



Writing



INTENT:

At North Ferriby Church of England Primary School, we believe that exposure to high quality literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support the building of a reading culture throughout the school. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all our pupils develop a genuine love of language and the written word, through a text-based approach. Cross-curricular links ensure that children's English learning is relevant and meaningful: where possible, content is linked within our reading and writing to the topic that we are covering, or which highlights current issues in modern society. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important, and useful the skills are that they are learning. Our intention in writing is for children to: write for a purpose; see themselves as real writers so they can take ownership of their writing and acquire the ability to organise and plan their written work for a given audience.

IMPLEMENTATION:

We deliver English lessons using 'The Literary Curriculum'. By focusing on the retelling and analysis of various text types, familiar structures become fully embedded in the long-term memory so that pupils can later apply these structures to their own writing, whilst developing the language techniques taught for a particular area of focus. For example, children may be writing using the structure of a portal story whilst developing their understanding of what makes an effective setting description. The Literary Curriculum is text based and meets many areas of our PSHE agenda as well looking at many of the protected characteristics throughout the year groups.



All National Curriculum requirements of grammar, spelling, vocabulary, literary language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear.

Typically, in a unit of work, the focus will be developed through internalisation and contextualisation of the model text, where children deepen their understanding of a particular text type, exploring other examples through wider whole-class reading and later creating a 'tool-kit' for purposeful writing. They experience sessions of deliberate practice, where children use 'short-burst writing' to develop the writerly tools they need and receive timely feedback to improve. Children then write independently to fulfil their planned purpose.



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PLANNING FOR PROGRESSION IN WRITING



We believe that children need to develop a secure knowledge base in literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Teachers therefore plan ensuring a model of progression is sustained throughout school. In this way, children progressively develop their writing of different genres year on year, building on and deepening their writing skills. Our Long-Term Plans ensure a range of fiction and non-fiction genres year on year, which may be influenced by the core text and/or other curriculum learning. When planning units of work, teachers use their subject knowledge about the end of year expectations for the year group they teach, alongside our 'Writing Long Term Plan' to ensure pitch is high. Model texts should always be aspirational; they should demonstrate the level of writing expected from the children, whilst exposing them to the higher standard and a range of writerly tools which are specific to the writing focus.

IMPACT:

At the end of the academic year, children are assessed at: WTS, EXS, GDS. This judgement can be supported using our bespoke 'Writing Assessment Grids' which have been developed to help assess children's writing against the expected standard. To ensure consistency in judgements, we actively monitor between classes and phases. Adjacent teachers and the English lead discuss a range of pupil work and how pupils are making progress towards the expected standard at that point in the year. A more formal summer moderation meeting is held where the English Lead facilitates a moderation of final writing judgements between class teachers across all year groups.



The impact on our children is that they have the knowledge and skills to be able to write successfully for a range of purposes and audiences. With the implementation of the writing sequence being established and taught in both key stages, children become more confident writers and have the ability to plan, draft and edit their own work. By the end of Key Stage Two, children have developed a writer's craft; they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in English lessons are transferred to other subjects; this demonstrates a consolidation of skills and knowledge and a deeper understanding of how and when to use specific language, grammar and punctuation.



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HANDWRITING

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the Foundation Stage at North Ferriby Primary school, the children are taught to sit properly to have the correct posture for writing, hold a pencil in the correct position and develop their letter formation.

From Key Stage One, the school adopts the Nelson handwriting scheme. There are regular timetabled sessions for handwriting to ensure that children build up their handwriting skills every day. We make the physical process of handwriting enjoyable from the start, so children see themselves as 'writers'. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

From Year 2 onwards (once children have completed the LW programme), children partake in regular handwriting sessions following the Nelson Handwriting Scheme. This is designed to support teachers and children through the stages of learning a clear, fluent, legible and fast style of joined writing. The programme aims to link the development of handwriting skill and style to the main patterns and rules of the English spelling system. Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and within the font used on printed task sheets and displays around the school.

SPELLING

In Key Stage One, pupils follow the LW Spelling Programme as part of their phonics sessions. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics. Children take home spellings, which include spellings from the book they have just read and red words. They are then tested on these weekly in their phonics session. From Year 2 upwards, we follow the Spelling Shed Spelling Scheme. The scheme of work gives an organised progression through the Spelling and Grammar objectives outlined in the English National Curriculum. The scheme links orthography, morphology and etymology to ensure a cohesive and engaging approach to the teaching of spelling in the English language.

GRAMMAR, PUNCTUATION AND VOCABULARY

Grammar, punctuation and vocabulary skills are taught explicitly during writing lessons and the children identify how authors use specific techniques. Grammar and punctuation are planned and taught progressively so that pupils build their knowledge year on year. Children are taught a range of skills linked to their end of year expectations and their current genre of writing. Throughout their innovative writing, they learn a specific skill which they then apply within their writing

NORTH FERRIBY PRIMARY

Writing



WRITING LONG TERM PLAN:

At North Ferriby we work on two rotations over a two year period to accommodate mixed year group classes. You can find the full Long term plan on the website-here is the summary of Rotation 2 with the main writing outcomes and an example of the unit plan For Year 1 to demonstrate how text led our writing curriculum has become.

North Ferriby - Summary of Writing Long Term Plan - Rotation 2										
Autumn				Spring			Summer			
Y1	Narrative Retellings Labels and captions, informal letters	Fact Files about the Moon Lost posters, labels, glossaries	Story Sequels Questions, speech bubbles, letters, lists	Own version of superhero narrative Wanted posters, letters, speech bubbles, diaries, emails, character descriptions	Own version of "alien" narrative Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports	Fact Files Labels, captions, character comparisons, thought and speech bubbles	"How to Guide" Character comparisons, fact sheets, shared poetry, own version narratives.	Non-fiction report Thoughts and speech bubbles, diaries, letters, certificates	Own version narratives about unlikely friendship List of rules, letters, postcards, characters descriptions	Own version narratives Retellings, descriptions
Y2	Information booklets Persuasive poster, warning posters (instructional writing) speech bubbles, letters of advice, certificates.				The <i>Moose</i> Own version adventure narratives Danger posters, setting and character descriptions, information reports, postcards	Environmental campaign Descriptive non-fiction, life cycles, character descriptions	Leaflet for local landmarks Short explanations, writing in role, reports, adverts	A Walk in... Guidebooks Recount of a trip in the local area, statements of information	Persuasive Letters Posters, lists, postcards, wanted posters, information reports, short stories	Own Version Narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters
Y2/4	Narrative Poems Warning Posters, alternative endings, performance poetry, letter of apology	Own version "dilemma" narrative Setting description, advertisement /poster, retelling, instructional flyer, social media updates, dialogue	Letters of Explanation Shared poems, persuasive posters, discussions	Newspaper Report Setting description, diaries, letters, thought bubbles	Tourist Brochure Job applications, advertisements, setting descriptions, letter in role	Own version narratives set in other worlds Poems, eyewitness reports, an imaginary conversation, writing in role	Mystery Narrative Character description, short news reports, letters of advice, menus, poetry	Explanation Texts Letters, short explanatory paragraphs	Biography of Harvey Milk Thought bubbles, speech, simple leaflets.	
Y5/6	Epic Stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts	Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports	Persuasive Speech Information writing, first person recount, reviews	Own version traditional tales Viewpoint retellings, character studies, monologues, character comparisons	Own version of fantasy narrative Diaries, formal letters, adverts, character and setting descriptions, non-chronological reports	Newspaper article Character profile, dialogue, monologue, logbook entry, scientific report	Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports	Poems with similar structure Summaries, (R)(V) and performance	Expanded explanations NASA Proposals, information labels, short explanations, NASA logs, news reports	

Term	Class	Looking Back (History)	Equality and Diversity	Where in the World (Geography)	Wellbeing/ Growth Mindset	Teachers Choice
Year 1						
Autumn		Cave Baby		Sidner, 2000 and the Moon Fact Files about the Moon Lost posters, labels, glossaries	I Want My Hat Back	Send for a Superhero Own version of superhero narrative Wanted posters, letters, speech bubbles, diaries, emails, character descriptions
Grammar and Punctuation objectives		Suffixes (gg, ed, er) Write in sentences Joining sentences using "and" Capital letters for personal pronouns Expanded noun phrases Capital letters, full stops, punctuation and exclamation marks. Commas to separate lists Apostrophes to mark missing letters and singular possession.		Write in sentences Joining sentences using "and" Capital letters, full stops, punctuation and exclamation marks. Include statements, punctuation or exclamation.	Write in sentences Joining sentences using "and" Capital letters for personal pronouns Capital letters, full stops, punctuation and exclamation marks.	Suffixes (s, ed) to create plurals Suffixes (gg, ed, er) Write in sentences Joining sentences using "and" Capital letters, full stops, punctuation and exclamation marks. Capital letters for personal pronouns Formation of nouns using suffixes such as: -ness and -er plus compounding (eg, whiteboard) Using the suffix -less and -less.
Spelling Objectives		Common exception words (the, a, do, to, today) Compound words Al, at, ay, ay P, P, P, P, P, P, P, P		Common exception words (see, here, there, were) ish C, C, C, C, C, C F, G, G	Common exception words (has, no, I, my, love) The v sound at the end of words P, P, P, P, P, P, P, P P, G, G Al, ear, are	Common exception words (are, was, were, you, they) P, P, P, P, P, P, P, P P, G, G P, G, G, G, G, G, G, G P, G, G