

## WRITING DEVELOPMENT

- Y5
- Add phrases to make sentences more precise and detailed
  - Use range of sentence openers—judging the impact or effect needed
  - Begin to adapt sentence structure to text type
  - Use pronouns to avoid repetition
  - Indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will)
  - Use the following to indicate parenthesis: brackets, dashes, commas
  - Use commas to clarify meaning or avoid ambiguity
  - Link clauses in sentences using a range of subordinating and coordinating conjunctions
  - Use verb phrases to create subtle differences (eg she began to run)
  - Consistently organise into paragraphs
  - Link ideas across paragraphs using adverbials of time (eg later) place (eg nearby) and number (eg secondly)
- Y6
- Use subordinate clauses to write complex sentences
  - Use passive voice where appropriate
  - Use expanded noun phrases to convey complicated information concisely
  - Use a sentence structure and layout matched to the requirements of the text type
  - Use semi-colon, colon or dash to mark the boundary between independent clauses
  - Use a colon to introduce a list and semi-colon within a list
  - Use correct punctuation of bullet points
  - Use hyphens to avoid ambiguity
  - Use full range of punctuation matched to requirements of the text type
  - Use a wide range of devices to build cohesion within and across paragraphs
  - Use paragraphs to signal change in time, scene, action, mood or person
  - Write legibly, fluently and with increasing speed



### Finding out more...

Some good websites for developing English skills include:

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Exploring phonics

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

Spelling

[www.spellingcity.co.uk](http://www.spellingcity.co.uk)

<http://www.bbc.co.uk/skillswise/topic-group/spelling>

<http://www.crickweb.co.uk/ks2literacy.html>

Writing

<http://www.bbc.co.uk/bitesize/ks2/english/writing/>

Reading

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

<http://www.topmarks.co.uk/english-games/7-11-years/reading>

Want to brainstorm your own 'out of the box' way to teach at home

[www.pinterest.com](http://www.pinterest.com)

Free printable resources



# Spotlight on Writing

**Our Vision:** We believe that writing is a fundamental skill within the curriculum, which enables pupils to express themselves creatively and imaginatively, to communicate effectively and confidently with others and to participate fully in the communities and society in which they live.

**Subject Leader:** Miss Bispham (English leader)

### The National Curriculum Purpose of Study for English

“English has a pre-eminent place in education and society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others through their reading and listening, others can communicate with them. Through reading in particular, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

### Writing at Milton Court:

Writing is taught throughout the week during daily English lessons and across the curriculum. Writing is always contextualised by our exciting Cornerstones topics. Our topic books and our English books are one and the same encouraging children to think about their writing within every topic lesson, broadening and deepening knowledge and understanding. Our English lessons often build toward a big write ensuring children have the knowledge and skills to write confidently. Our Cornerstones curriculum ensures that lots of text-led English is happening across the school providing children with strong models of writing. This works to embed the links between reading and writing too. We also run a text-led literacy week, once per term, to further celebrate books and writing together as a whole school.

### What we are good at:

- \* Celebrating text-led literacy.
- \* Steeping our writing in engaging topics, thanks to our Cornerstones curriculum.
- \* Having embedded procedures in place for marking and feedback for children's written work.

### Things we are working on:

- \* Encouraging writing for pleasure through a broader range of challenges and activities i.e. pen-palls with another school.
- \* Using ICT to enhance our ability in writing.
- \* Embedding high quality marking and feedback in every year group.



# Non-negotiables in Writing

We look at and develop writing skills throughout our wide curriculum. As a result, we cover the Early Years and National Curriculum requirements and go further to extend children's knowledge and understanding. Underpinning our curriculum delivery throughout years 1-6 are non-negotiable skills that we ensure are taught, embedded and applied in each year group. Our aim is that every child has a firm understanding of these key skills within their year group expectations as a minimum.

In the Early Years Writing is looked at through....

Key skill expectations for each year group are shown below.

## Writing in the Early Years.

Children have open access to a writing area. They are encouraged to use a variety of resources and activities to explore mark making and writing. Children begin formal phonic lessons in year R ensuring a strong foundation for the curriculum in year 1.

## THE NATIONAL CURRICULUM

**KS1 & KS2** The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

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.



## WRITING DEVELOPMENT

Y1

- Write clearly demarcated sentences
- Use 'and' to join ideas
- Use conjunctions to join sentences (eg so, but)
- Use standard forms of verbs eg go / went
- Introduce use of capital letters, full stops, question marks, exclamation marks
- Use capital letters for names and personal pronoun 'I'
- Write a sequence of sentences to form a short narrative (as an introduction to writing in paragraphs)
- Use the correct formation of lower case letters—finishing in right place
- Use correct formation of capital letters
- Use the correct formation of digits

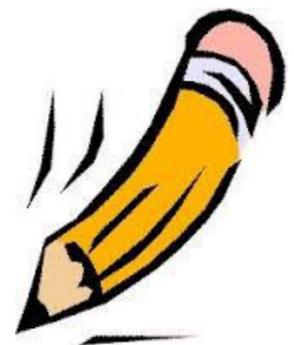


Y2

- Write different kinds of sentence: statement, question, exclamation, command
- Use expanded noun phrases to add description and specification
- Write using subordination (when, if, that, because) and co-ordination (or, and, but)
- Correct and consistent use of present tense and past tense
- Correct use of verb tenses
- Write with correct and consistent use of: capital letters, full stops, question marks, exclamation marks
- Use commas in a list
- Use apostrophe to mark omission and singular possession in nouns
- Write under headings
- Write lower case letters correctly sized relative to one another
- Show evidence of diagonal and horizontal strokes to join

Y3

- Use conjunctions (when, so, before, after, while, because)
- Use adverbs (eg then, next, soon, therefore)
- Use prepositions (eg before, after, during, in, because of)
- Experiment with adjectives to create impact
- Correctly use verbs in 1st, 2nd and 3rd person
- Use perfect form of verbs to mark relationships of time and cause
- Use inverted commas to punctuate direct speech
- Group ideas into basic paragraphs
- Write under headings and sub-headings
- Write with increasing legibility, consistency and fluency



Y4

- Vary sentence structure using different openers
- Use adjectival phrases (eg biting cold wind)
- Use appropriate choice of noun or pronoun
- Use fronted adverbials
- Use apostrophe for plural possession
- Use a comma after a fronted adverbial (eg Later that day, I heard bad news)
- Use commas to mark clauses
- Use inverted commas and other punctuation to punctuate direct speech
- Use paragraphs to organise ideas around a theme
- Use connecting adverbs to link paragraphs
- Write with increasing legibility, consistency and fluency

