

Writing Strategy

Early Years to Year 6

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Eastfield Primary Academy's Writing Strategy

Intent

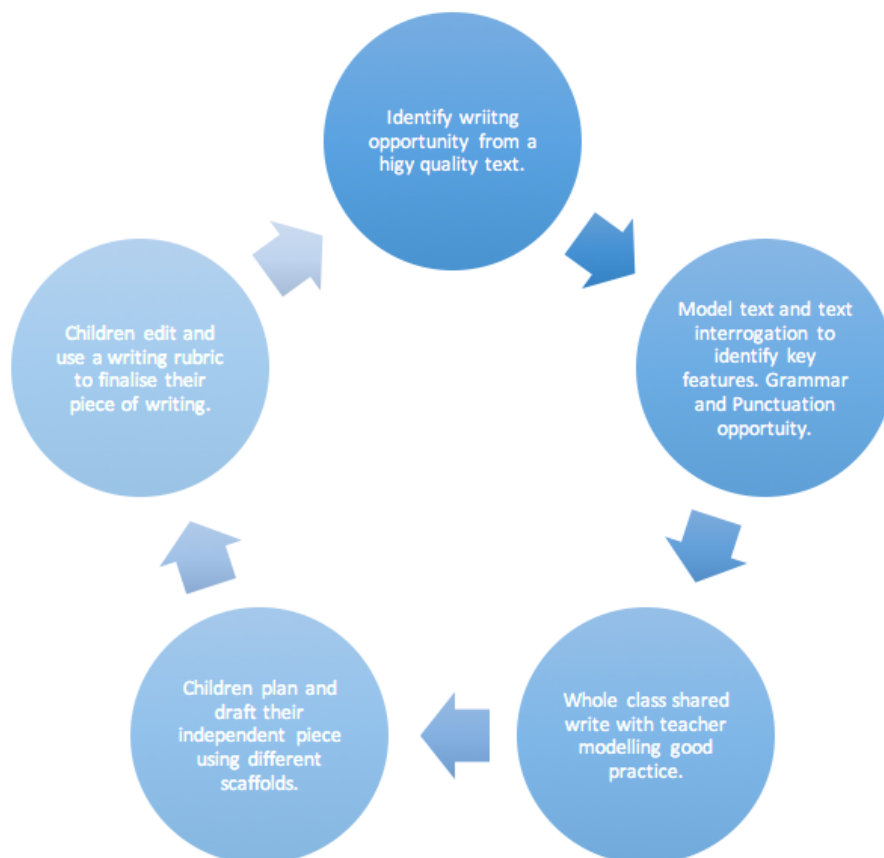
Writing is a key aspect of the curriculum and along with reading, speaking and listening, it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the school's role that all pupils develop their writing ability and enjoy the process of cultivating this life long skill. At Eastfield Primary Academy we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers. This policy aims to ensure that there is coherence, continuity and progression within our teaching throughout the school.

Implementation

Our Hook

Books, artefacts and visitors are carefully chosen to link and support new topics. They are used as a stimulus to ignite the children's enthusiasm. As far as possible, writing activities are purposeful and meaningful in order to inspire children to write. We do this by using high quality picture books. We then base our teaching using the cycle below.

Writing Teaching Sequence



Key Stage 1 Writing Sequence:

Two week sequence:

Day 1	<ul style="list-style-type: none"> Prediction (linked to Picture Book) & 'Role on the wall' completed. 	Day 6	<ul style="list-style-type: none"> Modelled/Shared write
Day 2	<ul style="list-style-type: none"> WAGOLL interrogation. 	Day 7	<ul style="list-style-type: none"> Children respond to feedback. Children write.
Day 3	<ul style="list-style-type: none"> SPaG taught/revisited linked to text type. 	Day 8	<ul style="list-style-type: none"> Children respond to feedback. Children write.
Day 4	<ul style="list-style-type: none"> SPaG taught/revisited linked to text type. SPaG identified in the WAGOLL. 	Day 9	<ul style="list-style-type: none"> Children respond to feedback. Children write.
Day 5	<ul style="list-style-type: none"> Planning 	Day 10	<ul style="list-style-type: none"> Editing in 'purple polishing pen'.

Key Stage 2 Writing Sequence:

Two week sequence – Non-Chronological Report, Discussion, Newspaper Report, Explanation, Biography, Narrative Poem etc:

Day 1	<ul style="list-style-type: none"> WAGOLL interrogation – children write introductory paragraph. 	Day 6	<ul style="list-style-type: none"> Children respond to feedback. Shared write – focussed paragraph, children write their own focussed paragraph & edit in 'purple polishing pen'.
Day 2	<ul style="list-style-type: none"> SPaG taught/revisited linked to text type. 	Day 7	<ul style="list-style-type: none"> Children respond to feedback. Shared write – focussed paragraph, children write their own focussed paragraph & edit in 'purple polishing pen'.
Day 3	<ul style="list-style-type: none"> SPaG taught/revisited linked to text type. SPaG identified in the WAGOLL. Planning; modelled where necessary. 	Day 8	<ul style="list-style-type: none"> Children respond to feedback. Shared write – focussed paragraph, children write their own focussed paragraph & edit in 'purple polishing pen'.
Day 4	<ul style="list-style-type: none"> Shared write – focussed paragraph, children write their own focussed paragraph & edit in 'purple polishing pen'. 	Day 9	<ul style="list-style-type: none"> Children respond to feedback. Shared write – focussed paragraph, children write their own focussed paragraph & edit in 'purple polishing pen'.
Day 5	<ul style="list-style-type: none"> Children respond to feedback. Shared write – focussed paragraph, children write their own focussed paragraph & edit in 'purple polishing pen'. 	Day 10	<ul style="list-style-type: none"> Children respond to feedback. Revisit SPaG if necessary. Children produce a beautiful paragraph; improve for presentation.

One week sequence – Character Description, Story Setting, Diary Entry, Letter etc:

Day 1	<ul style="list-style-type: none">• WAGOLL interrogation – children write introductory paragraph.
Day 2	<ul style="list-style-type: none">• SPaG taught/revisited linked to text type.
Day 3	<ul style="list-style-type: none">• Planning; modelled where necessary.• Shared write.• Children write independently.
Day 4	<ul style="list-style-type: none">• Children respond to feedback.• Children write independently
Day 5	<ul style="list-style-type: none">• Children edit in 'purple polishing pen'.

These are the minimum writing opportunities children should be offered every half term during literacy sessions:

- Fiction x2
- Non-fiction
- Poetry

Literacy is taught everyday:

9.05 – 9.30am	Phonics or SCODE
9.30 – 9.45am	Handwriting
9.45 – 10.35am	Fluent-in-SPaG (10 mins) Children respond to feedback (5 mins) Modelled/Shared write &/or Children writing independently (35 mins)

Writing EYFS Nursery and Reception

<p>Early Learning Goal: Writing</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		
	Nursery	Reception
Spelling	<p>To continue a rhyming string</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple CVC words and blend them together</p>	<p>To link sounds to letters, naming and sounding the letters of the alphabet</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>To write some irregular common words</p>
Handwriting	<p>To sometimes give meaning to marks as they draw and paint</p> <p>To realise tools can be used for a purpose</p> <p>To draw lines and circles using gross motor movements</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>To hold a pencil near point between first two fingers and thumb, and uses it with good control</p> <p>To copy some letters, e.g. letters from their name</p>	<p>To give meaning to marks they make as they draw, write and paint</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>To show a preference for a dominant hand</p> <p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To begin to form recognisable letters</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>To show good control and co-ordination in large and small movements</p> <p>To move confidently in a range of ways, safely negotiating space</p> <p>To handle equipment and tools effectively, including pencils for writing</p> <p>To write simple sentences which can be read by themselves and others</p>
Composition	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'</p> <p>To engage in imaginative role play based on own first-hand experiences</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</p>	<p>To link statements and sticks to a main theme or intention</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>To introduce a storyline or narrative into their play</p> <p>To write own name and other things such as labels, captions</p> <p>To attempt to write short sentences in meaningful contexts</p> <p>To play cooperatively as part of a group to develop and act out a narrative</p> <p>To develop their own narratives and explanations by connecting ideas or events</p> <p>To write simple sentences which can be read by</p>

	<p>To use vocabulary focused on objects and people that are of particular importance to them</p> <p>To build up vocabulary that reflects the breadth of their experiences</p>	<p>themselves and others. Some words are spelt correctly and others are phonetically plausible</p> <p>To use language to imagine and recreate roles and experiences in play situations</p> <p>To express themselves effectively, showing awareness of listeners' needs</p>
<u>Vocabulary, Grammar and Punctuation</u>	<p>To begin to understand 'why' and 'how' questions</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played)</p> <p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because')</p>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>To begin to understand the use of Capital Letter, Full Stops and Finger Spaces</p>

Writing Key Stage 1

National Curriculum:

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

	Year 1	Year 2
<u>Spelling</u>	<p>Pupil can usually correctly spell high-frequency words at L&S Phase 5 level or equivalent: e.g. playground, complete</p> <p>Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt</p> <p>Pupil can correctly spell all the days of the week</p> <p>Pupil can name the letters of the alphabet in order</p> <p>Pupil can use letter names to distinguish between alternative spellings of the same sound</p> <p>Pupil can independently and with some inconsistencies use the spelling rule</p> <p>Pupil can independently use the prefix un- in own writing</p> <p>Pupil can independently use the suffixes -ing, -ed, -er and -est in own writing</p> <p>Pupil can independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly</p>	<p>Pupil can usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible</p> <p>Pupil can usually spell single- syllable and multi-syllabic words containing new spellings of known phonemes</p> <p>Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt</p> <p>Pupil can usually place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full</p> <p>Pupil can usually place the possessive apostrophe accurately in singular nouns</p> <p>Pupil can usually distinguish between, and correctly spell, homophones and near- homophones</p> <p>Pupil can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y</p> <p>Pupil can usually remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately</p>
<u>Handwriting</u>	<p>Pupil can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand</p> <p>Pupil can write letters, most of which are correctly formed</p> <p>Pupil can correctly form most capital letters</p> <p>Pupil can independently write all digits 0–9, most of which are correctly formed</p> <p>Pupil can correctly identify all handwriting families and sort most letters into them</p>	<p>Pupil can correctly form most lower-case letters as outlined in the school's handwriting policy, showing some consistency and control over their size. Presentation is neat</p> <p>Pupil can sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy</p> <p>Pupil can form most capital letters, digits and lower-case letters showing good control over the orientation and size</p>

		Pupil can usually leave appropriately sized spaces between words
<u>Composition</u>	<p>Pupil can usually decide on a topic for writing and say what they will write about</p> <p>Pupil can independently compose a sentence orally ready to replicate it in writing</p> <p>Ideas are sequenced appropriately</p> <p>Pupil, usually and independently, re-reads what they have written to check that it makes sense and is beginning to be able to put things right if it doesn't</p> <p>Pupil can listen and sometimes respond by making comments in discussion with teacher about what they have written</p> <p>Pupil can read their writing aloud clearly enough to be heard by their peers and teacher</p>	<p>Pupil can write a narrative about personal experiences and that of others sustaining sufficient features of the given form, such as the correct choice of, and consistent use of, present/past tense including progressive forms of verbs</p> <p>Pupil can write about real events sustaining sufficient features of the given form</p> <p>Pupil can organise writing to reflect the chosen form, some basic layout conventions are used with a variety of words chosen for effect based on the structure of known poems</p> <p>Pupil can write simple narratives, simple poems and simple recounts of real events for different purposes; some evidence of writing stamina</p> <p>Pupil can usually say or record in writing or pictorially their ideas for writing</p> <p>Pupil can, independently, write down some ideas, key words and new vocabulary and use them to improve their own writing</p> <p>Pupil can usually compose and orally rehearse what they want to say, sentence by sentence</p> <p>Pupil can, with the teacher and making reference to success criteria, reflect on what they have written, making suggestions for improvement</p> <p>Pupil can reread their writing to check it makes sense and knows how to correct errors in the use of verbs, including in the continuous form</p> <p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught grammar, spelling patterns and punctuation items</p> <p>Pupil can read their writing aloud with expression to make the meaning clear</p>
<u>Vocabulary, Punctuation and Grammar</u>	<p>Pupil can usually leave spaces between words</p> <p>Confidently and correctly joins words and clauses with 'and'</p> <p>Pupil can demonstrate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately</p> <p>Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing</p>	<p>Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession.</p> <p>Pupil can correctly structure statements, questions, exclamation sentences and commands</p> <p>Pupil can usually use expanded noun phrases to describe and specify</p> <p>Pupil can consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense</p> <p>Pupil can, with some consistency, correctly use subordination and coordination</p>

Writing: Lower Key Stage 2

National Curriculum:

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

	Year 3	Year 4
<u>Spelling</u>	<p>Use further prefixes and suffixes understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	
<u>Composition</u>	<p>Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class</p> <p>Pupil can usually work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use</p> <p>Pupil can usually compose and speak a whole sentence</p> <p>Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each</p> <p>Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story.</p> <p>Pupil can usually marshal their material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk</p> <p>Pupil can usually read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement</p>	<p>Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. They can usually identify the text type by naming it and when prompted describe a context/scenario for using it</p> <p>Pupil can, independently, select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing</p> <p>Pupil can, independently, compose and orally rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures</p> <p>Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write</p> <p>Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail</p> <p>Pupil can usually cluster related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.</p> <p>Pupil can, usually and accurately, assess the effectiveness of their own and others' writing and make improvements</p>

	<p>Pupil can usually identify possible improvements in grammar and vocabulary to their own and others' writing</p> <p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items</p> <p>Pupil can read their writing aloud with expression, loudly and clearly enough to be heard and understood by all</p>	<p>Pupil can, independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text</p> <p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items</p> <p>Pupil can read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation</p>
Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	
Vocabulary, Grammar and Punctuation	<p>Pupil can write an increasing range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing</p> <p>Pupil can select the appropriate tense for the task and apply the new learning across a range of independent writing</p> <p>Pupil can usually choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing</p> <p>Pupil can usually use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing</p> <p>Pupil can decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing</p> <p>Pupil can usually use a range of prefixes to generate new nouns and use them appropriately in their independent writing</p> <p>Pupil can recognise related words from the same word family and usually deduces the meaning of related words correctly</p> <p>Pupil is using inverted commas confidently and consistently to punctuate direct speech</p>	<p>Pupil can use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences</p> <p>Pupil can explain the concept of verb tense. Pupil's writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Pupil is beginning to use the present perfect form in contrast to the past tense</p> <p>Pupil can usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing</p> <p>Pupil can usually use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing</p> <p>Pupil can usually explain the rules for using 'a' or 'an' and give one or two examples of each. Own writing shows some consistency in applying the rules</p> <p>Pupil can usually follow spelling rules to alter the meaning of nouns by adding prefixes; they can give a clear definition of the new noun</p> <p>Pupil can usually group words into two main families according to form and meaning. They can spot the common root words grouped by form</p> <p>Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession commas after fronted adverbials accurately and consistently across a range of independent writing</p>

Writing **Upper Key Stage 2**

National Curriculum:

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

	Year 5	Year 6
<u>Spelling</u>	<p>Pupil can usually spell words with prefixes and suffixes with or without associated changes in spelling</p> <p>Spells most common kn, mb, stle, mn, silent b words correctly</p> <p>Distinguishes and correctly spells most confusing pairs</p> <p>Pupil is usually able to draw on a range of known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words</p> <p>Pupil can usually navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third or fourth letter, then independently read and understand the definition</p> <p>Pupil can usually use a thesaurus to introduce varied and precise vocabulary</p>	<p>Pupil can spell words with prefixes and suffixes with or without associated changes in spelling</p> <p>Spells most common ps, psy, gn and silent n words correctly</p> <p>Distinguishes and correctly spells most confusing pairs</p> <p>Able to draw on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous words</p> <p>Pupil turns confidently and readily to the dictionary to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently reads and understands the definition</p> <p>Pupil can usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language</p>
<u>Composition</u>	<p>Pupil can usually identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing</p> <p>Pupil can usually think aloud and record their ideas, sometimes drawing on independent reading and research</p> <p>Pupil can usually draw on what they have learned about how authors develop characters and settings to help them create their own</p> <p>Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning</p> <p>Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on</p> <p>Pupil can usually précis longer passages</p>	<p>Pupil can identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing. Uses a favourite poem as a model for their own writing</p> <p>Pupil can think aloud and record their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write</p> <p>Pupil can draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own</p> <p>Pupil can usually select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning</p> <p>Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Pupil can usually précis longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions</p>

	<p>Pupil can usually produce internally coherent paragraphs in a logical sequence</p> <p>Pupil can usually use further organisational and presentational devices to structure text and to guide the reader</p> <p>Pupil can usually work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer</p> <p>Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing</p> <p>Pupil can write using tense consistently and correctly throughout</p> <p>Pupil understands that common group nouns take the singular verb form: Pupil can usually identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate</p> <p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items</p> <p>Pupil can perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard</p>	<p>Pupil can produce internally coherent paragraphs in a logical sequence and understands and deploys some hooking devices to create cohesion between paragraphs</p> <p>Pupil can usually use further organisational and presentational devices to structure text and to guide the reader</p> <p>Pupil can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details</p> <p>Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing, making specific suggestions to a writing partner or incorporating such changes in their own writing</p> <p>Pupil can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing</p> <p>Pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing</p> <p>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items</p> <p>Pupil can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<u>Handwriting</u>	<p>Pupil can usually make choices over letter shapes and joins to ensure fluency, legibility and good presentation</p> <p>Pupil can usually select the appropriate writing instrument: e.g. a pencil for making notes, a pen for formal writing</p>	<p>Pupil can make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy</p> <p>Pupil can select the appropriate writing instrument</p>
<u>Vocabulary, Punctuation and Grammar</u>	<p>Pupil can usually convert nouns or adjectives into verbs</p> <p>Pupil can usually use the present perfect form of verbs to mark relationships of time and cause</p> <p>Pupil can usually use expanded noun phrases to convey precise and detailed information concisely</p> <p>Pupil can usually use modal verbs or adverbs to indicate degrees of possibility</p> <p>Pupil can usually use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Pupil can use prefixes to generate new verbs:</p> <p>Pupil can use devices to build cohesion, including adverbials of time, place and number</p> <p>Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs</p>	<p>Pupil can usually convert nouns or adjectives into verbs</p> <p>Pupil can use the passive voice appropriately in independent writing such as writing up a science investigation</p> <p>Pupil confidently uses the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause</p> <p>Pupil can usually use expanded noun phrases to convey complicated information concisely</p> <p>Pupil confidently uses modal verbs or adverbs to indicate degrees of possibility</p> <p>Pupil can usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetic commas</p>

	<p>parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently</p> <p>Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity</p>	<p>Pupil can usually use prefixes to generate new verbs</p> <p>Pupil can usually use devices to build cohesion, including adverbials of time, place and number</p> <p>Pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi- colons within lists. Pupil punctuates bullet points accurately and uses hyphens to avoid ambiguity</p>
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Impact

At a Leadership Level

Eastfield has a clear monitoring cycle of teaching and learning of writing takes place through various means and can be evident through many sources. We use a triangulation process of evidence of what can be seen in the classroom (through observation and learning walks); evidence in literacy books and evidence of writing in the wider curriculum and through monitoring of attainment and progress within writing and the Enquire Curriculum offer. By offering this we can confidently say that children are being offered a wide range of writing genres withing each year group so that skills can be buil on from previous learning.

At a Classroom Level

- Nurture the children's sense of themselves as writers.
- Celebrate success and achievement in writing.
- Encourage children to become enthusiastic, confident and reflective writers.
- Provide purposeful writing opportunities where children write for a variety of audiences.
- Enable children to independently produce high quality writing across all curriculum areas.
- Ensure children know, understand and apply their writing skills in all writing tasks.
- Encourage children to play with language and write for pleasure.
- Ensure children can write using a legible, joined script.

Writing genre coverage for each year group at Eastfield Primary.

Year Group	Writing Genres
Nursery	<p>Mark making (fine and gross motor)</p> <ul style="list-style-type: none"> • Drawing lines and shapes (straight, zig-zog, curved, circles) • Letter formation • Writing name <p>Narrative</p> <ul style="list-style-type: none"> • Traditional tales and fairy tales. (sequencing stories) <p>Non-fiction writing and mark making opportunities</p> <ul style="list-style-type: none"> • Labels, lists and captions (writing initial sounds) • Invitations • Recipes and menus • Posters • Order forms • Poetry (simple rhymes and songs)
Reception	<p>Narrative</p> <ul style="list-style-type: none"> • Traditional tales and fairy tales • Stories with predictable phrasing <p>Non-fiction</p> <ul style="list-style-type: none"> • Labels, lists and captions • Recounts • Letters • Diary entries • Instructions • Basic explanation • Poetry
Year 1	<p>Narrative</p> <ul style="list-style-type: none"> • Stories with predictable phrasing • Stories reflecting children's own experiences • Traditional tales/fairy tales <p>Non-fiction</p> <ul style="list-style-type: none"> • Labels, lists and captions • Recounts • Poetry • Simple non-chronological reports • Instructions • Explanation to illustrate a simple process.
Year 2	<p>Narrative</p> <ul style="list-style-type: none"> • Traditional tales or fairy tales • Stories with recurring language • Traditional tales or myths (creation stories) <p>Non-fiction</p> <ul style="list-style-type: none"> • Explanation • Recount • Report • Instructions • Poetry

Year 3	<p>Narrative</p> <ul style="list-style-type: none"> • Traditional tales or fables • Traditional tales and fairy tales (alternative versions, from a different view point) • Adventure stories (plot) • Write and perform a play <p>Non-fiction</p> <ul style="list-style-type: none"> • Recount • Instructions (giving directions) • Explanations (flow chart to explain process) • Report (note taking, spider diagram) • Persuasion (letter) • Poetry (read and perform free verse, lymmeric, haiku, kennings and poet appreciation)
Year 4	<p>Narrative</p> <ul style="list-style-type: none"> • Traditional tales (myths and quests) • Writing and performing a play • Story settings • Story with a theme related to personal experience <p>Non-fiction</p> <ul style="list-style-type: none"> • Reports (based on notes gathered) • Persuasion • Discussion (consider different sides of an argument) • Explanation (create a flow chart to explain how an invention works) • Poetry (vocabulary building, read and perform free verse, narrative poetry and poet appreciation)
Year 5	<p>Narrative</p> <ul style="list-style-type: none"> • Traditional tale or legends (retell from different perspective) • Suspense and mystery (building up atmosphere and intention) • Fiction from our literary heritage. <p>Non-fiction</p> <ul style="list-style-type: none"> • Recount (biographical account based on research) • Explanation (link to science or geography) • Persuasion (different audiences and purposes) • Instructions (clear introduction and conclusion) • Report (information leaflet) • Discussion (balance discussion following a debate) • Poetry (cinquain, vocabulary building, read and perform free verse, narrative poetry, spoken word, poetry rap and poet appreciation)
Year 6 Focus on study skills	<p>Narrative</p> <ul style="list-style-type: none"> • Fiction genres (short stories) • Review key narrative techniques (creating settings, characters and atmosphere) <p>Non-fiction</p> <ul style="list-style-type: none"> • Explanation (science linked) • Recount (within different roles) • Report (choose non-fiction subject to write about) • Persuasion (construct and argument) • Discussion (debate) • Poetry (vocabulary building, read and perform free verse, structure monologues and poet appreciation)

Non-negotiable writing coverage per half term (based on 6 week half term)

These are the minimum writing opportunities children should be offered every half term during literacy sessions.

- Fiction x2
- Non-fiction
- Poetry