

Writing at Soudley

The overarching aim for English (WRITING ELEMENTS) in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of written language, and to develop their love of literature.

The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and a good knowledge of linguistic conventions for writing
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

The programmes of study for writing at key stages 1 and 2 are as follows:

1. TRANSCRIPTION (spelling and handwriting)

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.

2. COMPOSITION (articulating ideas and structuring them in speech and writing)

Effective composition involves 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. 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.

It is essential that teaching develops pupils' competence in these 2 dimensions. At Soudley School, we make every effort to address the needs of all children and so the activities presented will feature differentiation, extension and will be suitably modified and/or supported for those with SEND.

When working within TRANSCRIPTION (1) we want our pupils to have developed:

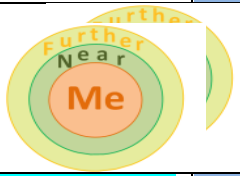
- a. The ability to write fluently and legibly – a good degree of automaticity, speed, accuracy and clarity
- b. A good ability to use the range of punctuation taught (AND ASSOCIATED GRAMMAR) to support fluency
- c. Good spelling skills and knowledge
- d. Good presentation skills including organising and structuring writing according to genre features, audience and purpose

When working within COMPOSITION (2) we want our pupils to have developed:

- a. The understanding to be able to plan effectively
- b. The understanding to be able to evaluate well
- c. The skills and knowledge needed to revise writing (CIC...)
- d. The ability to write with interesting detail in different genres and on a range of topics throughout the curriculum
- e. An ability to write imaginatively with styles which enable readers to engage with and enjoy the writing

- f. A highly developed vocabulary
- g. A good ability to use the range of punctuation (AND ASSOCIATED GRAMMAR) taught for clear purposes and effects
- h. An excellent knowledge of writing techniques to extend the quality of a piece
- i. A love of writing and an appreciation of its educational, cultural and entertainment values

Italic items are from the National Curriculum

	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	
 <p>Our school wide curriculum design allows all pupils to explore their world from a personal, local and global perspective</p>					
<p>SCHOOL BASED NON-NEGOTIABLES</p> <p>INCLUSION:</p> <p>ADJUSTED FOR MP/MP+/EHCP (E.G.= YOUNGER AGE)</p>	<p>CORRECT LETTER FORMATION</p> <p>FINGER SPACES</p>	<p>Year 1</p> <p>WRITE ON THE LINE</p> <p>FORM CAPITAL LETTERS</p> <p>CORRECTLY USED AT START OF SENTENCES</p> <p>FULL STOPS</p>	<p>Year 2</p> <p>ASCENDERS, DESCENDERS AND CONSISTENT LETTER SIZE</p> <p>DIGITS FORMED CORRECTLY</p> <p>QUESTION/ EXCLAMATION MARKS</p> <p>COMMAS FOR LISTS</p> <p>RED WORDS</p> <p>SPELT CORRECTLY</p>	<p>CORRECTLY JOINED HANDWRITING</p> <p>USE TARGET</p> <p>CORRECT USE OF CAPITALS</p> <p>CCIIICC YOUR WORK</p> <p>COMMAS FOR RANGE OF PURPOSES</p> <p>SLOW WRITE ELEMENTS EMERGING</p>	<p>PRESENTATION</p> <p>USE TARGET EFFECTIVELY</p> <p>PLAN FEATURES</p> <p>SLOW WRITE ELEMENTS SECURED</p> <p>PUNCTUATION</p> <p>VERBS/COHESION</p> <p>CCIIICC</p>
<h1>1 TRANSCRIPTION</h1>					
<ul style="list-style-type: none"> a. The ability to write fluently and legibly – a good degree of automaticity, speed, accuracy and clarity b. A good ability to use the range of punctuation taught to support fluency c. Good spelling skills and knowledge d. Good presentation skills including organising and structuring writing according to genre features, audience and purpose 					
<p>1a. Fluency/ legibility</p>	<p>Gross motor skills activities</p> <p>Fine motor skills activities</p> <p>Left to write orientation</p> <p>Grip on markers</p>	<p><i>Y1 - Sit correctly at a table, holding a pencil comfortably and correctly</i></p>	<p><i>Y3&4 Use the diagonal and horizontal strokes that are needed to join letters and understand which</i></p>	<p><i>Y5&6 Write legibly, fluently and with increasing speed by:</i></p>	

	<p>Patterns, colouring Correct sitting + body position Two hands for writing Free writing RWI – letter formation/sound – leaders and feeders Joining celebrated EMERGENT WRITING with book writing examples</p>	<p><i>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</i> <i>Form capital letters</i> <i>Form digits 0-9</i> <i>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</i></p> <p>Y2 <i>Form lower-case letters of the correct size relative to one another</i> <i>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</i> <i>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</i> <i>Use spacing between words that reflects the size of the letters</i></p> <p>RWI - letter formation/sound Learning skills – letter formation - leaders and feeders Joining encouraged (Y2 – growing expectation) Taught organisational and presentation skills Y1 Emergent writing used but then also book writing Y2 book writing</p> <p><i>Y1 - Write from memory simple sentences dictated by the teacher that include words</i></p>	<p><i>letters, when adjacent to one another, are best left unjoined</i> <i>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</i></p> <p>(RWI for some) Joining expected non-negotiable (extra support for those who cannot) Developing organisational and presentation skills</p> <p>Y3&4 <i>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</i></p>	<p><i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i> <i>Choosing the writing implement that is best suited for a task</i></p> <p>Own joined style developed Independent skills of organisation and presentation</p>
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		<p>Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Apply simple spelling rules and guidance, as listed in English appendix 1</p> <p>Y2 Spell by: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Larning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl’s book] Distinguishing between homophones and near-homophones Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English appendix 1</p>		<p>Use a thesaurus</p>
<p>1d. Organising/ structures</p>	<p>Sentences - statements ('clause' used) Informal lists Simple sentences Basic compound sentences</p>	<p>Sentences/clauses – statements, question, exclamatory, commands Organised lists commas/bullets Simple sentences Compound sentences</p>	<p>Sentences/clauses – statements, question, exclamatory, commands Organised lists commas/bullets Simple sentences Compound sentences</p>	<p>Sentences/clauses – statements, question, exclamatory, commands Organised lists commas/bullets Simple sentences Compound sentences</p>

			Basic complex sentences Parenthesis () - Adverbial openers	Basic complex sentences Parenthesis () - , Adverbial openers Relative clauses Independent/dependent clauses English appendix 2
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Questioning within transcription

QUESTIONING	What must a sentence have at the beginning/end? Can you read this back to me?	How do I know this is a sentence? Can I read your work?	Tell me about your sentences? What does this sort of sentence do?	Why have you chosen to use xxx type of sentence? How else could you have written this?
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2 COMPOSITION

- a. The understanding to be able to plan effectively
- b. The understanding to be able to evaluate well
- c. The skills and knowledge needed to revise writing (CIC...)
- d. The ability to write with interesting detail in different genres and on a range of topics throughout the curriculum
- e. An ability to write imaginatively with styles which enable readers to engage with and enjoy the writing
- f. A highly developed vocabulary
- g. A good ability to use the range of punctuation and grammar taught for clear purposes and effects
- h. An excellent knowledge of writing techniques to extend the quality of a piece
- i. A love of writing and an appreciation of its educational, cultural and entertainment values

2a.Plan	Discuss ideas for writing Mighty writer Talk for writing	Discuss ideas for writing – basic planning undertaken Mighty writer Talk for writing Y1 Saying out loud what they are going to write about Composing a sentence orally before writing it Y2 - Consider what they are going to write before beginning by:	Discuss ideas for writing – range of given models used for planning Mighty writer Talk for writing/Slow writing Y3&4 <i>Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas</i>	Discuss ideas for writing – range of models chosen for planning – include target, Talk for writing/slow writing ideas, vocabulary choices... Y5&6 <i>Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary</i>
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		<p>Planning or saying out loud what they are going to write about Writing down ideas and/or keywords, including new vocabulary Encapsulating what they want to say, sentence by sentence</p>		<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
2b. Evaluate	<p>Show pride in written accomplishments Look at others' work and discuss Look at others' work and suggest changes</p>	<p>Show pride whilst also developing the idea that things can be improved Look at others' work and describe changes to improve</p> <p>Y1 Discuss what they have written with the teacher or other pupils</p> <p>Y2 Evaluating their writing with the teacher and other pupils</p>	<p>Become active in checking and improving work Look at others' work and make changes to improve Y3&4 Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Be proactive and habitual in checking and improving written work Look at others' work and make changes to improve</p> <p>Y5&6 Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
2c. Revise	<p>In summer terms in reception begin to respond to feedback in changing or improving some basic elements of written work</p>	<p>Begin to CIC – checking and looking for basic improvements CIC viewers With support check and change own work for highlighted/indicated errors</p> <p>Y1</p>	<p>Developing CCIICC CCIICC viewers</p> <p>Y3&4 Proofread for spelling and punctuation errors</p>	<p>Embedded CCIICCC CCIICCC viewers</p> <p>Y5&6 Proofread for spelling and punctuation errors</p>

		<p>Re-reading what they have written to check that it makes sense</p> <p>Y2 Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p>		
<p>2d. Detail, genre and topics</p>	<p>Exposure to different genre Discuss basic features</p>	<p>Further exposure to a greater range of genre examples Exploring genre for the characteristic features and structures</p> <p>Y1 sequencing sentences to form short narratives</p> <p>Y2- Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes</p>	<p>Further exposure to a greater range of genre examples In depth exploration of genre for the characteristic features and structures SEE PLANNING ABOVE</p> <p>Y3&4 Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 Organising paragraphs around a theme In narratives, creating settings, characters and plot</p>	<p>Further exposure to a greater range of genre examples Using examples from different genre</p> <p>Y5&6 Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to</p>

			<i>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i>	<i>structure text and to guide the reader [for example, headings, bullet points, underlining]</i>
2e. Engagement	Highly accessible and achievable activities. SC align with Non negotiable. Lower challenge increasing to some increased challenge High praise for all attempts and outcomes. Class/whole school recognition/celebration of writing/mark making attempts	Accessible, achievable activities with target and SC to match expectations. Greater challenge but with increasing preparation and scaffolding. Positive praise according to effort made. Class/whole school recognition/celebration of writing attempts Y1 <i>Read their writing aloud, clearly enough to be heard by their peers and the teacher</i> Y2 <i>Read aloud what they have written with appropriate intonation to make the meaning clear</i>	Accessible, achievable activities with target and 2 SC to match expectations. Greater challenge but with appropriate preparation and scaffolding Praise according to effort made and how they have met the challenge and SC/target. Class/whole school recognition/celebration of writing attempts Y3&4 <i>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</i>	Accessible, achievable activities with target and 2 SC to extend expectations. Greater challenge but with appropriate preparation. Praise according to effort made and how they have met the challenge and SC/target. Class/whole school recognition/celebration of writing attempts Y5&6 <i>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</i>
2f. Vocabulary	Using the school methods for developing vocabulary and knowledge, e.g. Low stakes/high frequency quizzes, forgetting curve interruption activities, word walls, theme work and foci... English appendix 1 English appendix 2			
2g. Punctuation for effect(AND ASSOCIATED GRAMMAR)	CL . Exposure to other marks	CL . , ? ! () bullets ‘ Exposure to other marks Y1 <i>Leaving spaces between words Joining words and joining clauses using ‘and’ Beginning to punctuate sentences using a capital letter</i>	. , ? ! () bullets ‘ ... “ ” - (dash) Exposure to other marks Y3&4 <i>Develop their understanding of the concepts set out in English appendix 2 by: Extending the range of sentences with more than one</i>	. , ? ! () bullets ‘ ... “ ” ‘ ’ - (dash) - (hyphen) : ; Y5&6 <i>Develop their understanding of the concepts set out in English appendix 2 by:</i>

and a full stop, question mark or exclamation mark
Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Learning the grammar for year 1 in [English appendix 2](#)
Use the grammatical terminology in [English appendix 2](#) in discussing their writing

Y2 - Develop their understanding of the concepts set out in [English appendix 2](#) by Learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Learn how to use:
Sentences with different forms: statement, question, exclamation, command
Expanded noun phrases to describe and specify [for example, the blue butterfly]
The present and past tenses correctly and consistently, including the progressive form
Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
The grammar for year 2 in [English appendix 2](#)
Some features of written Standard English

clause by using a wider range of conjunctions, including: when, if, because, although
Using the present perfect form of verbs in contrast to the past tense
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Using conjunctions, adverbs and prepositions to express time and cause
Using fronted adverbials
Learning the grammar for years 3 and 4 in [English appendix 2](#)
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

Use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately when discussing their writing and reading

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 (ie omitted) relative pronoun
Learning the grammar for years 5 and 6 in [English appendix 2](#)

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 semicolons, colons or dashes to mark boundaries between independent clause
Using a colon to introduce a list
Punctuating bullet points consistently
Use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately in discussing their writing and reading

		Use and understand the grammatical terminology in <i>English appendix 2</i> in discussing their writing		
2h. Techniques	These progress in line with the above elements of grammar and punctuation(2g) (REFER TO GOOGLE DRIVE > GRAMMAR AND PUNCTUATION and Appendix 2 of NC – see link below); detail, genre and topics (2d) and planning, evaluation and revision (2a, 2b and 2c) EG Y5&6 Using a wide range of devices to build cohesion within and across paragraphs			
2i. Love/ appreciation	Enjoyment of others' writing Promotion of enjoyment of writing	Enjoyment of others' writing Promotion of enjoyment of writing	Enjoyment of others' writing Promotion of enjoyment of writing	Enjoyment of others' writing Promotion of enjoyment of writing
Questioning within composition				
QUESTIONING				
	Writing Capital: ALL CURRICULUM AREAS AND SPECIFIC LANGUAGE AS PER UNIT PLANNERS Curriculum Drivers Foresters Forest and Contrasting Coasts: Make links in DRIPS/ RICH / Guided Reading /PATHFINDER STARTERS / WHAT IF.....? /CROSS CURRICULAR LINKS/FORGETTING CURVE Use of Soudley Ponds, school grounds, Soudley Village, Heritage Centre, visits to Coast. TRIPS – STAFF CPD AND ONGOING RESOURCE – CREATE AND USE SPECIFIC VOCABULARY FOR THAT SITE			

WRITING ASSESSMENT

FORMAL SUMMATIVE ASSESSMENTS

Y1 Phonic screening

Y2 Teacher Assessment

Y6 Teacher Assessment

Using the National Curriculum Assessment Frameworks, Gov.uk Exemplar materials and assessment guidance, in school and extra–school (LA/local groups/training providers) moderation, Writing target progress and evidence, Pathfinder notes, Integra Non-negotiables and the matrix above staff can make a judgement through day-to-day activities and teacher/TA knowledge of that child in addition to more formalised situations or tasks set up to teach/assess writing.

NFERs – SATs style/formal layout with assessment questions to provide standardized scores

QLA; an ongoing assessment to highlight successes and areas for development – this is one through the NFER analysis tool and highlights curriculum areas.

Assessments are termly and cover Reasoning, Problem Solving and Arithmetic.

Insight Tracker – currently uses Integra objectives for teachers to assess the children.

- Objectives should be populated 3 times a year with assessments of the objectives that have been taught so far, and/or mopped up i.e. a child may be a 1 for an objective after initial teaching/assessment, but with further intervention and/or deliberate practice may progress on to a 2
- Main assessment to be update termly (3 times a year)
- NFER scores to be populated on Insight Tracker

Early Years – will be teacher assessed based on Early Years Framework. Termly a tracker will be uploaded onto One Drive for Leads to access to stipulate whether children are on track or not.

PLEASE REFER TO

- INTEGRA NON-NEGOTIABLES TO HIGHLIGHT REQUIREMENTS AT DIFFERENT AGES ACROSS THE WRITING REQUIREMENTS
- D of E exemplar materials
- D of E Assessment frameworks for KS1 and KS2
- RWI materials
- No nonsense spelling scheme

Please also see the appendices: [*English appendix 1*](#) & [*English appendix 2*](#)

National Curriculum Spelling Appendix 1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

National Curriculum Vocabulary, Grammar and Punctuation Appendix 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf