

## **How We Teach Writing**

### **Intent**

Our intent when teaching writing is to produce learners with a lifelong love of writing, who leave our school ready for the challenges that will face them in secondary school. We encourage the children to take pride in their writing, and to develop the resilience and stamina that good writers need. Our pupils are taught to write with the audience or purpose of the piece firmly in their minds. We aim to ensure that their learning experience is varied, exciting and linked to our values-driven curriculum where appropriate.

### **Implementation**

The teachers at Clinton and Dolton follow a model when teaching writing, altering and amending certain areas where appropriate in order to create the best learning experience.

### **Elicitation Task**

Elicitation tasks allow for formative assessment, thus enabling teaching staff to adapt the teaching sequence to meet the needs of the children. These tasks could be very 'cold', or 'warm', depending on the time in the year, and the specific sequence. Elicitation tasks are generally similar in format to the writing that the children will complete at the end of the sequence, for example, at the start of a sequence focusing on narrative, the children would be asked to write a story of some kind. These are then marked so that the teacher can determine: what is known about the text type? How knowledgeable are the children at this stage about how to write with the intended purpose and audience in mind? This piece of writing can become a reference tool throughout the sequence, for children to reflect upon to show their learning about how to really achieve the intended purpose and audience. A 'focus' author may be chosen at this stage, to chart their progress through the sequence on the Working Wall.

### **Introduction of focus text**

Children experience the core text through a variety of different activities such as story mapping, hot seating and comprehension activities. All of these activities have a focus on capturing the children's interest, whilst still retaining a writing focus in every lesson. The purpose of this stage allows the children to 'read as a reader', or explore and share personal responses as they read, and to 'read as a writer'. This enables the children to form opinions and agree on what the intension(s) are/were by the author. They also decide on how the author has successfully achieved these intensions. This leads onto the creation of a 'success criteria', which has at its heart the real purpose and audience.

### **Explicit grammar teaching**

With the success criteria in mind, examples of specific grammar and vocabulary used in the text are identified, named and their effect on the reader is evaluated. The children are then given a range of opportunities to explore the grammar and vocabulary.

Where appropriate, children are given time to re-visit their elicitation task at different points. They may be challenged to edit and evaluate their vocabulary and grammar use with the purpose and audience in mind.

### **Development of independence: Application Task**

Children will be this point have a more secure knowledge and understanding of how to achieve the intended effects on the reader. This understanding, along with the co-constructed success criteria as a reference tool, will help them to consider what they would like to write about in order to demonstrate their command of the different ways in which an author can achieve the intended purpose, and to make their writing appropriate for their intended 'real' audience.

It is important that the children know that their writing is going to be actually read/seen by this chosen audience!

### **Planning**

Children now plan their text, perhaps individually, or in pairs or in groups, using a model, template or scaffold which is appropriate to the task.

At this point, differentiation is key. For some children, a 'less is more' approach is used, with potentially fewer events or points to include, but with the same high quality expected. For other children, an additional layer of challenge can be introduced for them to consider and include into their writing

### **Drafting, editing, proof reading**

It is at this point that the children draft their text. They then self and peer edit with the purpose, audience and success criteria in mind. This gives children the language with which to offer constructive feedback. After this editing, then proof reading (self and peer) can happen, perhaps individually, in pairs or in groups.

### **Re-Draft a final version**

With this constructive feedback in mind, children now re-draft their text to produce a final Application Task.

### **Types of text**

Throughout their primary school career, we ensure that all children experience and create many different genres of text. These include:

- Instructions
- Letter writing
- Poetry of different types
- Balanced arguments/debates
- Narrative (story writing)
- Diary entries
- Newspaper reports
- Non chronological reports
- Persuasive writing
- Explanatory texts

### **Impact**

The final, independent piece produced at the end of a sequence (the Application Task) represents the culmination of a unit's work and is used to inform the planning of the next unit. Teachers assess the pieces using the end-of-year writing expectations for each year group.

Teacher assessment is supported by the use of a M.A.T.-wide programme known as Comparative Judgement. This allows all teachers from Alumnis schools to view and compare pieces of work by children of the same age group from all of our schools. Teachers are then able to decide which pieces are, in their opinion, of better quality than others. The resulting data is then statistically modelled and the responses placed on a scale of relative quality. This programme is incredibly helpful, especially in small schools such as Clinton and Dolton, where cohorts are often small.

Further assessment for Year Two onwards comes in the form of mid-term assessments for all children in January to assess spelling, punctuation and grammar. The same year groups also take end of term assessments in the summer.

### **Progression in Grammar**

Throughout their primary school career, all children will be taught the different grammatical elements included within the National Curriculum. The charts below lay out each element and the progression the children will follow from year to year. For ease, they have been divided into five tables: sentence construction, nouns and noun phrases, verbs, adverbials and cohesion.

### **Different ways to construct sentences**

This chart covers single clause (simple) and multi clause (compound and complex) sentences as well as sentence types (statements, exclamations and commands).

<b>Sentence Construction</b>			
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3-4</b>	<b>Year 5-6</b>
How words can combine to make sentences.	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Introduction to inverted commas to punctuate direct speech.	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags).
Introduction of capital letters and full stops, question marks and exclamation marks to demarcate sentences.	Use of capital letters and full stops, question marks and exclamation marks to demarcate sentences.	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation with inverted commas).	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up).
Capital letters for names and for the personal pronoun.	Use of subordinations (if, when, that, because) and co-ordinations (e.g. and, or, but).	Expressing time, place and cause using conjunctions (e.g. when, after, while, because).	Use of commas to clarify meaning or avoid ambiguity.
Sequencing sentences to form short narratives.		Use of commas after fronted adverbials, where these are fronted adverbial clauses.	Use of brackets, dashes or commas to indicate parenthesis.
Joining words clauses using co-ordinations (e.g. and, if, but).			The difference between structures typical of informal and formal speech and writing (e.g. the use of question tags: He's your friend, isn't he?).

## Nouns and noun phrases

This table covers progression through nouns and noun phrases. This includes pre and post

Nouns and Noun Phrases			
Year 1	Year 2	Year 3-4	Year 5-6
Use of regular plural noun suffixes (-s or -es), understanding the effects of these suffixes on the meaning of the noun (e.g. dog, dogs, wish, wishes).	Formation of nouns using suffixes such as -ness or -er, and by compounding (e.g. whiteboard).	Formation of nouns using a range of prefixes e.g. anti-, super- and auto-.	Relative clauses beginning with who, which, when, where, whose, that, or an omitted relative pronoun.
Understanding of how the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, undoing).	Formation of adjectives using suffixes such as -ful and -less.	Use of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve).	Use of commas to clarify meaning or avoid ambiguity.
Capital letters for names and for the personal pronoun.	Use of suffixes -er and -est in adjectives.	Appropriate use of the forms 'a' or 'an' (e.g. a rock, an open box).	Understanding of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).  Understanding of how hyphens can be used to avoid ambiguity (e.g. man-eating shark instead of man eating shark, re-cover instead of recover).
	Expanded noun phrases for description and specification (e.g. the blue butterfly).	The grammatical difference between plural and possessive -s.	
	Commas to separate items in a list.	Apostrophes to mark single and plural possession (e.g. the girl's name, the girls' names).	
	Apostrophes to mark singular possession in nouns (e.g. the girl's name).	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair').  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	

## Adverbials

This chart contains the progression in adverbs and adverbials from year 1 to year 6.

Adverbials			
Year 1	Year 2	Year 3-4	Year 5-6
	Use of -ly in Standard English to turn adjectives into adverbs.	Expressing time, place and cause using adverbs (e.g. then, next, soon) or prepositions (e.g. before, after, during).	Indicating degrees of possibility using adverbs (e.g. perhaps, surely).
		Fronted adverbials.	Use of devices to build cohesion with a paragraph (e.g. then, after, this).
		Use of commas after fronted adverbials.	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondary).
			Linking ideas across paragraphs using a wider range of cohesive devices. Grammatical connections (e.g. the use of adverbials such as on the other hand).

## Verbs

The table below covers progression in verbs: simple, progressive, perfect, passive and subjunctive.

Verbs			
Year 1	Year 2	Year 3-4	Year 5-6
Suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. helping).	Correct choice and consistent use of the present and past tenses throughout writing.	Use of present perfect forms of verbs instead of the simple past (e.g. 'He has gone out' instead of 'He went out').	Indicating degrees of possibility using modal verbs (e.g. might, should).
	Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming).	Standard English forms for verb inflections, instead of local spoken forms (e.g. 'we were' instead of 'we was').	Use of the passive to affect the presentation of information in a sentence (e.g. 'I broke the window in the greenhouse' and not 'The window in the greenhouse was broken').
How the prefix un- changes the meaning of the verbs and adjectives (negation, e.g. unkind).	Apostrophes to mark where letters are missing in spelling.		Converting nouns or adjectives into verbs using suffixes (e.g. -ify, -ate, -ise).
			Verb prefixes (e.g. dis-, de-, over-).
			The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. 'find out' and 'discover', 'ask for' and 'request').
			Linking ideas across paragraphs using tense choices (e.g. he had seen her before).
			Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.

## Cohesion

This table contains the elements of the National Curriculum that constitute cohesion and progression in them from year 1 to year 6.

Cohesion			
Year 1	Year 2	Year 3-4	Year 5-6
Sequencing sentences to form short narratives.	Correct choice and consistent use of the present and past tenses throughout writing.	Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.	Devices to build cohesion within a paragraph (e.g. then, after).
		Introduction to paragraphs as a way to group related material.	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
		Headings and subheadings to aid presentation.	How words are related by meaning as synonyms and antonyms (e.g. big, large, little).
		Use of paragraphs to organise ideas around a theme.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand or as a consequence) and ellipsis.
			Layout devices (e.g. headings, subheadings, columns, bullets or tables, to structure text).

## Common Exception Words

For every year group, there is a list of Common Exception words. These are words in which the English Spelling code works in an unusual or uncommon way. They are not words for which the phonic approach doesn't work, but they may prove to be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way.

The correct spelling of Common Exception words is a requirement of the National Curriculum. For a child to achieve age related expectations (A.R.E.) in their writing, they need to be able to demonstrate that they can consistently spell most (80%) of the words for their year group correctly without help by the end of the year. The Common Exception words for each year group are listed in the tables below. Years 3 and 4, and 5 and 6, are combined. In these cases, children are expected to be able to correctly spell roughly half of these words by the end of years 3 and 5 respectively.

Common Exception Word List – Year 1				
the	you	go	school	was
a	your	love	friend	house
do	we	come	full	I
to	be	some	put	his
today	he	one	push	is
of	me	once	pull	has
said	she	my	where	were
says	so	by	here	ask
are	no	our	there	they
after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

Common Exception Word List – Year 3/4

accident	continue	guard	naughty	recent
actual	decide	guard	notice	regular
actually	describe	guide	occasion	reign
address	different	heard	occasionally	remember
answer	difficult	heart	often	sentence
appear	disappear	height	opposite	separate
arrive	early	history	ordinary	special
believe	earth	imagine	particular	straight
bicycle	eight	increase	peculiar	strange
breath	eighth	important	popular	strength
breathe	enough	interest	position	suppose
build	exercise	island	possession	surprise
busy	experience	knowledge	possess	therefore
business	experiment	learn	possible	though
calendar	extreme	length	potatoes	although
caught	famous	library	pressure	thought
centre	February	material	probably	through
century	forward	medicine	promise	various
certain	fruit	mention	purpose	weight
circle	grammar	minute	quarter	woman
complete	group	natural	question	women
consider				

Common Exception Word List – Year 5/6

accommodate	competition	existence	muscle	rhyme
accompany	conscience	explanation	necessary	rhythm
according	conscious	familiar	neighbour	sacrifice
achieve	controversy	foreign	nuisance	secretary
aggressive	convenience	forty	occupy	shoulder
amateur	correspond	frequently	occur	signature
ancient	criticise (critic + ise)	government	opportunity	sincere(ly)
apparent	curiosity	guarantee	parliament	soldier
appreciate	definite	harass	persuade	stomach
attached	desperate	hindrance	physical	sufficient
available	determined	identity	prejudice	suggest
average	develop	immediate(ly)	privilege	symbol
awkward	dictionary	individual	profession	system
bargain	disastrous	interfere	programme	temperature
bruise	embarrass	interrupt	pronunciation	thorough
category	environment	language	queue	twelfth
cemetery	equip (–ped, –ment)	leisure	recognize	variety
committee	especially	lightning	recommend	vegetable
communicate	exaggerate	marvellous	relevant	vehicle
community	excellent	mischievous	restaurant	yacht