



Writing Strategy

“Growing good people – doing great things.”

Rationale

At Cambrai Primary School, all of our children are provided with plentiful opportunities to develop social and communication skills, imagination, creativity a thirst for knowledge and a love of reading and writing through daily English lessons. English lessons teach children the skills they need to make progress in Reading, Writing, Speaking & Listening and GPS (Grammar, Punctuation & Spelling), in addition to Phonics in Early Years and Key Stage 1. Using an engaging, cross-curricular approach our children are immersed in an environment of rich texts, adventurous vocabulary and real-life experiences to enhance learning progress.

Intent

Within our broader English curriculum planning, our intent for writing is clear:

- We provide a creative and purposeful writing curriculum which is driven by credible, rich, engaging texts from a range of text types; these act as excellent models for language, cultural broadening and skills development.
- Children become fluent and confident writers, writing for a range of contexts, audiences and purposes in a variety of narrative and non-narrative text types; these build on word-level, sentence-level and text-level skills across progressive sequences of lessons.
- We use a mastery approach to writing in order to ensure that children's knowledge, skills and understanding are secure and transferable across the curriculum, paving the way for success.
- Children have the opportunity to edit and improve and then transform their writing within the text type they are writing.

Implementation

We encourage children to see writing as an imperative life skill that needs to be developed so it can be applied right across the curriculum. In addition to daily writing lessons, which develop word-level, sentence-level and text-level skills, our children also have the opportunity to develop and refine their skills across foundation subjects and cross-curricular projects.

Children write for a range of contexts, audiences and purposes in a variety of narrative and non-narrative text types and through an array of media. This generally begins with a stimulus to promote good oracy via generating discussion and developing ideas, opinions and viewpoints, alongside the analysis of a high quality model text to analyse key features. Through taking these features into account during the planning stage of writing, children practise specific skills to allow them to create their first draft which can be edited and improved before writing a final, published piece. This writing journey is one we celebrate, as each stage presents a further step to success.

Each week children are provided with spellings to learn following the Trust's spelling programme. The spelling programme contains the important content from the national curriculum spelling rules, and words taken from set year group word lists. We have a strong emphasis on *learning the rule* as opposed to 'learning the word' so that children are more able to apply spelling strategies to new and unfamiliar vocabulary.

Steps to Success in Early Years

Literacy is embedded across Early Years provision through the characteristics of effective teaching and learning: *playing & learning, active learning and creating & thinking creatively*. This allows our children to develop a love of Literacy, where they are confident, articulate and increasingly independent, with key aspects of the Literacy offer ensuring children develop accurate letter and number formation and that they listen and take part in 'five a day' language rich experiences (for example stories, nursery rhymes, poems, songs and rhymes).

The Lingfield Education Trust 'Early Years Expectations: Trust Ready' curriculum planning document is a key driver in the planning and delivery of Literacy and Writing opportunities in Early Years. It details key assessment points from children in Nursery 1, to the end of reception. The assessment points extend beyond and wider than the Early Learning Goals. Adults talk to children about the world around them and link high quality texts to real life experiences to develop vocabulary in context. Writing is then taught in terms of transcription (spelling through Phonics; letter formation) and composition (articulating ideas and structuring them in speech before writing them down).

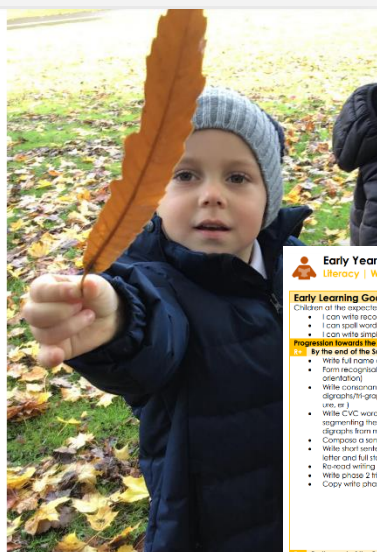
Children at the expected level of development by the end of Early Years will:

Writing Early Learning Goal	Fine Motor Skills Early Learning Goal
<p>Write recognisable letters which are mostly correctly formed.</p> <p>Spell words by identifying sounds within them and representing the sounds with a letter(s).</p> <p>Write simple sentences/phrases that can be read by others.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><i>(Use a range of small tools, including scissors, paint brushes and cutlery.)</i></p> <p><i>Begin to show accuracy and care when drawing.)</i></p>

Early Years Expectations Trust Ready



A reception curriculum planning document to ensure that children are ready for the demands of Year 1 – and beyond, based on the updated EYF5 curriculum.



For detailed information regarding writing excoectations across Early Years, please see the Nursery and Reception 'Trust Ready' documentation.

Early Years Expectations: Trust Ready
Literacy | Writing

Early Learning Goal: Literacy | Writing

Children at the expected level of development will:

- I can write recognisable letters, most of which are correctly formed.
- I can spell words by identifying sounds in them and representing the sounds with a letter or letters.
- I can write simple phrases and sentences that can be read by others.

Progress towards the Early Learning Goal:

1.0 By the end of the Summer term children should be able to... (Children who are achieving 'Above and Beyond' the summer term expectations would be recorded as RM)

- Write full name accurately including capital letters
- Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)
- Write consonant digraphs (ck, au, ch, sh, th, ng) from memory and copy vowel digraphs/tri-graphs from display or sound mat (as ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er)
- Write CVC words containing phase 3 letters and sounds) with more confidence, by segmenting the sounds and then writing the sound with letters (words containing consonant digraphs from memory, vowel digraphs/tri-graphs copy write)
- Compose a sentence orally and hold it, remembering what they are going to write.
- Write short sentences with words with known sound/letter correspondences, using a capital letter and full stop.
- Re-read writing to check that it makes sense.
- Write phase 2 tricky words and high frequency words from memory
- Copy write phase 3 tricky words and tri- words from display or wordmat

2.0 By the end of the Spring term children should be able to...

- Write Children name accurately and from memory
- Copy write full name and begin to write it from memory (forming letters correctly including case/size)
- Form lower case letters accurately when copying a model (correct starting point, sequence of movement and orientation)
- Write taught digraphs and tri-graphs by copying a model – children know where to find phase 3 sounds in the classroom
- Begin to write CVC words containing phase 3 letters and sounds) by segmenting the sounds and then writing the sound with letters – copying digraphs and tri-graphs from a model

Progress in other areas of literacy curriculum – Trust Ready

- Hold a pencil effectively and with good control, using tripod grip and holding close to point
- Name the letters of the alphabet (year 1 objective)
- Can write letters on the line
- Use the full width of the page, writing from left to right, top to bottom
- To use finger spaces, capital letters and full stops in their writing (year 1 objective)
- Write 2 syllable words containing taught sounds
- To understand and use simple objectives (colour and size) e.g. The black dog is in the mud.
- To begin to use a question mark in a written question sentence (Year 1)
- To write for a range of audience and purposes (postcards, letters, captions, recounts, etc...)
- Use conjunctions other than and, e.g., because, but, so...
- Beginning to write in chronological order
- Children are introduced to dictionaries, sound and word mats as a tool to support independence.
- Begin Phase 4: Revision of all Phase 2 and 3 graphemes and key words and their application when writing and spelling CVC/CVCVC/CVCVC words.
- To sit correctly at a table with 2 legs on the floor (chair tucked in, no wringing on chair)
- To hold a pencil using a tripod grip and use it effectively.
- To fill the paper according to writing hand and hold the paper still with other hand.
- To sing the alphabet song, naming the letters of the alphabet (Year 1 objective)
- Aware of syllables in words – break it up
- To add 5 to pluralise nouns.
- To use capital for personal pronoun

Steps to Success in Key Stage 1

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that basic skills are secure and contribute to effective composition. The general writing sequence for one piece of writing will take between one to two weeks, to ensure secure understanding and strong application of skills.

Step 1 – Read and Respond

Through shared reading together, children are immersed in language and explore the structure and sequence of a text.



Step 2 – Prepare

The task is introduced and discussed with children; ideas, vocabulary and language are discussed in terms of audience and purpose.



Step 3 – Practise

Children have the opportunity to practise word-level, sentence-level and/or GPS skills to be applied within writing composition.



Step 4 – Plan

Key ideas are planned, where children make decisions in relation to language, vocabulary and sequence/structure.



Step 5 – Draft

Children rehearse and compose sentences, experimenting with language and applying the skills previously practised.



Step 6 – Edit and improve (From Year 2)

Children read back their writing and check for sense. Corrections are made and language/vocabulary revised. Children to edit the highlighted sections shown by the teacher.



Daily Steps

Dictation

Children are given a sentence verbally to record. The sentence will incorporate high frequency words, phonics-linked spellings and an age-appropriate range of punctuation. Dictation sentences will be responsive to the needs of children.

Letter Formation / Handwriting

Y1 – Daily Little Wandle letter formation (non-cursive), in addition to twice-weekly 'Happy Handwriting – Collins'

Y2 – Daily Little Wandle letter formation, in addition to twice-weekly 'Happy Handwriting – Collins'

Spelling

Spelling is taught daily, through Little Wandle Phonics sessions. Key Stage 1 children also follow the Trust's spelling scheme including a Spelling Bee – this is taught explicitly weekly.

Each day in KS1, children practice writing their weekly spellings daily including a dictated sentence.

Step 7 – Publish

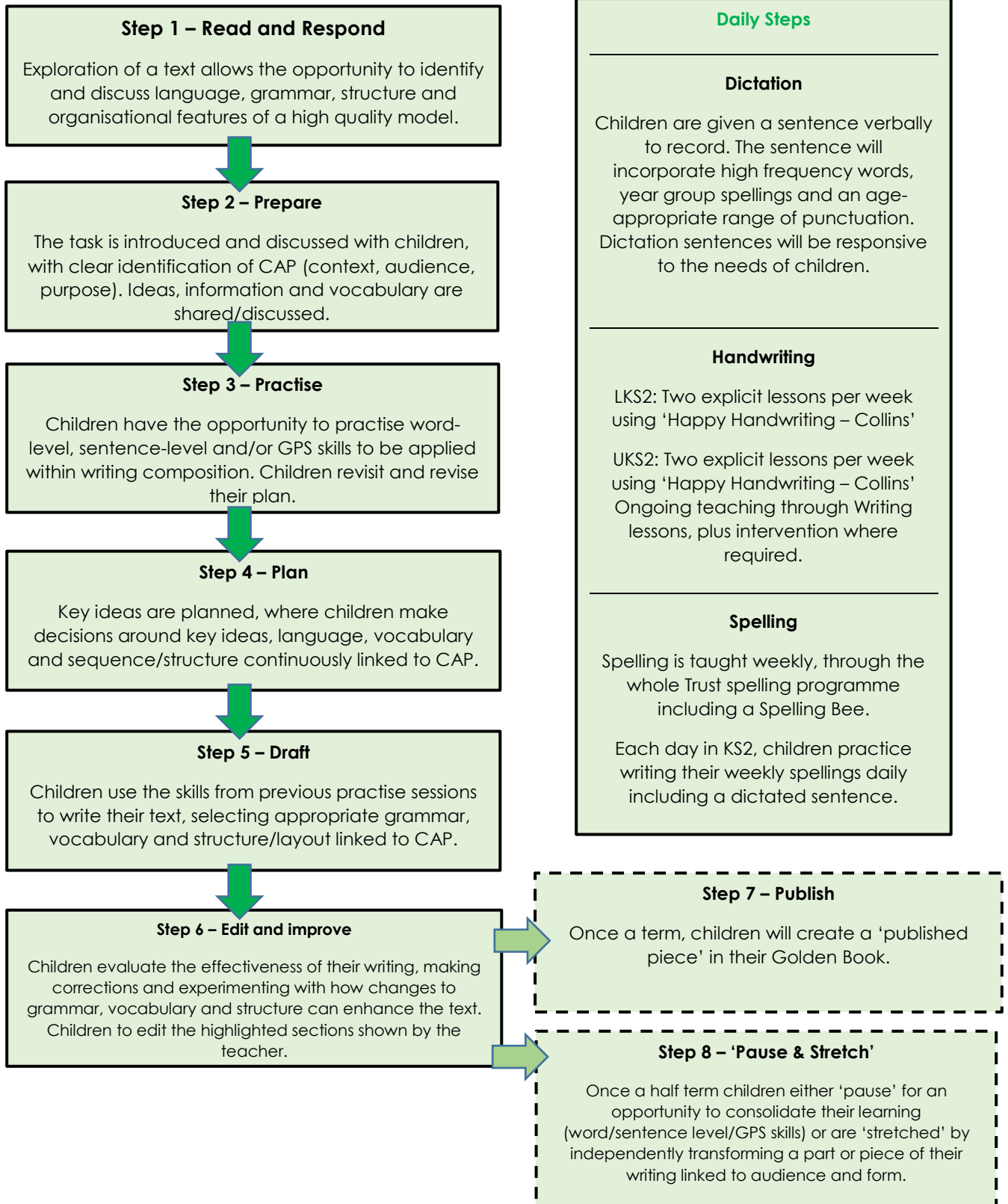
Once a term, children will create a 'published piece' in their Golden Book.

Step 8 – 'Pause & Stretch' (From Year 2)

Once a half term children either 'pause' for an opportunity to consolidate their learning (word/sentence level/GPS skills) or are 'stretched' by independently transforming a part or piece of their writing linked to audience and form.

Steps to Success in Key Stage 2

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that developing skills become secure and contribute to effective composition. The general writing sequence for one piece of writing will take between two to three weeks, to ensure secure understanding and strong application of skills.



Progression in Text Type

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To entertain	Retell a story	✓	✓	✓			
	Recount	✓	✓				
	Character profile		✓	✓			
	Descriptive writing	✓	✓	✓	✓	✓	✓
	Narrative	✓	✓	✓	✓	✓	✓
To inform	Simple recount	✓	✓				
	Non-chronological report	✓	✓	✓	✓	✓	✓
	Instructions		✓				
	Recount: letter			✓			
	Recount: diary			✓	✓		✓
	Recount: newspaper report				✓	✓	✓
	Recount: historical/biography					✓	✓
	Procedural writing					✓	
To persuade	Poster advert			✓	✓		
	Advert script				✓		
	Persuasive letter/leaflet				✓	✓	✓
	Persuasive speech					✓	✓
To discuss	Balanced discussion					✓	✓
Poetry	Different forms	✓	✓	✓	✓	✓	✓

NB. The text types taught in Year 1 have a predominant focus on transcription as opposed to composition, and therefore the authorial features of these text types will need to be taught more explicitly in Year 2. This particularly applies the Year 1 text types with a faded tick.

Planning Writing

Units of writing are planned using the **Trust Long Term Plan for writing**. Each half term has the range of text types identified to teach, the core driving text (linked to whole school reading and spine), suggestions for opportunities to transform and the **key assessment indicators** for each term. An example is below. Pupils are summatively assessed each term against the termly writing assessment indicators, as well as formatively throughout the term as part of quality first teaching practice.

Writing Overview | Assessment Indicators and Outcomes



Whilst we would expect the selected texts to be used as a key texts over the half term, teachers also select and create additional texts to support the writing journey – e.g. non-fiction texts linked to wider curriculum areas, or model texts to include the specific GPS content which pupils are learning to master.

Year 1		
Writing Assessment Indicators		
Term 1	Term 2	Term 3
<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Sometimes uses capital letters and full stops (<i>demarcate sentences</i>). (1) To correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. (3) Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (<i>but size may be inconsistent</i>). (4) Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. (5) To begin to apply taught spelling rules (<i>appendix 1, page 40 – 41</i>). (6) To begin to spell the taught common exception words aligned to your phonics/reading progression document. (7) To know and use letter names to distinguish between alternative spellings of the same sound. (8) Sits correctly at a table and holds the pencil appropriately. (11) To begin to form capital letters correctly (<i>but size may vary</i>). (12) Leave spaces between words. (13) Talks about/discusses what they are going to write and can compose a sentence orally before writing it. (20) Use some adjectival descriptive language. (e.g. colour, size and simple emotion.) (21) To begin to construct a simple piece of writing with a linear structure: beginning, middle and end. (23) 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Mostly uses capital letters and full stops (<i>demarcate sentences</i>). (1) To correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. (3) Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (<i>but size may be inconsistent</i>). (4) Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. (5) To apply some taught spelling rules (<i>appendix 1, page 40 – 41</i>). (6) To spell the taught common exception words aligned to your phonics/reading progression document. (7) Spell the days of the week correctly. (10) To sometimes form capital letters correctly (<i>but size may vary</i>). (12) Joins words and clauses using 'and' ('then', 'because' for greater depth) to create compound sentences within independent writing. (14) Use exclamation marks for exclamation sentences (<i>What a day! How rude!</i>) (15) Use some question marks to demarcate question sentences. (16) Uses capital letters for names of people, places and personal pronoun I. (17) To use the simple past tense correctly. (18) To use the simple present tense correctly. (19) Use some adjectival descriptive language. (e.g. colour, size and simple emotion.) (21) To begin to re-read writing to check it makes sense and makes some corrections to it. (22) To begin to construct a simple piece of writing with a linear structure: beginning, middle and end. (23) To begin to write a simple narrative with relevant characters. (24) Read own writing aloud clearly and can discuss what they have written with others (<i>peers or teachers</i>). (25) 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> Uses capital letters and full stops (<i>demarcate sentences</i>). (1) Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC (<i>secure at Phase 5 or equivalent</i>). (2) Writes simple sentences including words using the GPCs and common exception words taught so far. (3) Form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (<i>but size may be inconsistent</i>). (4) Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. (5) Apply some taught spelling rules (<i>appendix 1, page 40 – 41</i>). (6) Spell the taught common exception words aligned to your phonics/reading progression document. (7) Spell the days of the week correctly. (10) Form capital letters correctly (<i>but size may vary</i>). (12) Joins words and clauses using 'and' ('then', 'because' for greater depth) to create compound sentences within independent writing. (14) Use exclamation marks for exclamation sentences (<i>What a day! How rude!</i>) (15) Use some question marks to demarcate question sentences. (16) Uses capital letters for names of people, places and personal pronoun I. (17) To use the simple past tense correctly. (18) To use the simple present tense correctly. (19) Use some adjectival descriptive language. (e.g. colour, size and simple emotion.) (21) To begin to re-read writing to check it makes sense and makes some corrections to it. (22) To begin to construct a simple piece of writing with a linear structure: beginning, middle and end. (23) To begin to write a simple narrative with relevant characters. (24) Read own writing aloud clearly and can discuss what they have written with others (<i>peers or teachers</i>). (25)

Greater Depth (GDS) Statement

- Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their work.
- Can sustain the writing of longer texts, which hold the interests of the reader.
- Actively seek and use new words in their writing, including precisely chosen vocabulary.

***The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent writing purpose**

Teachers also use a specific 'Text Type' guidance document in order to ensure that the specific components of certain text types are taught and included.

Writing Outcomes – Y1						
Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading Spine Chosen Texts</p> <p>Aut 1: Cinderella</p> <p>Aut 2: Little Red Hen</p> <p>Spr 1: The Emperor's Egg</p> <p>Spr 2: Possum Magic & The Day the Crayon's Quit</p> <p>Sum 1: The Smeets and the Smooos</p> <p>Sum 2: Lost and Found</p>	<p>Narrative</p> <p>Expected Standard: Retell a simple story with predictable phrases e.g. repetition of key phrases – "huff and puff and blow your house down!", "We're going on a bear hunt...!".</p> <p>Transform for GDS: Add additional character description.</p> <p>Recount</p> <p>Expected Standard: Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>Transform for GDS: Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.</p> <p>Poetry</p> <p>Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher.</p> <p>Transform for GDS: Discuss better word choices. Begin to talk about improvements.</p>	<p>Narrative</p> <p>Expected Standard: Tell a basic three part story about a central character e.g. The Gruffalo.</p> <p>Transform for GDS: Add additional character description.</p> <p>Instructions</p> <p>Expected Standard: Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p>Transform for GDS: Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points</p> <p>Poetry / Letter</p> <p>Expected Standard: Write an acrostic poem that links to a given theme, e.g. winter. Ensure that the first letter in each line spells out a word. Make sure that lines end with commas with exception to the last.</p> <p>Transform for GDS: Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives.</p>	<p>Narrative</p> <p>Expected Standard: Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p>Transform for GDS: Focus on a descriptive setting.</p> <p>Report</p> <p>Expected Standard: Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p>Transform for GDS: Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.</p> <p>Poetry</p> <p>Expected Standard: Increasingly discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher.</p> <p>Transform for GDS: Discuss better word choices. Talk about some improvements.</p>	<p>Narrative</p> <p>Expected Standard: Retell a familiar story in three parts including accurate sentence punctuation.</p> <p>Transform for GDS: Write own version of the story recounting the information in sequence – then, next, after etc.</p> <p>Recount</p> <p>Expected Standard: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense, e.g. postcard or simple letter.</p> <p>Transform for GDS: Expand by using simple descriptive language to add detail.</p> <p>Poetry</p> <p>Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape.</p> <p>Transform for GDS: With guidance, include consistent number of syllables in each line. Begin to include language devices, such as similes or alliteration. Have greater awareness of the reader and audience.</p>	<p>Narrative</p> <p>Expected Standard: Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.</p> <p>Transform for GDS: Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</p> <p>Report</p> <p>Expected Standard: Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p>Transform for GDS: Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p> <p>Poetry</p> <p>Expected Standard: Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Transform for GDS: Discuss better word choices. Talk about improvements to their poem and start to change words.</p>	<p>Narrative</p> <p>Expected Standard: Write a story which includes good or bad character. Include accurate sentence punctuation.</p> <p>Transform for GDS: Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.</p> <p>Instructions</p> <p>Expected Standard: Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.</p> <p>Transform for GDS: Expand by including more instructional features e.g. a list of equipment, numbered lists, sentence structure to include commas in a list.</p> <p>Poetry</p> <p>Expected Standard: Create a riddle poem that describes a specific noun through select adjectives. The last line directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?'</p> <p>Transform for GDS: Write a riddle in either first or third person (depending on which already used). Begin to use rhyming couplets.</p>

* You must ensure that all of the books stated above (archaic, texts, non-linear, well loved, complexity, contemporary and non-fiction) are read to the children OR used as a writing stimulus across the year