



Strategy for Writing 2019



At Wycliffe Primary School we aim to teach the skills of writing and a love of writing so that our children

- develop enjoyment and pleasure in writing
- have opportunities to write for a range of real purposes and audiences
- understand the skills and processes that are essential for writing: thinking aloud and re-reading their writing to check their meaning is clear
- when spelling, have opportunities to practise using both their phonics knowledge and develop independent spelling strategies
- when writing, form their letters correctly and confidently, writing with a joined fluent style
- know and use grammar terminology to talk about their writing and how it helps a reader to understand and enjoy what they have written

Our teaching objectives cover five key areas:

1. Composition
2. Vocabulary, grammar and punctuation
3. Transcription (spelling)
4. Handwriting
5. Terminology

Progression in learning across these key areas looks like this :

| Composition | | | | | | |
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| EYFS I can write simple sentences which can be read by myself and others. | 1 I can say out loud what I am going to write about. I can reread what I have written to check it makes sense. | 2 I can evaluate my writing with a teacher and other pupils. I can proof read my writing to check for errors in spelling, punctuation and grammar. | 3 I can use others' writing to plan my own. I can evaluate my own and others' writing and suggest improvements. | 4 I can evaluate my writing and consider the effect of my writing on the reader. | 5 I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | 6 I can select appropriate grammar and vocabulary, understanding how these choices can change and enhance meaning. I can identify the audience for and purpose of my writing, selecting the appropriate form. |
| Sentence | | | | | | |
| EYFS I can write simple sentences | 1 I know how words can go together to make sentences. I use simple sentences and sometimes join them using 'and' | 2 I use coordination: or, and, but. I use subordination: when, if, that, because. I can use adjectives to expand my noun phrases to describe and specify (e.g. <i>the blue butterfly, plain flour, the man in the Moon</i>) I can use the four sentence types: statement, question, exclamation, command. | 3 I can use conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>) to express time, place and cause. | 4 I can use preposition phrases to expand my noun phrases. I can use fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) | 5 I can use relative clauses beginning with <i>who, which, where, when, whose, that</i> , (e.g. <i>the dog, who was hiding under a bush, ran out and scared the neighbour</i>) or an omitted relative pronoun (e.g. instead of <i>the house that he owns, the house he owns</i>) I can use adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>) to indicate degrees of possibility. | 6 I can use the passive voice to make my writing more effective (e.g. <i>I packed the bags</i> versus <i>All the bags were packed</i>) I can use the subjunctive form to make my writing more formal. I can use an informal tone where appropriate (e.g. when talking to the reader or in dialogue) |
| Punctuation | | | | | | |
| EYFS I can attempt to use finger spaces, capital letters and full stops. | 1 I use finger spaces. I am beginning to use capital letters, full stops, question marks and exclamation marks. I can use capital letters for names and I. | 2 I can use capital letters, full stops, question marks and exclamation marks. I can use commas to separate items in a list. I am beginning to use apostrophes to mark where letters are missing and to mark singular possession. | 3 I am beginning to use inverted commas. | 4 I can use inverted commas and a comma after the reporting clause. I put closing punctuation within inverted commas. I can use apostrophes to mark singular and plural possession. I can use commas after fronted adverbials. | 5 I can use brackets, dashes or commas to indicate parenthesis. I can use commas to clarify meaning or avoid ambiguity. | 6 I can use a colon to introduce a list and use semi-colons within the list. I can use the semi-colon, colon and dash to mark the break in a sentence (e.g. <i>It's raining; I'm fed up</i>) I can use the punctuation of bullet points to list information (refer to grammar dictionary) I can use hyphens to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>) |
| Text | | | | | | |

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| EYFS I can develop my own narratives and explanations by connecting ideas and events. | 1 I can sequence sentences to form short narratives. | 2 I can choose correctly when to use the present and past tense. I can use the progressive form of verbs in the present and past tense where appropriate (e.g. <i>she is drumming, he was shouting</i>). | 3 I can use the present perfect form of verbs (e.g. <i>He has gone out to play instead of He went to play</i>). I can begin to use paragraphs to group information. I can use headings and subheadings. | 4 I can use paragraphs to organise ideas around a theme. I can choose an appropriate pronoun or noun to avoid repetition. | 5 I can use different pronouns and adverbs to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>). I can link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), tense (e.g. <i>he had seen her before</i>) and number (e.g. <i>secondly</i>). | 6 I can link ideas across paragraphs using repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis. I can use headings, subheadings, columns, bullets or tables to structure my text. |
| Transcription (spelling) | | | | | | |
| EYFS I can use my phonics knowledge to write words which match my spoken sounds. I can write some irregular common words. See long term plan for phonics and spelling. | 1 I can spell the Y1 common exception words. I can spell regular plural words ending in -s or -es. I can add -s and -es to verbs (e.g. <i>he walks, he argues</i>). I can add the prefix -un. I can use the suffixes -ing, -ed, -er and -est where the root word doesn't change. | 2 I can spell the Y2 common exception words. I know how to spell homophones and near homophones. I can add suffixes (-ness, -er, -ful, -less, -est, -ly, -ment). | 3 I can spell many of the Y3/4 common exception words. I can choose whether to use a or an in front of a noun. | 4 I can spell the Y3/4 common exception words. I can use further prefixes (<i>dis, mis, in, im, re, sub, inter, super, anti, auto</i>) and suffixes (<i>-ation, -ous, -sion, -sure, -ture, ssion, -cian</i>). I can choose whether to use was or were in front of a verb. | 5 I can spell many of the Y5/6 common exception words. I can create verbs from nouns or adjectives using suffixes (e.g. <i>-ate, -ise, -ify</i>). I can use verb prefixes (e.g. <i>dis, de, mis, over</i> and <i>re</i>) | 6 I can spell the Y5/6 common exception words. I can use synonyms and antonyms. |
| Handwriting | | | | | | |
| EYFS I can sit correctly at a table when writing. I can hold my pencil using a tripod grip. I can correctly form my letters. | 1 I can write capital and lower case letters. I can start and finish my letters in the right place. I can write numbers 0-9. | 2 I can write lower case, capital letters and numbers that are the right size. I can join my letters in the right places. | 3 I can use cursive handwriting consistently. | 4 My handwriting is cursive and neat (e.g. descenders and ascenders do not touch). | 5 I can write cursively at speed whilst still presenting my work neatly. | 6 I have developed my own personal style of handwriting. |
| Terminology for pupils | | | | | | |
| EYFS Letter, word, sentence, write, capital letter, full stop, finger space. | 1 Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. | 2 Noun, noun phrase, statement, question, exclamation, command, main clause, subordinating conjunction, co-ordinating conjunction, compound, adjective, verb, adverb, suffix, tense (past, | 3 Adverb, preposition, conjunction, word, family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, | 4 Determiner, pronoun, possessive pronoun, adverbial. | 5 Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. | 6 Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points. |

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| | | present), progressive form of verbs, apostrophe, comma | present perfect. | | | |
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We achieve this through :

- Continuing to teach **previous year groups' skills and knowledge** as well as current year group's learning so that all primary writing skills and knowledge are fully embedded by the time children leave primary school.
- Giving children plenty of writing opportunities to support with gathering evidence to feed into assessment judgements. In EYFS this should be child initiated as well as supported, whilst in Y1 – Y6 this should be writing that has been carried out as part of normal classroom practice. Children will also have the opportunity to demonstrate writing skills through using the 3 phase APL approach to writing.
- Modelling to children how to write and how to edit and giving them plenty of time to produce a piece of writing.
- Teaching children clear progression through a writing journey, immersing them in the text/genre and teaching them the skills they need to be able to write their final outcome.
- Giving children time to write the outcome over a few days.
- Following the marking policy.
- Giving children time to respond to marking either immediately or at the beginning of the next lesson.
- Marking writing, in line with the marking policy, so that it supports children's editing.

We use these specific strategies :

- 1) Decide the **writing outcome** and who it is specifically for (**purpose**).
- 2) Identify the skills you want to teach the children, identified through use of the assessment grid – this should include learning from previous year groups as well as your own.
- 3) Write the **WAGOLL** based on the main writing outcome, differentiating it where appropriate.
- 4) Plan a series of lessons based on the key features of the WAGOLL in accordance with three phases – **Reading Phase, Toolkit Phase and Writing Phase (each phase should last approximately a week). This is the learning journey.**

The Reading Phase includes work on key features of the genre, reading comprehension questions linked to both the text and the WAGOLL, prediction, sequencing and key vocabulary.

The Toolkit phase includes spelling, grammar and terminology.

The Writing Phase includes planning, writing, redrafting, editing and publishing. It should take place over several sessions and include lots of teacher modelling, shared

and guided writing, discussion with peers and teacher, and editing. The focus is on children producing a piece of writing which works well as a whole and engages the reader.

- 5) The **working wall** is a visual representation of the learning journey. It should show what the children are learning to write, who they are writing for, some key vocabulary at the beginning of the journey and the annotated WAGOLL at the end of the journey. On the working wall, display the generic headings linked to the three-phase planning – **Reading Phase, Toolkit and Writing Phase** and also display the following subheadings - We are writing . . . (e.g. a letter), We are learning to use (skill-based objectives) and Why? (purpose). **Exemplify the day's learning on the working wall and teach from the working wall every day.** The working wall will also feature an exemplification of the learning journey in the form of a road, river, footsteps etc.
- 6) **HOOK** children into the unit – this will motivate the children and inspire them to write.
- 7) Throughout the unit, give children writing opportunities that will support their main writing outcome.
- 8) Have a display celebrating writing somewhere in your classroom.

Writing assessment

- We gather evidence of what children can do through writing that has been carried out as part of normal classroom practice, e.g. end-of-unit writing (at least 2 pieces per half term), writing opportunities throughout a unit and writing in other areas of the curriculum.
- We use AP's assessment grids to gather evidence across a range of writing
- In EYFS, we gather evidence from child initiated and adult focused learning and record this using Development Matters

Writing moderation

- Teachers moderate writing across school every term, during team meetings and staff meetings.
- The English leader moderates a cross section of pupils from each year group every term.