can apply their developing knowledge to become fluent writers, too. The teaching of writing is given high priority and children are given lots of opportunities to write throughout the day. Firstly, children learn to form the letters of their name correctly. This gives the children a bank of letters they know well and can form correctly and they can then draw on this knowledge when they begin to write the other letters that belong to the same letter families. In Reception, children do daily Little Wandle phonics sessions and as part of this lesson, children will practise writing the grapheme they have learned and will put the sound into words. They will then be given the opportunity to put these words into simple sentences. Little Wandle mnemonics are used to support children with the formation of each grapheme. These activities reinforce letter formation, letter recognition and also simple punctuation skills. Children in Reception also have English lessons where children are taught writing using 'Talk4Writing' principles. Throughout the day there is continuous provision in the writing areas and role play areas to write and staff provide exciting stimuli to engage and motivate children.

In a writing lesson, this is what you will see...

In KS1 and KS2, children have daily English lessons and most involve the teaching of writing. Writing is taught in different genres and children will begin a new topic by writing a 'Cold Piece' which has had no teacher input. Children are encouraged to retrieve their prior knowledge of a genre for this short task. Following this, teachers create 'New Targets for Writing' and will plan lessons based on the needs of the children. Children will be given a model text which they will innovate and then use to invent their own version of the text which will be the 'Hot Piece'. This will then be marked by both the teacher and the pupil against the targets set at the start. High quality texts will be used as stimulus for writing in all genres. When appropriate, children will have the opportunity to apply knowledge they have gained across the curriculum in their writing. Teachers will model neat and where applicable, joined handwriting. Letters will be the correct size relative to each other and spellings will be accurate.

Children in KS1 and KS2 will be provided with the common exception words for their year groups. In KS1, children will practise these daily and in KS2 children will take home spellings to learn for a test. Children in KS2 have a weekly spelling lesson, where spelling rules and conventions can be taught and explored in more detail. Grammar and punctuation will be explicitly taught in English lessons and in Year 2, children will move from daily phonics teaching to daily lessons supporting spelling, grammar and punctuation across the year. If children are struggling with spelling or have received a dyslexia diagnosis, then they will receive a spelling intervention programme to improve their skills (IDL).

The whole school follows the 'PenPals' handwriting scheme. In Reception, the children also use 'Dough Disco' to support the development of gross and fine motor skills. Fine motor skills intervention might be needed for children in KS1 and KS2 and this is usually 'Write from the Start'.

Around our school to celebrate writing, this is what you will see...

In every class, writing should be celebrated and displayed. All classes will have the 'Every time we write ...' poster displayed to remind children of what good writers do. There is a writing display board in each key stage corridor to show progress in writing and to show the high standards in writing that our children achieve.



Writing Progression at Havannah First School

	R 40-60 Months / ELG	Year 1	Year 2	Year 3	Year 4
	Transcription – Spelling				
Phonics and Spelling Rules	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words. To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Apply Y1 spelling rules and guidance (See English appendix 1)</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>Apply further Y2 spelling rules and guidance. (See English Appendix 1)</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Apply further Y3/4 spelling rules and guidance (See English Appendix 1)</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p> <p>Apply further Y3/4 spelling rules and guidance (See English Appendix 1)</p>
Prefixes & Suffixes		<p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p>	<p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix –ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix-ation (e.g. information, adoration, sensation,</p>

				<p>more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>
Common Exception Words	To write some irregular common words.	To spell all Y1 common exception words correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.

Transcription – Handwriting

Letter formation, Placement and positioning	<p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To show a preference for a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>To write simple phrases and sentences which can be read by others.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>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.</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.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>
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	R 40-60 Months / ELG	Year 1	Year 2	Year 3	Year 4
	Composition				
Planning, Writing & Editing		<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To re-read to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>

Awareness of Audience, Purpose & Structure	Invent, adapt and recount narratives and stories with peers and their teacher.	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>
Vocabulary, Grammar & Punctuation					
Punctuation		<p>Leave spaces between words</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>To use the full range of punctuation taught at key stage1, mostly correctly including: -</p> <p>capital letters</p> <p>full stops</p> <p>question marks</p> <p>exclamation marks</p> <p>commas to separate lists</p> <p>apostrophes to mark singular possession and contractions.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>
Sentence construction and tense	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	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p>	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than</p>

	and support from their teacher		To use some features of written Standard English.	throughout a piece of writing.	'we was' and 'I did' rather than 'I done'.
Use of phrases and clauses	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	To use the conjunction 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
Terminology for pupils	Letter, word, sentence, full stop	To recognise and use the terms: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.

THE HAVANNAH EXPERIENCE

Spanning their time at Havannah First School, all children will engage in various enrichment activities; all designed to support and further their development of skills in drama, oracy, vocabulary, reading and writing. We are building strong links with Seven Stories, The National Centre for Children's Books. This includes children taking part in 'Authors into Schools' events (both online and in-person) where the children see and hear from inspirational authors and illustrators about their work. This also includes workshops, both in school and at Seven Stories, to further inspire children and give them the opportunity to immerse themselves in fun, creative literary experiences.

SOURCES OF SUPPORT, INFORMATION AND GUIDANCE FOR TEACHERS

National Curriculum – English Programmes of Study

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

<https://www.talk4writing.com/>

<https://www.literacyshed.com/>

<https://www.spellingshed.com/en-gb/>

<https://www.sevenstories.org.uk/>

BBC Bitesize

KS2 <https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

KS1 <https://www.bbc.co.uk/bitesize/subjects/zgkw2hv>