



BRIDGEWATER
PRIMARY SCHOOL

Bridgewater Primary School
Bridgewater Street
Little Hulton
Salford
M38 9WD

English Policy

September 2025

To be reviewed: September 2026

1. Intent

At Bridgewater Primary School we recognise the central importance of English, as a subject in its own right, and as the most cohesive area of learning. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. All pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills as at Bridgewater Primary School, we strive for children to be a 'Primary Literate Pupil'.

By the age of 11 we aim for a child to be able to:

- speak clearly and audibly in ways in which take account of their listeners
- adapt their speech to a wide range of circumstances and demands
- reflect on their own and other's language used
- have a suitable technical vocabulary to articulate their responses
- listen carefully and respond appropriately
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- use a growing vocabulary in spoken and written form
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- use their powers of imagination, inventiveness and critical awareness through reading and writing
- have fluent, legible handwriting

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Programme (2014) and Early Years Foundation Stage Statutory Framework (revised Dec 24).

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- Engage actively in stories, non-fiction, rhymes and poems.
- Be provided with extensive opportunities to use and embed new words in a range of contexts.
- Through conversation, storytelling and role-play, share their ideas with support and modelling from adults with the addition of sensitive questioning. Children will be comfortable using a rich range of vocabulary and language structures.
- Through a range of adult directed activities and independent learning within continuous provision, practise and embed the complexities of writing.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond

to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision.

This policy will be reviewed every year or in the light of changes to legal requirements.

3. IMPLEMENTATION

The English Curriculum is delivered using an adapted version of Pie Corbett's 'Talk for Writing' and 'Talk for Reading'. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

At Bridgewater Primary we use the following sequence as a basis for teaching all English skills:

- Read and talk the text – reading or telling.
- Comprehension – deepen understanding through discussion, drama, writing in role, representing and exploring the text.
- Analysis – read as a writer.
- Stimulus – something interesting to write about.
- Plan and talk the text – gather and organise ideas - talk the text prior to writing - take feedback, refining and retelling.
- Writing – draft, polish and publish writing.

NB writing skills permeate each stage of the teaching sequence.

Planning - a common format is used in the long, medium and short term with evaluations of teaching and learning completed weekly. Teachers highlight areas identified for development in subsequent planning.

Working Walls - are present in every classroom, they clearly show the learning journey and can be readily referenced by children. They have examples of published texts and children's work.

Class library - Every classroom has a well-stocked, inviting reading area.

4. APPROACHES TOWARDS COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (Early Years)

In the Foundation Stage there is an emphasis on speaking and listening, which is continuously modelled to the children by all teaching staff. Systematic and discrete phonics is at the heart of teaching children to read and early phonics skills are the first reading strategy taught to children. Phonics teaching (Little Wandle) is fast paced and consistent across EYFS and KS1. Robust

assessment and rapid catch up programmes ensure early identification of children who require additional support. Effective monitoring of teaching and learning and high quality teaching is central to the children's development.

APPROACHES TO SPEAKING AND LISTENING (KS1 AND KS2)

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities for Speaking and Listening include paired talk, class discussion and presentations.

5. INTENT AND IMPLEMENTATION OF READING

At Bridgewater Primary our intent is to ensure that we are a 'Reading School' and as such, we place a very high value on the importance of reading both in school and at home.

We believe that there are two aspects to reading - *Reading to Learn and Learning to Read*, and that the two components to reading are: word recognition and comprehension. The two skills are taught separately and the balance between the two changes as children acquire and secure automatic decoding skills. We use an adapted version of Pie Corbett's 'Talk for Reading' and engage in book talk and modelling 'how to read like a reader'.

The Reading Experience at Bridgewater Primary:

- 20-30 minutes daily phonics teaching in EYFS and Key Stage 1
- Whole class guided reading taught daily in Key Stage 2
- Reading practice sessions taught 3 times per week in EYFS and Key Stage 1
- Reading for stamina (extended reading) taught weekly in Years 4-6
- Shared reading
- Regular, independent reading
- Paired reading
- Home/school reading
- A shared book/class novel daily
- Wider reading experiences
- Reading environment

At Bridgewater Primary we implement different strategies in the teaching of reading:

Phonics – Little Wandle programme is taught for 20-30 minutes daily. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. Phonics is systematically assessed and tracked by class teachers and the English and Phonics Coordinator.

Shared reading provides an opportunity for the teacher to model fluent, expressive text reading for the whole class. It also provides the opportunity for teachers to reinforce reading strategies. Shared reading is incorporated into the English teaching sequence and throughout the curriculum. Teachers use high quality texts covering all genres.

Whole class guided reading extends the opportunities provided by shared reading as a whole class. This is planned, assessed and monitored. There is a clear focus by the teacher on the specific strategies the learners need to be introduced to during the guided session and then develop, practise and apply during their independent session. All books are banded and are available for all year groups. In 2019 the English lead interviewed children for their views of reading and based on this, and support from Oxford University Press, restocked all reading books to ensure children are engaged and captivated in the texts our school provides. Cracking Comprehension is used to supplement the range of texts.

Early Reading (EYFS)

Nursery: Children develop book handling and early comprehension skills through the use of wordless books.

Reception: Little Wandle phonics programme; reading practise involves children reading books that are matched to their phonic ability. They practise de-coding, prosody and comprehension skills with a teacher before further practise at home. Children also develop the fast recognition of 'tricky words'.

Independent reading (individual, grouped or paired) gives the children the opportunity to practise their reading skills with books that are of a level that they can easily access. The school has a reading route for EYFS/KS1 and KS2 made up of a number of reading schemes. The children's reading is carefully monitored by the class teacher and teaching assistants. Children also get to choose books from a well-stocked class or school library.

- Children in EYFS up to Spring term in Year 2 take home their Little Wandle book.
- Spring term in Year 2- Year 6:
 - Children with RA 9.0 – 10.6 alternate between school scheme and additional free readers (class libraries), selected with assistance of the TA/teacher.
 - Children with RA above 10.6 move onto library books from Year Four.
 - All children up to end of year four complete the book banded reading schemes before moving wholly onto library books.
 - Regardless of their reading age, the children in Year 5 and 6 should have library books suitable to their reading age.

Every child is heard to read by their teacher or teaching assistant at least once a week and a comment is made in their reading record.

Home Reading - Reading is not seen as just a 'school activity'. Wider family involvement is statutory at Bridgewater Primary. Parents/carers support children's reading development and this is communicated using a reading record. Children who are not regularly heard read at home need to be made aware to the phase leader and Head teacher. Books are checked and changed daily. Children in Reception to Year 5 are encouraged to read at home at least 4 times per week. Children in Year 6 are encouraged to read at home at least 5 times per week.

A shared book/class novel is read every day at a time suiting each class' timetable and needs.

Wider reading - the school keeps the profile of reading high by celebrating reading achievements; planning opportunities for children to use the class collections and the local library*; organising a author focus and visits; hosting special events for example book weeks, storytellers, and book

sales and regularly gathering pupil voice about the texts children have to select from in their classes and libraries.

Reading Environment all classrooms have a bright, well-organised and inviting reading area. Resources and reading areas are all clearly labelled and accessible.

*Books to supplement class libraries and all curriculum topics are available from the Salford Library Service. Teachers place orders termly.

See appendices below for more information.

6. OUR INTENT AND IMPLEMENTATION OF WRITING

At Bridgewater Primary we strive to give children the tools and confidence to be able to write, from an early age, in a range of styles and genres. Therefore planned teaching of writing is based on the teaching established from Pie Corbett's 'Talk for Writing' model and is closely linked to the teaching of reading and phonics.

SEE HOW WE IMPLEMENT WRITING AT BRIDGEWATER

Writing is explicitly taught using the following strategies:

Talk for writing - children are encouraged to talk about their writing before they begin, as they write and after they write. This is applied in whole class learning and teaching and in guided writing. Talk for Writing is used throughout the whole school, including foundation stage.

Shared writing-the teacher models how to write accompanied by a running commentary that explains what is happening and why. Teachers show the children how texts are organised; composition and effect; how to gather ideas, plan, draft and edit writing; and how to present their work.

Independent writing – Children are given the opportunity to write in pairs and groups as well as independently. Children are required to work independently regularly to develop and apply their own skills.

Guided Writing - The teacher tailors the teaching of writing to the needs of a small group or individual, responding quickly to their needs and enabling immediate feedback during independent writing time.

Extended writing – Children are expected to write extensively at least once a week and at the end of every unit of work. This may be in any curriculum area.

Word and Sentence level – Within every unit of work planned, children are taught how to play with words, find out word meanings and derivations and to extend their vocabulary. As they become more confident writers, they experiment with sentence construction and variation.

Phonics and spelling – Little Wandle programme is taught for 20-30 minutes daily up to and including Year 1 or until the children are secure at phase 5. Children are split into ability groups for this session and are taught to blend and segment sounds in order to spell. High frequency words are taught alongside this programme. A rapid catch up phonics intervention programme for

children in KS1 and KS2 is delivered, to those children highlighted as needing further support, by trained teaching assistants and teachers. From Year 2 (from Spring term) to Year 6, spelling is taught using the 'Spelling Shed' scheme alongside the online app.

Handwriting is taught from Nursery to Year 6 using the School's Handwriting Policy.

When teaching writing at Bridgewater, we use the following tools to help children progress:

- Emergent writers are given vast opportunities to write with different media and in different styles.
- Teachers use progressive genre features.
- Children are given success criteria for every genre.

7. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Whenever children write in all areas of the curriculum the high expectations demanded in English remain the same.

8. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English are planned for and used as appropriate.

9. THE IMPACT OF OUR ENGLISH CURRICULUM IS CLEAR THROUGH OUR ASSESSMENT AND TARGET SETTING

Work is assessed in line with the Assessment Policy. In addition to this:

- Children are assessed in reading and writing termly. Writing is assessed using the school's KLIPs and through regular key stage, staff and FOS moderations. Reading is teacher assessed using content domains, NTS assessments and through SATs.
- Children from Year 2 to Year 6 are assessed using the Salford Sentence Reading Test twice yearly to calculate a reading age for each child. It is used once at the end of Year 1.
- Phonics is assessed half termly at EYFS and KS1.
- Single Word Spelling Test is used to ascertain a spelling age twice a year from Year 2 to Year 6. It is used for the first time at the end of Year 1.
- Teachers use strategies such as self and peer assessment and sharing and evaluating pupils' work to promote critical assessment by the children themselves.
- Children are given success criteria against which they can self evaluate their work and target set.

10. INCLUSION

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges alongside the correct level of support. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential

barriers to learning and assessment for individuals and for groups of children. Gifted children will be identified and suitable learning challenges provided.

Pupil progress meetings take place on a regular basis where teachers monitor individual pupil's progress and set targets.

We aim to create a learning environment that nurtures and develops the whole child.

At Bridgewater Primary school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, disabilities and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination and English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors, including: classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum using OTrack and other materials allows us to consider each child's attainment and progress against year group expectations. This ensures that our teaching is matched to the child's needs. Teachers also carefully consider adaptations – see below.

SEND Adaptations for English:

Cognition and Learning	
Barriers	Provision
Understanding	<ul style="list-style-type: none"> • Pre-teach key knowledge and vocabulary, then ensure multiple and regular exposure to these words. • Consider accessibility of worked examples. • Consider the use of displays and make sure vocabulary is related to learning for that lesson. • Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. • Use symbols, images or objects to make it more accessible. • Use of Grow the Code (Little Wandle Phonics Display) • Stem sentences and sentence starters. • Use of writing frames to prevent cognitive load. • A visual framework can be used as a consistent guide for paragraph planning or structuring extended writing. • Encourage use of mind maps/ pictures/ flow charts and visual organisers. • Choice of font and sizing. • Use of working walls. • Use of talking partners to support rehearsal and writing of sentences. • Consider short-bursts at timely intervals e.g. if writing an extended piece, chunk support into sections to avoid cognitive overload.
Word finding skills	
Articulation	
Sequencing (including retaining instructions)	
Processing speed	
Attention and Listening	
Comprehension skills	
Understanding of key vocabulary	

Communication and Interaction	
Barriers	Provision
Processing of instruction Retention Accessing texts Working memory Making links Linked low self esteem General gaps	<ul style="list-style-type: none"> • Avoid the use of figurative language and ensure that this is unpicked if part of the teaching focus. • Recognition that some vocabulary may be challenging for many children. Give specific contextual use of words, with images to support understanding. • Pre-teach key vocabulary, ensure multiple and regular exposure to these words. • Label equipment with symbols and words. • Check children’s understanding by getting them to reiterate what you have asked them. • Give children time to process and formulate. • Reduce adult talk and length of input. • Consider short-bursts at timely intervals e.g if writing an extended piece, chunk support into sections to avoid cognitive overload. • Use of working walls. • Further opportunities to embed language through application of it contextually, orally. • Planned opportunities for access to language-rich texts. • Curriculum adjustments according to child’s interests. • Purposeful opportunities for speaking and listening.
Physical and Sensory	
Barrier	Provision
Artificial lighting Classroom noise/busy-ness Tone and volume of adult voices Core strength and finemotor skills Fatigue Processing difficulties	<ul style="list-style-type: none"> • Label new equipment and processes to help develop vocabulary. • Take pupil voice on choice of writing implement including material used to record on. • Choice and size of font. • Consider ventilation and positioning of children for anything that may have an odour. • Pre-teach showing/experiencing anything that may have sensory implications. • Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment. • Consider children hard of hearing when reading aloud. • Use of sensory aids as part of usual provision eg gloves, audio/visual support. • Consider pupil sensory audits and adaptations. • Use of technology including iPads and laptops. • Use of talking partners. • Break writing times up into small bursts with active breaks facilitated. • Use of concentration aids. • Finger-strengthening exercises and busy fingers tasks. • Use of working walls.

	<ul style="list-style-type: none"> • Use of wobble boards, flexibility over where children write, thera-bands, writing slopes. • Wide range of texts which refer to a range of personalities and individuals. • Range of text and media used (including use of film and audiobook).
Social Emotional and Mental Health	
Barriers	Provision
<p>Emotional well-being</p> <p>Anxiety around completing tasks</p> <p>Changes in routine</p> <p>Lack of structure/open-endedness of task</p> <p>Blank page</p> <p>Lack of clarity- what is expected</p> <p>Feeling constrained by content/ outcome (demand avoidance)</p>	<ul style="list-style-type: none"> • Consistency of approach reduces children’s anxiety - it allows children to predict what will happen. • Provide an overview of the lesson elements so the children know what is coming. • Pre-teach the child some of the elements of the lesson etc. • Use of working walls • Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. • Assign roles to each member of the group with a clear outline of job roles. • You may need to specifically teach the skills of cooperation and interaction for practical work. • Controlled choices. • Clear expectations (i.e. 3 sentences, 1 paragraph). • Use of adult scribe, my turn your turn, paired work. • Deliver task in short achievable bursts rather than all at once. • First line provided in extended pieces. • Use of laptop, whiteboards, choice of writing tool. • Allow children to work to their own interests and write about these; remember in writing the focus is on the writing curriculum and not the wider-curriculum objectives – this is desirable, not essential. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote wellbeing and explore emotive topics within learning. • Teacher modelling of ‘getting stuck’ and positive attitudes towards perseverance. • Rewarding and praising effort, not only academic content.

11. INTERVENTION PROGRAMMES

Reviewed and evaluated termly: Talking Partners for children who require further support with language skills; Phonics Rapid Catch-up for KS2 children who are not fully fluent at reading or who have not passed the Phonics screening check; Reading Recovery/Switch On intervention; Spelling interventions where appropriate.

12. EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. A range of resources are used to introduce children with EAL into the English Curricular including a scheme of work that includes vocabulary building, grammar and topic-related subjects. We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich, challenging and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a range of interventions, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner along with seeking advice and support from external professionals.

Children for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

13. ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating the intent, implementation and impact of English:

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the learning environment
- the deployment and provision of support staff

Taking the lead in policy development.

Auditing and supporting colleagues in their CPD.

Purchasing and organising resources.

Keeping up to date with recent English developments.

14. PARENTAL INVOLVEMENT

Parents support their child's English development by: reading with their child at home and commenting in their reading record; supporting their child with homework tasks and being involved in any reading/writing activities within school.

15. CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Assessment and Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Book Bands

THE PROGRESSION OF SUCCESSFUL READING THROUGH BRIDGEWATER PRIMARY SCHOOL

Book Band	Colour	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Reading Ages
Picture Books	Black									under 4
1	Pink									4 - 4½
2	Red									4½ - 5
3	Yellow									4½ - 5½
4	Blue									5 - 5½
5	Green									5½ - 6
6	Orange									6 - 6½
7	Turquoise									6½ - 7
8	Purple									7 - 7½
9	Gold									7½ - 8
10	White									8 - 8 ½
11	Lime									8½ - 9
12	Brown									9 - 9½
13	Grey									9½ - 10
14	Dark Blue									10 - 10½
15	Maroon									10½ +
Free readers at this level		Range of Achievement								

Expectations of the Teachers

At Foundation Stage and Key Stage 1 it is expected that teachers ensure the following takes place:

- To listen carefully to children read regularly
- To show how a book works
- Teacher making time to read to the children daily, choosing carefully from a wide range of stories, poetry and information sources
- Teachers' own enthusiasm for books – the way a teacher handles books and reads stories is really important
- Use of picture books for understanding of story and comprehension skills
- Children making their own books
- Reading nursery rhymes and reading material with recognisable patterns, rhymes and rhythms
- Development of phonics
- Reading class stories
- Retelling stories – important for characterisation and plot
- The use of big books for shared and paired reading experiences
- Labelling of displays – making a reading environment
- Use of magnetic letters and boards
- Using parental support to develop enthusiasm for reading, for example by encouraging parents to read to their children and share books with them
- Use of ICT resources – e.g. shared texts on interactive whiteboard

At Key Stage 2 it is expected that teachers ensure the following takes place:

Careful study of the reading genre over several days leads to children attempting writing in that same genre. This is during a unit of work that may last up to several weeks. Over the unit there will be a balance of shared reading and writing activities. At Key Stage 2 teachers should build on and reinforce reading experiences from Key Stage 1:

- Finding the appropriate match of reading material
- Showing children how to obtain and record information from a text
- Encouraging children to be discriminating readers
- Developing a language about literature which helps children to respond critically to texts and gain an understanding of authorial intent
- Provide time in which children can read silently and without interruption for pleasure and information
- Provide weekly opportunities to reflect and comment on what they have read through purposeful comprehension
- Enabling a child's own writing to form part of the resources for reading
- Providing access to a range of sources of information, including books, maps, dictionaries, ICT resources, recorded stories, television programmes and encyclopaedias

Classroom Environment - Support for Learners

Possible resources to support learners:

BOOKS

Accessible and well organised, clearly labelled and attractively displayed, in a designated book area and around the room.

RANGE OF TEXTS

Include a core collection of books that support learning to read:

- Picture books
- Poetry
- Plays
- First chapter books
- Information books
- Traditional tales from a range of cultures
- Funny books, puzzle books
- Comics and magazines
- Children's own published texts
- Stories on CD with accompanying books
- A range of dual language books
- A range of books where various aspects of community, both local and global, are represented.

STORY PROPS AND PUPPETS with related texts for telling stories.

CHILDREN'S COMMENTS or wall display on the books they have read as class

PHONICS RESOURCES

Phonic mats, cards, Grow the Code, wall displays including:

- Tricky words.
- Flash cards.
- Games to teach the different sounds and games on the ipads.
- Sound mats for each phase.
- Sets of object pots, picture cards.

MULTIPLE SETS of books for guided reading.

TALKING BOOKS available on a classroom computer or iPad.

BOOK AREA a carpeted or comfortable area for browsing and collaborative reading, ideally large enough for the class to gather to hear a story and read aloud.

DISPLAYS OF BOOKS

- Books with a changing focus on authors or genres, such as traditional tales or poetry.
- Books related to class topics on display in the room alongside interactive displays.
- Books in role play area relevant to theme.

How we teach writing at Bridgewater Primary School

September 2024



This document is written in response to:

- A growing desire to develop a more consistent, systematic approach to writing from EYFS to KS2.
- A need to imitate and apply the clear and uniform approach the school has towards teaching writing.
 - A gap in standards between reading and writing.
 - Less progress made by boys in LKS2.

Through our teaching of writing our intent is to:

- Inspire and motivate children to engage with their learning through our use of high quality texts and authors.
- Provide models and scaffolds that explicitly teach/demonstrate the writing process – from idea gathering and planning to producing a final piece.
 - Encourage children to be reflective and critical of their own writing.
- Ensure children have a vast bank of vocabulary and sentence structures that they can use to produce high quality writing.

We implement this through Shared Writing - it is an essential part of our teaching of writing and happens every week in the vast majority of English lessons.

“If teachers are not doing shared writing, they are not teaching writing.”

The shared writing process:

Modelled writing (Demonstration *)	“I’ll show you how to do it...”
Shared writing (Joint composition *)	“...now we’ll have a go together...”
Mini-writing	“...you have a go at a little/specific bit on your own...”
Guided writing	“...I’m here to support in a small, focused group on a specific area of the writing...”
Independent writing	“...now you have a go on your own.”

* these are the areas of the teaching process where new/unfamiliar grammar objectives can be introduced and modelled. This can be in an informal manner, e.g. – “Let’s try including...” and the effect of this on the quality of the writing can be discussed, e.g. – “Does this make the writing better? Why/why not...?”

Shared writing should be a two-way process between teacher and pupil where the ongoing discussion centres around, “What do we like about our writing? What could be better/improved?”

Teacher should continually model the ‘re-read to check’ process... Make purposeful errors and ‘act out’ the editing, improving process...

What is modelled writing?

Modelled writing is the first step in any teaching writing style. This is when the teacher is in front of the class doing all of the writing.

If your students struggle greatly with getting their ideas going, come back to this basic step and model your writing process for them. **They need to see it being done.** Make your thoughts about the writing process known to the students while you are teaching writing to children. For example, teacher may say, "Today I want to write about what happened to me last night. I need to make a web to sort out my thoughts, then I can start putting the words into sentences."

If it is a specific skill lesson, such as opening sentences, teacher might say, "I know that authors need to have strong beginnings to hook their readers into a story. Today I am going to..."

The key to modelled writing is to never assume pupils are following. Tell them everything you are doing and why. It is not enough for them just to watch you. As well, don't try to model so many things that the lesson goes on too long - you will lose their attention. Keep the session pacy and keep assessing levels of engagement.

What is guided writing?

Guided writing is the third step in teaching writing to children. In guided writing, teachers continually provide feedback, redirection and expansion of ideas. Any area of writing can be addressed, but it works well to put similar needs together and address them at the same time.

- The step between teacher directed and independent writing
- Teacher works with students either small group or independently
- Oral discussion of sentences before writing

During the small group activity the children work collaboratively to produce the most effective piece of writing.

What is shared writing?

During shared writing, a teacher will scribe the words, but the students are now invited to contribute to the piece. It would be appropriate for any primary writing.

- Students contribute ideas while the teacher writes
- Lots of discussion, questions and answers
- Thinking aloud continues to be used

Shared writing encourages children to consider why certain writing techniques are effective and the impact they have on the reader.

This is where the teacher demonstrates how to compose an entire piece of text and where vocabulary can be discussed and selected.

Support staff can be used to act as scribes for the teacher.

What is independent writing?

This is where the students effectively utilise written language for their own purposes or as assigned by the teacher.

- Students use ideas from shared writing to produce their own independent piece
- Reference to charts and other materials to revise and edit composition
- Teacher evaluation for growth

This part of teaching writing to children must always include a time to share. It is critical to provide validation of your young author's process and growth as a writer. This provides them not only recognition, but an opportunity to receive feedback.

Children must also be encouraged to assess their own writing through structured AFL procedures.

Teaching writing in Early Years Foundation Stage

Children are continually encouraged to engage with and respond to high quality texts and are provided with thoughtful opportunities for speaking and listening and writing.

The “Talk for Writing” approach is used to allow children to become confident with storytelling.

Children are encouraged, through play, to create and tell stories which are recorded and displayed in classrooms.

Teaching writing in Key Stage 1

A text-based approach is used in all Key Stage 1 classes.

Modelled and shared writing occurs in every writing lesson.

Children engage with the shared writing process and contribute ideas and suggestions throughout.

The “Talk for Writing” approach is used consistently and children learn, orally rehearse and tell stories.

<u>Imitation</u> : children retell stories they have learnt both orally and through writing.

<u>Innovation</u> : children develop, extend and change key details of a learnt story and then retell both orally and through writing.

<u>Independent Application</u> : children create a ‘new’ story.
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Children begin to assess their own writing by commenting on what is effective and why. Children begin, with support, to mark other children’s writing and suggest ways it can be improved.

Teaching writing in Key Stage 2

A text-based approach is used in all Key stage 2 classes.

Shared writing occurs frequently (in 3-4 lessons weekly) and involves children in the writing process. Children engage in discussion regarding effectiveness of grammatical/language techniques and assess accuracy in structure. The teacher encourages all children to share suggestions for writing and all input is valued and considered as a means to build self-esteem and confidence.

The “Talk for Writing” approach is used consistently and children learn, orally rehearse and tell stories.

<p><u>Imitation</u>: children retell stories they have learnt both orally and through writing.</p>

<p><u>Innovation</u>: children develop, extend and change key details of a learnt story and then retell both orally and through writing.</p>

<p><u>Independent Application</u>: children create a ‘new’ story.</p>
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AFL techniques are explicitly taught and children learn the skills to assess their own and others writing and offer feedback and suggestions for improvements. Children use ‘purple polishing pens’ to show how they have improved their writing. English lessons are dedicated to the teaching of these skills and giving children the opportunity and time to reflect, edit and improve their writing within all genres of writing.

Once children have written and edited their drafts they will write up their final ‘polished’ piece in their Big Write book. This is then used by teachers, alongside their drafts as an assessment tool to inform planning and organise the direction of teaching at word, sentence and text level.

Children use some English lessons to plan, jot down vocabulary, sentence constructions that they are taught or find. These can then be used during shared write and / or in their independent writing.

Teaching of Grammar, Punctuation and Spellings.

- Teachers plan English lessons using a text-based approach and meaningful grammar links are woven throughout the teaching units.
- Teachers plan for ambitious vocabulary to be introduced and used within their modelled / shared writing lessons.
- Through shared writing children are encouraged to discuss (with teacher support) the effectiveness and impact of certain punctuation, grammatical structures and vocabulary and to consider the difference this makes to the writing.
- Punctuation and grammatical misconceptions in knowledge are picked up in Key Stage 2 through writing tasks and are explicitly taught through the shared write.

Teaching guide for progression in writing year by year.

Pie Corbett's teaching guide for progression in writing year by year document (see appendix) is used as a guide for progression for teachers.

This document outlines the development of English skills from Reception up to Year 6 and will ensure children build upon their vocabulary, sentence structures/constructions, knowledge of punctuation and grammar year on year.

Appendix

1. Pie Corbett's teaching guide for progression in writing year by year document.
2. Shared writing language/phrases to use during shared write sessions.



1. Pie Corbett's teaching guide for progression in writing year by year

Handout 1: Curriculum

overview

developed with the South2together writing project

Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England

Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
<p>Introduce: Planning Tool –Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,happily ever after</i></p> <p>Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message</p>	<p>Introduce: Simple sentences</p> <p>Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i></p> <p>‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p>Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p>Introduce: Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p>Adjectives e.g. <i>old, little, big, small, quiet</i></p> <p>Adverbs e.g. <i>luckily, unfortunately, fortunately</i></p> <p>Similes – using ‘like’</p>	<p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce: Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

Year 1

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Fiction:</p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,../ Unfortunately, ...</i></p> <p>Resolution <i>Fortunately,...</i></p> <p>Ending <i>Finally,....</i></p>	<p>Consolidate Reception list (See Connectives and Sentence Signposts doc.)</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i></p> <p>-‘ly’ openers <i>Fortunately, ...Unfortunately,</i> <i>Sadly,...</i></p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g.</p>	<p>Consolidate Reception list</p> <p>Introduce: Capital Letters: <i>Capital letter for names</i></p> <p><i>Capital letter for the personal pronoun I</i></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p>Introduce:</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p>

<p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of ‘who’ (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>‘Run’ - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p><i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		<p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>
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Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause:</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. <i>Fortunately,Slowly,</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <p>Apostrophe (contractions and</p>

<p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing -up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While <i>the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
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Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
<p>Consolidate Year 2 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map /story mountain / story grids / ‘Boxing-up’ grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the</i> <i>cave....</i> <i>Amazingly, small insects can....</i> Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) <i>A few days ago, we discovered a hidden</i> <i>box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Prepositions <i>Next to by the side</i> <i>of</i> <i>In front of during</i> <i>through</i> <i>throughout</i> <i>because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble,</i> <i>slither</i></p> <p>Boastful Language e.g. <i>magnificent,</i> <i>unbelievable,</i> <i>exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this</i> <i>variety can breathe</i> <i>on any creature and</i> <i>turn it to stone</i> <i>immediately.</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Colon before a list e.g. <i>What you</i> <i>need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I</i> <i>heard the bad</i> <i>news.)</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • ‘Speech marks’ • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description <p>Singular/ plural Suffix</p> <p>Adjective / noun / Noun phrases Verb / adverb</p>

<p>Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....?</i> <i>Why....? When....? How....?</i> Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p>	<p>subordinating conjunctions (See Connectives and Sentence Signposts doc.) -‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i> Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i> Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> <u>Dialogue –powerful speech verb</u> e.g. <i>“Hello,” she whispered.</i></p>	<p><i>Drops of rain pounded on the corrugated, tin roof.</i> Nouns formed from prefixes e.g. <i>auto... super...anti...</i> Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i> Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>		<p>Bossy verbs Tense (past, present, future) Connective Generalisers Alliteration Simile – ‘as’/ ‘like’ <u>Introduce:</u></p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • <u>Determiner</u> • <u>Synonyms</u> • <u>Relative clause</u> • <u>Relative pronoun</u> • <u>Imperative</u> • Colon for instructions
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Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 3 list Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p>	<p>Consolidate Year 3 list Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p>	<p>Consolidate Year 3 list Introduce: Prepositions <i>at underneath</i> <i>since towards</i> <i>beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural</p>	<p>Consolidate Year 3 list Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description, action • Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p>

<p>Introduce: Secure use of planning tools: Text map/ washing line/ ‘Boxing –up’ grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader <i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></p>	<p>(See Connectives and Sentence Signposts doc.)</p> <p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in –‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - “Hello,” she whispered, shyly.</p> <p><i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>	<p>and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>		<p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
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Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain / grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks</p> <p>Introduction –should include action / description -character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending –character could reflect on events, any changes or lessons, look</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash <p>Singular/ plural</p> <p>Suffix/ Prefix</p> <p>Word family</p> <p>Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p> <p>Verb / Adverb</p>

<p>forward to the future ask a question.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>	<p><i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			<p>Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question
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Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>

<p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>.</p>			<p>Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question</p> <p>Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis
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2. Shared writing language/phrases to use during shared write sessions.

Phrases to encourage the children to strive to find the right word or phrase (training the brain to generate alternatives and select the most appropriate) while not demotivating children by rejecting their ideas (fear is the enemy of creativity)

- We'll come back to that idea later
- That's not a bad idea
- Ooh, that would be a good word
- That's a lovely idea
- Lots of good ideas/ Lots of other good words
- I hope you use that
- Which do you think would work?
- We don't want...
- Our job as writers is to think of something new, something fresh that will startle the reader
- Think again
- That's a great idea
- Any others?
- See if you can get a list going
- Why do you think I chose that one?
- Let's go for...

Phrases to encourage "magpie-ing" good words and phrases

- I hope you use that in your writing
- Let's bank that one
- I'm saving that one
- You can magpie from the model
- Jot some of the words down as we go along
- Ooh, save that good word
- Put that in the Save It bank
- Make certain you jot that down

Phrases to encourage looking more closely/ thinking/speaking further

- What else does it look like?
- Somebody give me something you can see/ hear
- What might you see?/hear?/feel?/think?
- Keep going
- What else could we have?
- Just think about that for a moment
- First thought not always the best thought
- Push, push, push. Are you pleased with...
- It's going to be much more powerful if
- Now let's think about this
- We don't want something so obvious
- We could say but I think we could do better than that
- Do you think we should say or
- Can you say a little more about that

Phrases to encourage children to read sentences aloud to see if they work

- So just listen to this
- Reread it carefully
- Let's just read that and see how it sounds
- Let's reread it and that may help use do the next part

Getting everyone involved through talk partners

- Turn to your partner and... /finish that sentence off
- In fifteen seconds...
- On your whiteboards...
- In your pairs, quick.../ add a little more information

Phrases to add in extra challenges

- I'm going to do a simile now... As ----- as?
- Try some alliteration
- Now let's think about
- What word could we use to describe...

Understanding non-fiction texts

- What's this paragraph all about?
- Can you spot the topic sentence?
- How do you know this is the first/next/last paragraph?
- We need something else now
- We've got ----- what else do we need? What could follow? You tell me.
- What facts would really interest the reader here?
- Now which bits of information are needed?
- Does it all fit together logically?
- Which bits don't seem to fit?
- What would make it flow better?
- How can we make the conclusion more interesting?

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List of genres for Key Stage 1 and Key Stage 2 writing:

To ensure high standards in writing, children must experience writing in a variety of genres, **in every school year**. This enables young writers to practise and develop their writing structure, vocabulary and composition skills at every stage in their writing journey.

Fiction	Non-Fiction
Poetry Narrative story writing <u>Can include:</u> Science fiction Horror/ghost Adventure Traditional/fairy tales Mystery/detective Fantasy Myths and legends Dilemma stories	Recount – e.g. – newspaper report, 1 st hand recount Report – chronological and non-chronological Instruction Explanation Persuasion Discussion Letter writing