



Writing at Hennock Primary School



Intent – why do we teach writing the way we do?

At Hennock Primary School, we believe that being able to write for a purpose is a fundamental skill; writing is used in every subject taught within our school and is a skill children will need throughout their lives as they go into their teenage years and adulthood.

It is our intent to provide children with clear progressive skills and strategies in order to build secure foundations in writing for a purpose. Children will develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar. They will build on what they have been taught to expand the range of their writing and the variety of the grammar they apply to their own work with growing independence. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations. Such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

We also believe that a love of reading across a wide range of fiction and non-fiction genres gives children ideas, structure, vocabulary and experiences in order to write effectively. A high-quality reading curriculum and an understanding of the technical elements of writing allows children at Hennock School to make highly effective word, sentence and text level choices so they can write purposefully for any context with confidence and passion.

Implementation – how do we teach writing?

The teaching of writing can be split into three categories: composition, transcription (phonics, spelling and handwriting) and vocabulary, punctuation and grammar. These elements are taught progressively across the school so that children can build on their prior knowledge. This is demonstrated in our “Progression in Writing” document, which can be found in Appendix A.

Composition

At Hennock School, the teaching of writing (composition) is often done through teaching sequences. Staff select high quality texts that hook the children’s interest and are fun and engaging, but that also contain key elements of grammar, punctuation, vocabulary, text structure and the genre that will be learnt during the sequence. Where possible, these texts are linked closely to the class’s current history, geography or science topic. The core text is then used as a model to teach from and we follow a Talk for Writing based approach.

A sequence begins with the children completing an elicitation task; this will be based loosely on the intended final outcome of the sequence. This is analysed by staff to set the children targets for each unit and so that planning can be tailored to children's needs.

The children begin by reading and learning the core text; this enables them to remember sentence and/or story structure so they begin to understand a 'blueprint' for text types and how authors structure their work. They unpick key parts of the text and are taught to 'think like a writer' so they understand why authors choose specific words, sentence or layout types. They learn about key grammatical structures and punctuation and how this works within context.

The children then move on to the next phase of the sequence where they use the text as a model for planning an adaption of the text; examples of this are replanning a story with new characters or a new setting or using the structure of a known information text to present new information. This phase allows children to practice and apply the word, sentence and text level structures they've learned from the core text and is often done as a whole class or group and is modelled and scaffolded by the class teacher.

With this experience in place, children then move on to planning and writing their own text, based on the core text. Drafting and editing skills are further drawn upon in this phase of the sequence.

However, teachers also use their skills and knowledge to use a variety of other teaching methods to ensure children are exposed to a rich variety of learning styles and opportunities, such as the use of video and film clips to provide stimuli for writing.

Transcription: Phonics

At Hennock School, we use the Letters and Sounds programme to teach synthetic phonics, sight vocabulary, blending and segmenting words, spelling and accurate letter formation.

Phonics teaching begins in our pre-school where children become aware of the sounds they hear around them (phase one). Formal phonics teaching begins in reception where children learn new phonemes, improve their ability to blend and segment and apply the phonemes they learn to the corresponding grapheme. This is also linked to the books children read; we use Phonics Bug books that match the exact sounds children are learning so they can apply their phonics knowledge to their reading as well as their writing to build fluency.

Tricky words (sight words) are also taught during phonics sessions; these are words that are not phonetically decodable e.g. "was" and must be learned by sight. Parents support the learning of these tricky words at home.

Transcription: Spelling

The teaching of spelling is closely linked to phonics and there is naturally crossover between the two; phonics teaching continues to underpin the teaching of spelling

after key stage one. Our spelling teaching follows the guidance set out in appendix 1 of the English National Curriculum. Children are taught patterns and rules, common exceptions words and statutory word lists (KS2 only) as well as morphology and etymology so that children can make links between spellings.

We use Spelling Shed for the practice and recall of spellings at school and at home and in Key Stage Two, pupils do a weekly Hive spelling game for assessment purposes. The application of spelling in written work is supported by the use of our response policy; words highlighted in pink should be corrected by the child. Our use of Quality First Teaching strategies, such as phonics/spelling mats, working walls and the use of ICT also supports the application of spelling.

Transcription: Handwriting

Children are taught to begin forming uppercase and lowercase letters through phonics and writing sessions in Reception. They are taught how to hold a pencil correctly and they refine their letter formation as their fine motor skills develop. In Year One, when children have shown they can form the letters of the alphabet and the digits 0-9 correctly, they begin learning pre-cursive lettering, followed by cursive (joined) handwriting.

Vocabulary, Grammar and Punctuation

Grammar and punctuation is taught through the writing teaching sequences as mentioned above. Each class starts the day with an Early Morning Board. This is often a few sentences or paragraph (depending on the age of the children) that have errors in spelling, punctuation and grammar. Children are taught to identify and correct the errors which supports their drafting and editing skills, as well as recall and recapping of previously learning spellings, grammatical structures and punctuation.

Vocabulary is taught explicitly through all subjects in school, covering subject-specific terminology as well as increasingly complex vocabulary that support fiction and non-fiction writing. Each class does a weekly oracy session as well as a whole school oracy assembly; this supports the extended use of vocabulary in writing by all pupils.

Application across the curriculum


The skills of writing are taught in this way to enable children to apply their writing to any other area of the curriculum. This includes the use of technology to produce writing digitally that can be part of any curriculum area.

Impact – what impact does our teaching of writing have?

As a result, children at Hennock Primary School are confident and competent writers. They are able to write in the appropriate form or genre and understand the importance of the reader understanding and enjoying their writing. Children edit their work successfully to correct errors and improve their pieces. They understand how to apply the writing styles learned in English lessons to writing in other areas of the

curriculum. These skills are taken forward to allow each child to progress in their next step in education.

Appendix A: Progression in Writing at Hennock Primary School

	Progression in Writing at Hennock Primary School 						
	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Spelling – Phonic and whole word	*use their phonic knowledge to write words which match their spoken sounds *write some irregular common words *write some words spelt correctly *name the letters of the alphabet.	*spell words containing each of the 40+ phonemes taught so far – most words can be deciphered *spell most common exception words in the Y1 spelling appendix *recognise and spell a set of simple compound words *name the letters of the alphabet in order *use letter names to distinguish between alternative spellings of the same sound	*segment spoken words into phonemes and represent these by graphemes, spelling many correctly *learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including a few common homophones *distinguish between homophones and near-homophones *spell common exception words	*write words spelt ei, eigh or ey *write words spelt ch eg: scheme, chemist, chef, brochure *spell a range of common homophones eg: berry/bury, break/brake, grown/groan	*write words spelt sc eg: science, discipline, crescent *write words ending with gue and que eg: league, tongue, antique *spell most homophones in the Y3/Y4 spelling appendix eg: accept/except; scene/seen	*spell some homophones from the Y5/Y6 spelling appendix *distinguish between some commonly confused words	*spelling some challenging homophones from the Y5/Y6 spelling appendix *distinguish between many commonly confused words
Spelling – other word building	*write other words that are phonetically plausible	* use the prefix un- *use the suffixes –ing, -ed -er -est where no change is made to the root word *understand the rule for adding -s or –es as the plural marker for nouns and the third person singular marker for verbs *apply simple spelling rules and guidance from NC Appendix 1	*spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly *apply spelling rules and guidance from NC Appendix 1	*use knowledge of morphology to spell some words with prefixes dis-, mis-, in-, super-, anti- *spell some words with the suffixes: -ation, -ly, -sure. –tion, -sion and –ssion *embed use of apostrophe for a range of contractions and for singular nouns *being to use apostrophes for plural possession *spell some words from the Y3/Y4 Statutory Word List *use dictionaries to aid checking of spelling	*use knowledge of morphology to spell words with prefixes in- il- im- re- sub- inter- auto- *add suffixes which begin with a vowel eg: forget / forgetting *add suffixes -ous, -sion, -ssion, -tion, -cian and –ly from the full range from the Y3/Y4 spelling appendix *use apostrophes to mark singular and plural possession *spell the majority of the words from the Y3/Y4 Statutory word list *use dictionaries independently to aid checking of spelling using the first 2 or 3 letters of a word	*spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list eg: - cious, -cial, -ant, -ent, -ance, -ence *spell correctly words with letters which are not sounded *know when to use the hyphen to join a prefix to a root eg: re-enter *spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list *use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary	*use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix eg: pre- re- -able, -ible , -ably, -ibly, -al, -ial *use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns *spell the majority of words from the statutory Y5/Y6 word list *independently and automatically use a dictionary to check the spelling / meaning of words when appropriate
Transcription		*write from memory simple dictated sentences containing the GPCs and words taught so far	*write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	*write from memory simple dictated sentences which include familiar GPCs, common exception words and punctuation – including the new punctuation taught	*write from memory simple dictated sentences which include familiar GPCs, common exception words, words from the Y3/Y4 statutory word list and all punctuation taught so far	*write from memory, dictated sentences which include words from the KS2 curriculum	*write from memory, dictated sentences which include words and punctuation from the KS2 curriculum
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’ (eg: letters that are formed in similar ways) and practise these *leave spaces between words	*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	*writing is legible *letters are consistent in size and formation *capital letters are the correct size relative to lower case *writing is spaced sufficiently so that ascenders and descenders do not meet *diagonal and horizontal strokes are used consistently to join letters *know which letters, when adjacent, are best left unjoined *appropriate letters are joined – consistent to the school’s handwriting approach	*writing is legible and fluent *all letters and digits are consistently formed and of the correct size, orientation and relationship to one another *downstrokes of letters are mostly parallel and equidistant *writing is spaced sufficiently so that ascenders and descenders do not meet *appropriate letters are joined consistently	*writing is legible and fluent and quality is beginning to be maintained at speed *correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram *can usually choose the appropriate writing implement for the task	*writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed *correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc... *chooses the writing implement that is best suited for a task

Contexts for writing			<ul style="list-style-type: none"> *write narratives about personal experiences and those of others (real and fictional) *write about real events *write poetry *write for different purposes 	<ul style="list-style-type: none"> *discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar *write to suit purpose showing some features of the genre being taught 	<ul style="list-style-type: none"> *discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar *write to suit purpose and with a growing awareness of audience, using some appropriate features 	<ul style="list-style-type: none"> *discuss the audience and purpose for a piece of writing * with some support - select the appropriate form and use other similar writing as models for their own *when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed 	<ul style="list-style-type: none"> *confidently identify the audience and purpose for a piece of writing *adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing *when writing narratives, consider ways in which established authors have developed characters and settings in books the children have read, listened to, seen & performed
Planning		<ul style="list-style-type: none"> *say out loud what they are going to write about *compose a sentence orally before writing it 	<ul style="list-style-type: none"> *plan or say out loud what they are going to write about 	<ul style="list-style-type: none"> *talk about and record initial ideas *compose and rehearse sentences orally (inc dialogue) 	<ul style="list-style-type: none"> *discuss and develop initial ideas in order to plan before writing 	<ul style="list-style-type: none"> *discuss and develop a variety of initial ideas in order to plan before writing –choosing the most appropriate ideas to develop 	<ul style="list-style-type: none"> *use discussion effectively to develop ideas and language before and during writing
Drafting	<ul style="list-style-type: none"> *write simple sentences which can be read by themselves and others 	<ul style="list-style-type: none"> *sequence sentences to form short narratives 	<ul style="list-style-type: none"> *write down ideas and/or key words including new vocabulary *encapsulate what they want to say, sentence by sentence 	<ul style="list-style-type: none"> *organise paragraphs broadly around a theme with some scaffolding *write chronological narratives *write in sequence *describe characters, settings and/or plot in simple ways adding some interesting details 	<ul style="list-style-type: none"> *organise writing into appropriate sections or paragraphs – both for fiction and non-fiction *appropriately use a range of presentational devices including use of title and subheadings *use dialogue [note: balance between dialogue and narrative may be uneven] *describe characters, settings and plot with some appropriate interesting details 	<ul style="list-style-type: none"> *organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs *use a range of presentational devices including use of title, subheadings and bullet points *use dialogue to indicate character and event *describe characters, setting and plot with growing precision *find key words and ideas –begin to write summaries 	<ul style="list-style-type: none"> *organise and shape paragraphs effectively –develop and expand some ideas in depth, adding detail within each paragraph *use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense *use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns *integrate dialogue to convey and contrast characters and to advance the action *describe characters, settings and atmosphere with some precision *use complex plot structures *write an accurate précis
Editing		<ul style="list-style-type: none"> *discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> *evaluate their writing with the teacher and other pupils *re-read 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-read to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> *evaluate own and others’ writing –with direction *re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary *make changes to their own writing following a re-read 	<ul style="list-style-type: none"> *evaluate own and others’ writing making suggestions for improvements including content, grammar and vocabulary *proof-read, edit and revise their own work 	<ul style="list-style-type: none"> *evaluate own and others’ writing: proof-read, edit and revise – making changes which clarify descriptions and meaning *proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation 	<ul style="list-style-type: none"> *evaluate own and others’ writing: proof-read, edit and revise –making assured changes to enhance effects and clarify meaning *proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing the appropriate register
Performing		<ul style="list-style-type: none"> *read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> *read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> *read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard 	<ul style="list-style-type: none"> *read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> *perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience 	<ul style="list-style-type: none"> *confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear –showing a developed awareness of audience

Vocabulary		*join words and clauses using “and”	*expanded noun phrases to describe and specify	*extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so	*develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...	*begin to use a thesaurus to expand vocabulary *choose vocabulary and grammar to suit formal and informal writing – with guidance *use vocabulary which is becoming more precise	*confidently use a thesaurus to find precise word choices and further expand vocabulary *select vocabulary and grammar to suit formal and informal writing with growing precision *use vocabulary which is varied, interesting and precise
Grammar			*use sentences with different forms –statement, question, exclamation, command *use the present and past tenses correctly and consistently- including the progressive form *use subordination (when, if, that, because) and coordination (or and but) *use some features of written Standard English *suffixes to form new words (-ful, -er. -ness)	*use a range of sentence types which are usually grammatically accurate eg: commands, questions, statements *use coordinating and simple subordinating conjunctions to join clauses *identify and use a range of prepositions *consolidate knowledge of word classes: noun, adjective, verb, adverb *use a or an according to whether the next word begins with a consonant or vowel *use the past or present tense appropriate; sometimes use the present perfect eg: He has gone out to play.	*use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause *use a variety of coordinating and subordinating conjunctions accurately *use sequencing conjunctions *vary sentence openers – including using fronted adverbials *use expanded noun phrases and adverbial phrases to expand sentences *identify the correct determiner eg: a, an, these, those *use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition *usually use the past or present tense and 1 st / 3 rd person consistently	*write a range of sentence structures which are grammatically accurate *understand ‘relative clause’ begins with relative pronouns – who, which, where, when, whose *indicate degrees of possibility using adverbs eg: perhaps, surely *indicate degrees of possibility using modal verbs *recognise the subjunctive form of the verb when appropriate *usually maintain the correct tense *begin to recognise active and passive voice *identify and select determiners (understand articles as specific determiners an, the, a)	*write a range of sentence structures (simple and complex) including relative clauses eg: using that, which *use modal verbs with precision to indicate degrees of possibility *maintain correct tense and control perfect form of verbs eg: He has collected some shells. *recognise and use the subjunctive form of the verb when appropriate *understand and use active and passive voice (to show the flow of ‘power’) *identify the subject and object *identify synonyms and antonyms
Punctuation		*begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *use a capital letter for names of people, places, days of the week and the personal pronoun I	*use familiar and new punctuation correctly including – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession	*demarcate sentences with increasing security including capital letters, full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession *identify direct speech and begin to use inverted commas for direct speech	*use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and for fronted adverbials and use apostrophes correctly for both omission and possession *use inverted commas accurately for direct speech	*demarcate sentences correctly – use a comma for a pause in complex sentences *begin to use punctuation for parenthesis: brackets, commas and dashes	*use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis; consistent use of bullet points
Grammatical Terminology		*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	*noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma	*preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)	*determiner, pronoun, possessive pronoun, adverbial, fronted adverbial	*modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	*subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points