



# Ireby Church of England Primary School

## English writing

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Signed by:

\_\_\_\_\_  \_\_\_\_\_ Head Teacher

Date: 3<sup>rd</sup> September 2023

Next review date: September 2025 or sooner if required

School Governance:

Responsibility of the school leadership

## **Christian vision: 'Created to do Good' Ephesians 2:10**

By instilling our values through our learning and play, it is our hope that our children develop a deeper understanding of themselves and the world around them. We want our children to know that they are part of our local, national and global community and that, in their own way, they can help to make our world better place.

### **Our Aim**

To build children's English skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being healthy, active citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

## **English**

### **Our Intent:**

At Ireby we are committed to teaching our pupils to become skilled writers who develop a comprehensive understanding of words, language and texts as they move through our school. The development of language and vocabulary is central to success and the teaching of spoken language sits hand in hand with development of reading and writing across the curriculum. We nurture children's speaking and listening skills through a variety of approaches: exploratory play, story time, drama, debate and through collaborative learning approaches (see [progression in oracy](#)).

Our intent is clear from Reception and does not alter; our aim is to develop and nurture a love of reading and writing that will last a life time. We believe that through providing rich and meaningful literature experiences the children are consistently exposed to high- quality models of language, grammar and vocabulary across genres. This provides the children with creative opportunities to inspire them to write, read and learn.

### **Implementation**

We equip our children with the skills to be able to write confidently by teaching our grammar skills through our writing lessons to give them purpose and an opportunity to see it modelled in real texts as well as through dedicated grammar lessons. Spelling is taught through a structured spelling scheme, Read, Write, Inc and supported by on-line learning resource, Spelling Shed.

English units are carefully chosen and sequenced to ensure a coverage of rich texts and genres. They support progression in reading fluency, comprehension and grammar which, in turn, support children's progression in writing.

These skills are embedded across all areas of the curriculum and high standards are maintained in all subjects.

Throughout our writing sequences we provide opportunities to write, edit and reflect on our writing. Our children are given many opportunities to write across the curriculum, supporting them to develop a love of literature and a good stamina to write. Genres repeat, and explore texts with increasing depth.

It is important that our children are confident independent writers which we foster by implementing a multitude of activities such as drama, peer talk, modelled and shared writing and use of multimedia to present work.

## Grammar

Throughout Key stage 2, the teaching of grammar is integrated into our teaching of English. As genres and texts are explored, so we take time to understand the grammatical conventions required for those texts. This in turn supports children's reading fluency, comprehension and, by the end of a unit, writing.

In addition to this, we also dedicate two, half hour sessions per week specifically to the teaching of grammar. This is supported by a structured scheme which enables supports children's progression throughout their time in Key Stage 2. These two approaches enable our children to develop a deep understanding of grammatical structure.

Implementation of English will be in-line with our [Curriculum intent, implementation and impact policy](#).

## Our long-term English plans:

### Cycle A:

KS1 Cycle A	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Fiction Stories on a Theme: Farm Stories	Non-Fiction Letters and Postcards: I Am Writing To Tell You...	Poetry Poetic Forms: List Poems	Fiction Humorous Stories Animal Stories	Non-Fiction Information Texts: Big, Bad and Scary!	Poetry Performance Poetry: Poems Out Loud

LKS2 Cycle A	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Fiction Stories on a Theme: Stories that Raise Issues	Non-Fiction Information Texts: Caring for our Local Environment	Fiction Stories by the Same Author: Anthony Browne	Non-Fiction Reports and Recounts: Real- life Mysteries	Fiction Short Stories: Look Both Ways	Non-Fiction Letters and Postcards: Dragon Post
	Poetry Humorous Poems: Revolting Rhymes and Dirty Beasts		Poetry Poetic <a href="#">Forms</a> : Acrostics and Haikus		Poetry Humorous Poems: I Can Make You Laugh	

UKS2 Cycle A	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Fiction Boy in the Tower Dystopian worlds/ sci fi	Non-Fiction Interviews and articles	Fiction Adventure stories: Holes	Non-Fiction <a href="#">Biographies</a> : Rise up	Fiction Short stories: Happy here	Non-Fiction Reports: survivors
	Narrative poetry Poems that tell a story		Poems on a theme Poems by the same poet: Carol Ann Duffy		Poetry Poems on a theme: I am unique	

### Cycle B:

KS1 Cycle B	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Fiction Stories on a Theme: Feelings	Non-Fiction Recounts: Animal Diaries	Poetry Poems on a Theme: Homes and Houses	Fiction Modern Fiction: Contemporary Picture Books	Non-Fiction Summer Instructions: Food Stories	Poetry Poems on a Theme: Animals

LKS2 Cycle B	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Fiction Traditional Tales: The Wolf's Secret	Non-Fiction Reporting: Saving Species	Fiction Stories on a Theme: Daily Life	Non-Fiction Information Texts: Water	Fiction Classic Fiction: Harry's Mad	Non-Fiction Explanations: Modern Technology
	Poetry Poems on a Theme: Poetry from Art		Poetry Poems by the same Poet: Michael Rosen		Poetry Classic Poems: Fun with Sounds and Images	

UKS2 Cycle B	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Fiction Stories on a theme: Difference	Non-Fiction Recounts: Races in frozen places	Fiction Short stories: African stories	Non-Fiction Persuasive writing: Advertising and influencing	Fiction Graphic novels: When stars are scattered	Non-Fiction Instructions and Explanations: Fake news
	Poetry Poems on a Theme: Hope		Poetry Poetry: Portrait poems		Poetry: Classic poetry Selected by Michael Rosen	

## Impact

Through our robust English curriculum that revisits, builds upon and deepens literacy skills each year, children develop the stamina and skills to write at length, use accurate spelling and punctuation and write pieces that are grammatically correct.

They are given purposeful and relevant opportunities to write in a range of ways including narratives, explanations, descriptions, comparisons, summaries and evaluations. They read, write and perform to support their understanding and consolidation of what they have heard or read.

Our school nurtures and understands the value of early reading. This shared ethos can be seen in all classrooms and shared spaces in our school. We have a buzz around books and we love nothing more than sharing our love of books with all our children. We have an extensive and wonderful reading library with a variety of classics and modern literature. We read to our children every day with dedicated reading time where teachers love to share their passion for reading and inspire children to be readers.

## Timetabling and organisation

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6). In Key Stage 1 and 2, English is planned on a two-year rolling programme.

## English End points: Key stage 1 writing

<b>Composition</b>	
<b>Write with purpose</b>	Say first and then write to tell others about ideas.
	Write for a variety of purposes.
	Plan by talking about ideas and writing notes.
	Use some of the characteristic features of the type of writing used.
	Write, review and improve.
<b>Use imaginative description</b>	Use well-chosen adjectives to add detail.
	Use names of people, places and things.
	Use well-chosen adjectives.
	Use nouns and pronouns for variety.
	Use adverbs for extra detail.
	Use well-chosen adjectives to add detail.
<b>Organise writing appropriately</b>	Re-read writing to check it makes sense.
	Use the correct tenses.
	Organise writing in line with its purpose.
<b>Use paragraphs</b>	Write about more than one idea.
	Group related information
<b>Use sentences appropriately</b>	Write so that other people can understand the meaning of sentences.
	Sequence sentences to form clear narratives.
	Convey ideas sentence by sentence.
	Join sentences with conjunctions and connectives.
	Vary the way sentences begin.

<b>Transcription</b>	
<b>Present neatly</b>	Sit correctly and hold a pencil correctly.
	Begin to form lower-case letters correctly.
	Form capital letters.
	Form digits 0-9.
	Understand letters that are formed in similar ways.
	Form lower-case letters of a consistent size.
	Begin to join some letters.
	Write capital letters and digits of consistent size.
	Use spacing between words that reflects the size of the letters.
	Sit correctly and hold a pencil correctly.
<b>Spell Correctly</b>	Spell words containing 40+ learned phonemes.
	Spell common exception words (the, said, one, two and the days of the week).
	Name letters of the alphabet in order.
	Use letter names to describe spellings of words.
	Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).
	Use the prefix un.
	Use suffixes where no change to the spelling of the root word is needed: <b>helping</b> , <b>helped</b> , <b>helper</b> , <b>eating</b> , <b>quicker</b> , <b>quickest</b> .
	Use spelling rules.
	Write simple sentences dictated by the teacher.
	Spell by segmenting words into phonemes and represent them with the correct graphemes.
	Learn some new ways to represent phonemes.
	Spell common exception words correctly.
	Spell contraction words correctly (can't, don't).
	Add suffixes to spell longer words (-ment, -ness, -ful and -less).
	Use the possessive apostrophe. (singular) (for example, the girl's book)
	Distinguish between homophones and near-homophones.
<b>Punctuate accurately</b>	Leave spaces between words.
	Use the word 'and' to join words and sentences.
	Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
	Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
	Use sentences with different forms: statement, question, exclamation and command.
	Use extended noun phrases to describe and specify (e.g. the blue butterfly).
	Use subordination (when, if, that or because).
	Use coordination (or, and, but).
	Use some features of standard written English.
	Use the present and past tenses correctly, including the progressive form.
<b>Analysis and presentation</b>	
<b>Analyse writing</b>	Discuss writing with the teacher and other pupils.
	Use and understand grammatical terminology in discussing writing:
	<b>Year 1</b>
	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.
	<b>Year 2</b>
	Use and understand grammatical terminology in discussing writing:
	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.

<b>Present Writing</b>	Read aloud writing clearly enough to be heard by peers and the teacher.
	Read aloud writing with some intonation.

## Lower Key Stage 2

<b>Composition</b>	
<b>Write with purpose</b>	Use the main features of a type of writing (identified in reading).
	Use techniques used by authors to create characters and settings.
	Compose and rehearse sentences orally.
	Plan, write, edit and improve.
<b>Use imaginative description</b>	Create characters, settings and plots.
	Use alliteration effectively.
	Use similes effectively.
	Use a range of descriptive phrases including some collective nouns.
<b>Organise writing appropriately</b>	Use organisational devices such as headings and sub headings.
	Use the perfect form of verbs to mark relationships of time and cause.
	Use connectives that signal time, shift attention, inject suspense and shift the setting.
<b>Use paragraphs</b>	Organise paragraphs around a theme.
	Sequence paragraphs.
<b>Use sentences appropriately</b>	Use a mixture of simple, compound and complex sentences.
	Write sentences that include: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases.</li> </ul>
<b>Transcription</b>	
<b>Present neatly</b>	Join letters, deciding which letters are best left un-joined.
	Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
<b>Spell correctly</b>	Use prefixes and suffixes and understand how to add them.
	Spell homophones correctly.
	Spell correctly often misspelt words.
	Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
	Use the first two or three letters of a word to check its spelling in a dictionary.
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
<b>Punctuate accurately</b>	Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>Using the present perfect form of verbs in contrast to the past tense.</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>Using conjunctions, adverbs and prepositions to express time and cause.</li> </ul>

	Using fronted adverbials.
	Indicate grammatical and other features by:
	Using commas after fronted adverbials.
	Indicating possession by using the possessive apostrophe with plural nouns.
	Using and punctuating direct speech.
<b>Analysis and presentation</b>	
<b>Analyse writing</b>	Use and understand grammatical terminology when discussing writing and reading:
	Year 3
	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.
	Year 4
	Pronoun, possessive pronoun, adverbial.
<b>Present writing</b>	Read aloud writing to a group or whole class, using appropriate intonation.

## Upper key Stage 2

<b>Composition</b>	
<b>Write with purpose</b>	Identify the audience for writing.
	Choose the appropriate form of writing using the main features identified in reading.
	Note, develop and research ideas.
	Plan, draft, write, edit and improve.
<b>Use imaginative description</b>	Use the techniques that authors use to create characters, settings and plots.
	Create vivid images by using alliteration, similes, metaphors and personification.
	Interweave descriptions of characters, settings and atmosphere with dialogue.
<b>Organise writing appropriately</b>	Guide the reader by using a range of organisational devices, including a range of connectives.
	Choose effective grammar and punctuation.
	Ensure correct use of tenses throughout a piece of writing.
<b>Use paragraphs</b>	Write paragraphs that give the reader a sense of clarity.
	Write paragraphs that make sense if read alone.
	Write cohesively at length.
<b>Use sentences appropriately</b>	Write sentences that include: <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points</li> </ul>
Transcription	
Present neatly	Write fluently and legibly with a personal style.
Spell correctly	Use prefixes appropriately.

	Spell some words with silent letters (knight, psalm and solemn).
	Distinguish between homophones and other words that are often confused.
	Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
	Use dictionaries to check spelling and meaning of words.
	Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
	Use a thesaurus.
	Spell the vast majority of words correctly.
<b>Punctuate accurately</b>	Develop understanding of writing concepts by:
	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
	Using passive verbs to affect the presentation of information in a sentence.
	Using the perfect form of verbs to mark relationships of time and cause.
	Using expanded noun phrases to convey complicated information concisely.
	Using modal verbs or adverbs to indicate degrees of possibility.
	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
	Indicate grammatical and other features by:
	Using commas to clarify meaning or avoid ambiguity in writing.
	Using hyphens to avoid ambiguity.
	Using brackets, dashes or commas to indicate parenthesis.
	Using semi-colons, colons or dashes to mark boundaries between independent clauses.
	Using a colon to introduce a list.
	Punctuating bullet points consistently.
<b>Analysis and presentation</b>	
<b>Analyse writing</b>	Use and understand grammatical terminology when discussing writing and reading:
	<b>Year 5</b>
	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.
	<b>Year 6</b>
	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
<b>Present writing</b>	Perform compositions, using appropriate intonation and volume.



## Monitoring and evaluation of effectiveness of this policy

The headteacher and English subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our English leader will sample English lessons during the year
Pupil voice	Samples on English during year, Governors reading to children weekly including PPG
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader

### The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

### Monitoring and review of this policy

Senior leaders monitor the school's English policy so that we can take account of new initiatives and research or any changes in the English curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or sooner if required.



