

# Writing Guide

## Shawlands Primary School

### 2023-2024



**SHAWLANDS**  
PRIMARY SCHOOL



## Our Promise

We will provide a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, punctuation, vocabulary and grammar, as well as focussing on spoken English, reading, grammar and pronunciation.

We will encourage a love of writing and allow children to see the possibilities in writing, by giving our writing units a clear purpose.

We will ensure that all staff members are aware of expectations of planning and assessment, and use these to inform their lessons and narrow gaps in writing.

We will ensure that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improvement process.

We will ensure teachers deliver exciting, stimulating and purposeful lessons that embody recent pedagogical recommendations, to inspire children to want to write.

We will ensure that all children, including pupil premium, gifted and talented and SEND, make personal progress in writing.

## Intent – What are we trying to achieve?

At Shawlands Primary, we have a clear intention for our writers:

We intend to produce **confident** writers who develop stamina for writing throughout school and understand the power of the written word, and how it is used for a variety of purposes and careers in the wider world.

We intend to create **independent** writers, who can build on a range of skills and draw on previous learning as they work through each journey of writing.

We intend to produce **creative** writers, who enjoy experimenting with vocabulary and sentence structure, feeling genuine pleasure from being authors and producing their own writing, in their own style.

We intend to produce **motivated** writers, who challenge themselves and take risks within writing, viewing mistakes as a part of the learning process.

We intend to produce **proud** writers, who have high expectations for themselves who take pride in their writing and want to share it with others.

## Implementation – What does the Shawlands English Curriculum look like?

## **Writing in EYFS – an overview of our approach**

Communication and language sit at the heart of writing in EYFS – everything we do around building language and supporting communication feeds into the writing that our children do, even at the very earliest stages of their mark-making. We play around with language, using rhyme, alliteration and listening activities to build the phonological awareness that is so vital as a basis for learning phonics. The more vocabulary the children have and are exposed to, the better placed they will be to become fluent writers. We look for every opportunity to introduce them to new words when they are ready for them, by modelling new ways of describing the world through interesting topics and a vibrant and stimulating environment, both inside and outside. Drawing club, which we will come onto later, has had a huge impact on children's' vocabulary.

Children's physical development is critical for the act of writing. It isn't just good finger strength that will support children to develop into effective mark-makers. Children also need a solid foundation of core, trunk, shoulder and leg strength, as well as good hip and knee pivots. Everything we do around physical development in our classroom feeds into the aspect of writing, because when children are active they are developing core strength, dexterity, and hand-eye co-ordination.

It is tempting to view writing as something that always completed whilst sitting at a desk. However, it is more useful for physical development to create opportunities for mark making that are not desk-based at all.

For example, sticking paper on the underside of a desk so that children can write upside-down, hidden in a den, or using easels, chalks on the floor and clipboards. Children in our classroom are also given opportunities to use different mediums and tools to develop shoulder, arm and wrist strength.

At the end of Nursery, our aim is for every child to be able to write some letters accurately and use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Once children have transitioned to Reception, they start Drawing Club (see below) and formal Read Write Inc sessions continue throughout Reception and Key Stage 1 too.

## **Writing within RWI Phonics**

Handwriting in the EYFS is taught during Read Write Inc (RWI) phonics sessions. Letter formation is taught using the rhymes and pictures. Parents are informed of the rhymes in order to help their child learn the formation of the letters. In EYFS children begin forming letters on blank paper in order to focus on correct letter formation. As they succeed with this they are given lines to write on. Read Write Inc is taught formally to most of our children from the Summer Term of Nursery. Phonics is taught from Nursery to Year 2, however, as we recognise that childrens' learning develops at different rates, some children may still be working on their phonics in KS2.

As soon as children know the first 5 sounds (m, a, s, d, t) they are taught how to write short words containing these sounds e.g. at, mad, sad, using their 'Fred fingers'. This means to pinch a finger for each sound in the word. Once they know the next set of sounds they are taught how to write the next set of words and so on. When they start learning digraphs (or "special friends" as we call them in RWI) they are taught how to write words with

these new sounds in. From green group children are also taught how to write sentences containing a capital letter and a full stop as well as how to edit a pre-written sentence containing spelling and grammatical errors.

## **Drawing Club**

In FS2 we have introduced Drawing Club as a vehicle to develop childrens' writing skills over the year. Drawing Club is the brainchild of author and childhood advocate Greg Bottrill. Greg is also a former EYFS leader and assistant head teacher.

Drawing Club incorporates story sharing, speaking and listening, drawing, writing, vocabulary, mathematics, imagination and collaboration. Each week we focus on a different story, traditional tale or animation from the past. Initially the children spend a short time together, as a whole class, exploring vocabulary linked around the focus story. Here is an example of the vocabulary we explore:

**Focus Story:** Not Now Bernard

**Vocab:** gobble, destroy, ignore, fiercesome, chomp, leaking, splatter, astonished

Drawing Club is a time for children to be creative with their imagination. They are taken on an adventure with words, actions and descriptive drawings.

The children use their imagination to create a theme, object or character from the story and they use their stories as a conversation starter to talk about what their picture means to them. We sprinkle new and exciting vocabulary over them as we discuss their drawings and children begin to use these new and exciting words too.

The drawings then have meaning and allow for purposeful mark making and imaginative play in the environment.

Children are encouraged to add secret passwords, magic powers or spells, hidden symbols, letters or numerals in their drawings. In September, the sessions may be purely drawings based or even incorporating letter-like shapes but this will progress throughout the year to labelling their drawings with initial sounds, CVC words and eventually writing sentences about their drawings.

The children love coming to Drawing Club and are eager to share their ideas!

## **Writing in KS1**

### **Year 1**

In year 1, we believe children should focus on the 'fundamentals of writing'. This includes sitting correctly at a desk, pincer grip, correct letter formation, phonetic knowledge, finger spaces, capital letters and full stops. For this reason, year 1 writing predominantly uses dictation sessions to deliver the writing curriculum.

### **A typical Y1 writing lesson**

A lesson starts by the children being immersed into their writing focus through a text, video, picture, experience or object. This hook lasts for the week, so the first lesson of the week may involve longer immersion, with less writing, depending if the teacher is revealing the whole text/video etc. or just part of it. The immersion can allow the children to be exposed to different genres, though the children aren't expected to emulate this in their writing.

The children would then engage in discussion of what they have experienced. This could involve gathering vocabulary, drama, discussion or retelling the story. The aim of this part of the lesson is to ensure the children fully understand what they have experienced and to promote oracy.

The teacher will then model a shared sentence, which has been carefully planned to include phonetically decodable words, though the children can help give ideas based on their discussion previously. **At this point in the lesson, the teacher must draw attention to the fundamental skills mentioned earlier.** Teachers may use songs, rhymes and actions to encourage children to remember key skills. The teacher would then hide the sentence and the children would then move to their desks to write the sentence themselves, using the skills modelled by the teacher. The teacher would reveal the sentence again and allow the children to 'tick or fix' their sentence, a skill which the children are familiar to due to their phonics sessions.

The teacher would then dictate some additional sentences for the children to write, with the expectation that the children are using the skills that have modelled. The amount of sentences written by the children will build up through the year. The teacher would then direct the children to tick or fix their sentences, with the teacher modelling the sentence on the whiteboard. Any children who have mastered the fundamental skills, or have finished their dictated sentences quickly and they have been marked correctly, can be challenged to write some sentences of their own independently.

### **A typical Y2 writing lesson**

The structure of year 2 lessons is very similar to our year 1 lessons. They start with immersion, then are shown a modelled sentence, followed by the children writing this down, followed by dictation. However, in year 2, our pupils start to write in the form of different text types and have a wider range of skills that they need to include. Because of this, the teacher will introduce text types as part of their immersion, and this, along with the writing skills selected for the lesson, will be reflected in their modelled sentence. E.g. if the immersive experience was a visit to the zoo, then the Y2 children would be exposed to a fact-file, and the dictated sentences would be written as a fact-file.

The children would then build on this 'fact file' throughout the week, adding more sentences each day, so that by Thursday, they have written a full fact-file.

The children write the same text type for 3 weeks, building independence throughout. Typically, week 1 would be fully dictated, week 2 would involve some dictation and some independent sentences, and week three would be fully independent to allow for assessment.

As with year 1, any pupils who have mastered the fundamentals can be challenged to write independent sentences much sooner.

### **Mixed Y1/2 class**

### **A typical Y1/2 writing lesson**

In the year 1/2 class, the children would follow the structure of the year 1 lesson, until the time at which the children need to go to tables and write their shared sentence. At this point in the mixed class, the year 1 children would then move out of the classroom to be led by a TA, using the skills modelled by the teacher. The TA would then dictate some additional sentences for the children to write with the expectation that the children are using the skills that have modelled. The TA would then direct the children to tick or fix their sentences, with the teacher or TA modelling the sentence on the whiteboard.

When the year 1 children have left to start their dictated sentences, the class teacher would continue to work with year 2 children and follow the structure of the Y2 lesson. At this point, these children would be introduced to the text type (which they should have seen through the immersion). The teacher would then deliver the same structure of modelling a sentence, this time using year 2 skills. These children would then return to tables and be given dictated sentences by the teacher. The teacher would then direct the children to tick or fix their sentences.

### **General structure of a KS1 lesson**

- 1) Learn it – the children are introduced to the hook of the lesson and complete activities that ensure they fully understand the text.
- 2) Share it - the children are shown a sentence which models the fundamental skills, plus any additional skills planned for that lesson.
- 3) Do it- the children are dictated sentences which they write in their books, adapted to needs of the pupils.
- 4) Check it – the children check their sentences, using the 'tick or fix' technique.
- 5) Try it – if the children have successfully written their dictated sentences, or they have mastered the skills, they can try writing their own sentences independently.

### **Writing in KS2**

In KS2, we use a 'gather, skills, apply' approach to writing. This means that over a 2-3 week block of writing, the children follow this structure to lead them into independent writing.

The curriculum for each year group is planned by the teachers, with the English lead, to ensure that each writing unit has appropriately planned skills, which match the text type and their year group objectives. These skills are taken from the Shawlands progression document, and are mapped on a skills coverage document.

Teachers work collaboratively as a phase team to create a unit plan, which gives an overview of a unit of work, including the elements of challenge, choice and scaffolds planned into each lesson. This is used by teachers and teaching assistants, but also the SENDCo, the English lead and SLT to monitor teaching in English. Teachers have flexibility in the materials they use to plan their lessons, and are encouraged to use a range of resources to make sure they get 'the best of the best'. Frequently used resources include Literacy Shed, Vocabulary Ninja and Grammarsaurus.

Children apply the 'Place Value of Grammar and Punctuation', which is a Grammarsaurus system which recaps the fundamentals of writing, at the start of each year. We have adapted the system to suit our school, therefore we embed the system into a unit of writing.

### **Audience, purpose and outcome**

In KS2, children always write for a purpose and audience. This is explicitly taught to the children and is embedded as the 'why' throughout their writing journey. At the end of a unit, the children will then see themselves as writers as their writing will be published for its intended outcome: e.g. shared with parents, sent to a specific person or group in the community, performed in class or read to other pupils in school.

### **Shared Writing**

Shared writing is an integral part of the writing process and must be planned carefully to get the most out of every child in the class. Teachers can use a variety of methods to complete shared writing, such as slow writing, chain writing or DAD WEVERS. These techniques have been shared with staff, including TAs, in INSET day training.

Whichever method is used, it MUST involve the teacher demonstrating their own writing choices to show the children what they expect to see in their writing. The teacher must be using skills and vocabulary that have been taught in the unit, along with other skills from previous units. Teachers must show that they are making careful considerations for their sentences or language choices and must be 'thinking out-loud'. For example, *"I think I need to use a different sentence starter now as I have repeated 'He' twice."* Or *"I have used a lot of longer sentences and I think the writing will get muddled if I use another one, I am going to use a short sentence now for effect".*

Teachers must demonstrate that they are applying the skills learned in the Place Value of Punctuation and Grammar unit, which shows children how to punctuate sentences and check for the subject and the verb. For example, "Now I have written my sentences, I am just going to check for the subject, verb and leftovers to make sure my full stops are in the correct places."

Teachers must draw on the children for ideas, to keep the whole class engaged and involved in the writing process, rather than just taking examples from select children. Leading on from the example statements given by the teacher in the previous paragraph, if the skills are ones that all children should be able to use, they may be asked, *"Can you help me think of one?"* and all children will write an example on their whiteboards or discuss their ideas with a partner. The teacher will then take different examples, discussing some of them with the class. The teacher should then pick which one they want to use in their writing, or combine one with their own ideas.

Teachers must also demonstrate that they are editing their work constantly and always rereading their sentences, again, thinking out loud during the process. *"I think I'm going to change that word as I don't think it works in that sentence", or, "I think I am going to get rid of these adjectives as the sentence would be more impactful without any".*

Teachers may choose to 'accidentally' make a mistake that the teacher knows, from marking, that a lot of the children have been doing in their writing, and use this as a teaching point. However, care must be taken that all the children understand the corrected version is the right one.

Teachers should try to do at least some of the shared write by hand, in order to demonstrate correct letter formation and neat presentation. The final shared writing piece that has been produced should be displayed on the working wall as a reference for the children when they begin to write independently.

## **Editing**

At the end of each writing session, children will be given time to read back through their own writing 'as a reader'. They will be encouraged to think about if the writing is suitable for the purpose, audience and text type and is cohesive when read aloud. Teachers may plan in opportunities for children to do this aloud to the class.

After doing this, they will be told to look for any errors in punctuation, spelling and grammar and correct this in blue pen. If the corrections are more than a single word, they will use a footnote system in order to keep work clear and presentation neat.

The children will then be encouraged to look for where they have used the taught skills within their writing and edit these if necessary or add them in if they have not been used.

Finally, children will be encouraged to 'up-level' some of their work, such as their sentence starters or vocabulary choices, by using toolkits or discussing with a partner.

It is important that teachers scaffold the up-levelling process by giving direct instructions, e.g. *"I want everyone to up-level 2 adjectives to make them more specific"*, rather than just telling children to "edit their work."



## Gather

Children will begin their learning journey by being hooked into their writing through a variety of stimulus, such as:

- drama
- immersive experiences
- curriculum work
- videos
- core texts
- wider reading
- research
- artefacts and physical resources

Children will then study the text type and complete tasks that ensure that they fully understand the style, purpose and audience through a range of learning opportunities, such as:

- inference grids
- drama activities
- role on the wall
- comprehension
- picking apart 'WAGOLLS'

Children should learn key vocabulary linked to the unit, gather examples from key texts and be aware of the impact it has upon the reader, such as:

- Shades of meaning
- Magpie activities
- Zones of relevance
- Vocabulary sentence building

Be mindful that the more experience children get with a text type, the less time they will need to spend familiarising themselves with the features.

## Skills

Teachers will select between 1 and 3 key grammatical skills (depending on the year group) to be taught within the unit and will spend time practising using the skills, linked to the stimulus. The children should also be encouraged to apply the vocabulary gathered earlier on in the unit. The skills practice can be done in many ways, such as:

- up levelling a WABOLL
- sentence level practise
- rearranging chopped up sentences
- story boards / comic strips
- labelling or providing captions for images

Teachers should plan a 'mini-writing task' that consolidates all the skills taught so far in the unit.

Teachers should mark this writing, providing feedback that the children can respond to. Teachers can then use this piece to assess whether the skills need revisiting or are ready to be applied to the final piece.

Children will then plan their final piece. This needs to be explicitly taught and modelled to the children, for example, they may be shown a bad example of planning then practise with the teacher planning in a different context. They may use a planning frame with prompts and guides, but this level of support should be removed as children move further up school.

## Apply

The class teacher **must** lead a shared write with the children so that they have seen a modelled version being written by their teacher. (See section on shared writing.)

This should be used as an opportunity to assess which children seem confident and which children seem like they will need more support when they begin to write themselves.

After the children have taken part in shared writing and now have a whole class model displayed in the classroom that that they have all contributed to, they can begin to write themselves.

Teachers should work with some groups to complete a 'guided write', while others may now begin to write independently. Though, unless the writing is an assessed piece of work, teachers should continue to help, support and challenge children throughout their writing if they require it.

Teachers should mark this writing, providing feedback that the children can respond to. (See feedback section for further information).

The children will continually edit their work throughout the writing sessions and will be given time at the start of sessions to address any feedback from teachers or peers. (See editing section for further information).

## Long Term Plan

The long-term plan shows the full school overview of what is being taught and when, showing the coverage of text types. Example: Autumn cycle B.

Writing to entertain   Writing to inform   Writing to persuade   Writing to discuss   Poetry

	Y1	Y2	LKS2	UKS2
	<b>Theme - Fairy tales</b>		<b>Hook:</b>	<b>Hook:</b> air raid experience
	Basic skills and expectations Letter formation, organisation, name and date writing 1 / 1.5 weeks		<b>Outcome:</b> pencil grip, letter formation / handwriting 1 / 1.5 weeks	<b>Outcome:</b> handwriting / dictation / simple sentences 1 / 1.5 weeks
AUTUMN 1	Little Red Riding Hood	<b>Text Type:</b> Retell a traditional tale (PVPG taught through dictation)	<b>Hook:</b> Stone Age Boy	<b>Hook:</b> air-raid experience
	Cinderella		<b>Outcome:</b> the PVPG in context of a <b>diary</b>	<b>Outcome:</b> the PVPG in context of a <b>letter</b>
	Goldilocks		2 weeks	2 weeks
	The Three Little Pigs	<b>Text Type:</b> Alternative ending	<b>Hook:</b> Sam Wu is Not Afraid of Ghosts	<b>Hook:</b> WW2
	Billy Goats Gruff		<b>Text Type:</b> <b>Extra chapter</b>	<b>Outcome:</b> <b>non-chronological report</b>
	The Ugly Duckling		<b>Outcome:</b> Publish in class	<b>Outcome:</b> Publish in class
			2 weeks	2 weeks
			<b>Hook:</b> Midnight Feast	<b>Hook:</b> Midnight Feast
			<b>Outcome:</b> <b>Quatrains</b>	<b>Outcome:</b> <b>Narrative poetry</b>
			1/2 weeks	1/2 weeks
	<b>Theme - heroes and villains</b>		<b>Hook:</b> Once in a Lifetime	<b>Hook:</b> The Present
AUTUMN 2	Supertato	<b>Text Type:</b> Character and setting description	<b>Text Type:</b> <b>Character and setting</b> <b>description</b>	<b>Text Type:</b> <b>Contemporary narrative</b>
	The Incredibles		<b>Outcome:</b> share on the website	<b>Outcome:</b> share on the website
	Super Worm		2 weeks	3 weeks
	The Highway Rat	<b>Text Type:</b> Wanted poster	<b>Hook:</b> DT packaging	<b>Y6 assessment week</b>
	The Baddies		<b>Text type:</b> <b>Advert (chocolate bar)</b>	<b>Y5 creative write</b>
	The Grinch		<b>Outcome:</b> Send to a chocolate brand	
			2 weeks	
			<b>Hook:</b> John Lewis – Monster	<b>Hook:</b> John Lewis – Man on Moon
			<b>Text Type:</b> <b>Non-chronological Report</b>	<b>Text Type:</b> <b>Letter to Age UK</b>
			<b>Outcome:</b> Make into a book	<b>Outcome:</b> Send to Age UK
			3 weeks	3 weeks

The skills coverage document shows the coverage of skills taught within a unit of writing. This is planned with the English lead, to ensure coverage and progression across the year.

**Example from autumn 1, cycle B, UKS2**

Year 5.6 Cycle B	<u>Hook and Outcome</u>	<u>Skills Taught</u>
Autumn 1 (7.5 weeks)	Hook: Air-raid experience Outcome: Letter home	1) Present and past tense verbs 2) Adjectives to describe the senses 3) ISPACE sentence starters
	Hook: The Piano Outcome: Narrative	1) Figurative language 2) Sentence starters/Fronted adverbials 3) Simple sentences through amplification. 4) Trigger/flashback

This document shows the progression of the writing curriculum across each year group. It includes the TAF statements for Y2 and Y6. Example strand: inverted commas (EYFS to Y6)

<b>INVERTED COMMAS</b>	I know that teachers change their voice when reading what a character says in a book.	I know that I should change my voice when reading what a character says in a book.	I know that spoken words in text are separated from the text using speech marks.	<p>Can begin to use inverted commas to punctuate direct speech.</p> <p>I know that spoken words need to be surrounded by inverted commas to separate them from the rest of the text.</p>	<p><i>Can write, from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far, including inverted commas.</i></p> <p><i>I know that, when listening to sentences spoken aloud and writing them down, punctuation must be applied appropriately.</i></p> <p>Can use inverted commas and other punctuation to indicate direct speech.</p> <p>I know that speech must be punctuated with inverted commas, punctuation and closing speech marks.</p> <p>I know that when a new speaker is speaking, the speech should go on a new line.</p>	I know that direct speech can be split to have a reported clause in the middle.	<p><b>Integrate dialogue in narratives to convey character and advance the action. (TAF 3)</b></p> <p><b>Use the range of punctuation taught at key stage 2 mostly correctly, including inverted commas and other punctuation to indicate direct speech) (TAF 7)</b></p> <p><b>Distinguish between the language of speech and writing and choose the appropriate register. (TAF 2)</b></p> <p><b>Use the range of punctuation taught at key stage 2 correctly. (TAF 4)</b></p>
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This is the planning format that teachers use to plan their unit of work, briefly detailing the learning objective, input, activity and personalised learning. Leaders will look at this to monitor progression within a unit, SEND support, GD challenge and will check to see that gather, skills, apply is being used to structure a unit of work.

KS1 English Unit Planning									
3-week block theme: The United Kingdom									
Texts		Year 1				Year 2			
The Tiger who came tea		Dictation				Dictation			
The Tower Cat Bridge		Dictation				Dictation/independent			
Paddington		Dictation/independent				Independent			
Hook: The Tiger who came to tea									
		Y1 Outcome: Simple sentences				Y2 Outcome: Letter			
	Whole class input	Focus	Sentence focus	Spelling focus (if relevant)	Personalised Learning (SEN/GD)	Y2 Lesson focus	Sentence focus	Spelling focus (if relevant)	Personalised Learning (SEN/GD)
Lesson 1	Hook: Watch the Tiger who came to tea- YouTube  Role play- to act out key events in the story.	adding s and es	The tiger ate <u>lots</u> of food.  He took <u>all the sandwiches</u> on the plate.		CVC/ CVVC words: sat big key ring  GD- independent sentence	adding <u>ment</u> and <u>ness</u>  Oracy and drama focus	Opening sentence Features of a letter.  Dear Dad,		After 1 model GD- independent sentence
Lesson 2	Hook: The tiger who came to tea- read from the tiger arriving  Mind map verbs	adding s and es	He ate lots of <u>tins</u> of food.  He ate <u>all the buns</u> on the <u>dishes</u> .		CVC/ CVVC words: tin jam bun dish  GD- independent sentence	adding <u>ment</u> and <u>ness</u>  My day has been filled with <u>excitement!</u>  A tiger came for tea <u>today</u> and <u>I want</u> to tell you about the <u>craziness</u> that happened.		After 1 model GD- independent sentence	

## UKS2 English Medium Term Plan

Length of unit: 2 weeks

<b>Hook:</b> Letter's from the Lighthouse <b>Outcome:</b> A letter from Olive to her Mother.  <b>GD choice / challenge:</b> Add in your own details beyond what happens in the text.		<b>Text type:</b> Narrative		<b>Focus skills of unit:</b> 1) 2) 3)
		<b>Audience:</b> Mum		
		<b>Purpose:</b> To tell mum about her evacuation experience so far.		
	<b>Learning Objective</b>	<b>Input – skill taught</b>	<b>Overview of lesson / activity</b>	<b>Personalised Learning (GD/SEN/WT)</b>
Lesson 1	To summarise the key events of the story so far.		Children create a story wheel of the events of Letter's from a Lighthouse so far.	WT- use vocab sheet to prompt. GD – add in 2 or 3 events that did not happen in the original story.

## Text Type Coverage

This document shows the progression of different genres and text types that are covered across school.

	<u>EYFS Exposed to</u>	<u>Year 1 Exposed to</u>	<u>Year 2 Writing</u>	<u>Year 3 4 Writing</u>	<u>Year 5 6 Writing</u>
<b>TO entertain</b>	<p><u>Traditional Tales</u> I know that some traditional tales.</p> <p>I know that some of the characters and make statements about them.</p> <p><u>Stories from different cultures</u> I know that these stories are not based on where I live.</p> <p><u>Simple Stories</u> I can orally discuss what happened in a simple story.</p>	<p><u>Traditional Tales</u> I know that these are imaginary stories.</p> <p>I know the stories of by heart and I am able to rehearse them orally.</p> <p><u>Stories from different cultures</u> I know that these stories will help me to understand about different places in the world.</p> <p><u>Simple Stories</u> I know that simple stories have a beginning, middle and end.</p> <p>I can orally retell the key parts of a simple story.</p>	<p><u>Traditional Tales</u> I know that stories are 'traditional' and have been told for a long time.</p> <p>I know that there are repeated themes, characters, settings and phrases.</p> <p><u>Stories from different cultures</u> I know that these stories have specific characters and settings based on the culture.</p> <p><u>Simple Stories</u> I know that simple stories usually have a problem, action and a resolution.</p>	<p><u>Alternative tales</u> I know that a twist to a familiar tale will challenge the reader's perception of what they believe about a familiar character and encourage them to consider different character viewpoints.</p> <p><u>Adventure narrative</u> I know that a simple adventure story involves the main character undertaking an action to fulfil either a physical or personal journey.</p> <p><u>Myth or legend</u> I know that a myth or legend is set in ancient history, which is reflected in the characters and setting.</p> <p>The plot is often based on a long and dangerous journey, a quest or a series of trials for a hero. I know that the plot usually includes incredible or miraculous events, where characters behave in superhuman ways using unusual powers or with the help of superhuman beings.</p> <p>I know that the plot usually involves finding or defeating a mythological creature.</p> <p><u>Fantasy narrative</u> I know that a fantasy narrative is a simple chronological narrative set in a fantasy world. I know that a fantasy narrative includes a setting and characters which do not exist on earth.</p>	<p><u>Contemporary narrative</u> I know that contemporary settings often have familiar settings and characters.</p> <p>I know that these stories involve more complex emotions and therefore are less likely to have obvious 'goodies' and 'baddies'.</p> <p>I know a contemporary narrative often reflect children's own experiences, and have a message threaded throughout.</p> <p><u>Adventure narrative</u> I know that an adventure story involves a character undertaking multiple actions and facing multiple problems or challenges to reach their goal.</p> <p><u>Suspense narrative</u> I know that a suspense story builds tension, increasing to a revealing moment at the end of the piece.</p> <p>I know that a writer uses a range of techniques to create suspense, such as withholding information.</p>
<b>To describe</b>	<p><u>Character description</u> I know that I can describe what a character looks like.</p> <p><u>Character description</u> I know that I can describe how a place looks.</p>	<p><u>Character description</u> I know that writers describe characters so that readers can imagine what they look and behave like.</p> <p><u>Setting description</u> I know that writers describe settings so that readers can imagine what they are like.</p>	<p><u>Character description</u> I know that writers use descriptive language to describe a characters appearance, size, shape, clothing or personality.</p> <p><u>Setting description</u> I know that writers use descriptive language to describe what a place might look like, how big it is and what it is like there.</p>	<p><u>Setting description</u> I know that by describing a setting using the senses, I can help a reader visualise a scene and imagine what it is like there.</p>	<p><u>Setting description</u> I know that by describing a setting by using figurative language, I can create atmosphere in writing.</p> <p>I know that a setting contributes to the plot, character development, mood, and theme of a piece. Children know it affects the story by engaging the reader and helping them visualise the events and context in which the narrative is being told.</p>

## Support for pupils

### Working Walls

These are an extremely important part of the learning process. Working walls should mirror the gather, skills, apply approach. They should show the skills being taught, give explanations and model examples. These should be written on clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision. These should remain on the walls for as long as the children need and should remain after a learning journey so children are reminded and encouraged to apply the skills they learned previously in other writing. Vocabulary (see below) should be updated regularly with the learning journey and words left up to continue to use throughout the year.

### Vocabulary

For each writing unit, children will be introduced to high level, subject specific words during the 'gather' lessons. These should be ambitious words that teacher's want children to use to enrich their writing. These words should be displayed on working walls and should include the definition of the word. See example for a Y5 class:

### Toolkits

Each year group have writing toolkits which are available to all children. Children are taught to use these to support them when independently writing and editing. They feature resources such as checklists, vocabulary sheets, WAGOLLS and reminders of how to use SPaG skills. Whilst some 'generic' sheets, such as Y3.4 words, may be kept in the folders all year round, teachers should update the toolkits for each unit of work, so that the resources inside are specific to what is being taught. Teachers should show the children the new resources as they are added to the toolkit, teaching the children how to use them. After a unit has ended, the resources can be kept inside, if teachers think they could be used in future units, or discarded of. Toolkits should not be overloaded with resources and children should be aware of what is inside the toolkit at all times.

Teachers may also make individual toolkits for certain children, which might include content that is personal to them.

## Peculiar – Adjective



Definition – A word to describe something as strange or unusual

Example – The shop window, that filled the shop front, displayed a peculiar object.

Synonyms – abnormal, odd, strange, weird.




## Assessing Children's Work


At Shawlands, we assess writing in a number of ways:










- During lessons, we give instant verbal feedback, asking children to make changes and improvement to their work.
- We use carefully planned questioning to inform our assessments of children's understanding.
- We mark children's work using the feedback policy codes, which enables children to quickly spot any errors and correct them.
- We provide written feedback on extended pieces of work, where children are given time respond and correct any mistakes, or work on any challenges, at the start of the lesson.
- Peer and self-marking strategies are used to help encourage the children to be reflective of their own and their partner's work. If peer marking is used, a partner will leave a 'heart' for a feature they liked and a 'T' for an area of improvement. Older children can write a sentence explaining why they liked it.

## Marking Policy




### English Marking Guide – KS1




Symbol	Meaning	Symbol	Meaning
	Supported – note initials of adult		Independent
VF	Verbal feedback provided	 but	Conjunction with example e.g. but
	Finger Spaces	Abbreviations	Adj – adjective Conj – conjunction CL – capital letter Etc.
Sp -----	Spelling error (could be underlined to support the child or left for the child to find)		Handwriting
✓ or .	A taught skill has been used correctly or incorrectly		A target for the writing overall that the child needs to work on immediately or in the next lesson.
	Check a small error.		A star challenge for the child to work on because they do not need a target
Stickers	Dojo awarded for neat presentation and/or impressive work		Something that you like about the child's work








Please note, all these symbols can be used within the work / in the margin to show that the symbol applies to a specific section of work, or at the end of a piece of work as a final comment on the overall piece.

Blue Handwriting Pen	Children editing work
Green Pen	Teacher marking
Purple Pen	Teaching Assistant marking
Pink Pen	Supply/Cover/student teacher marking



### English Marking Guide – KS2



Symbol	Meaning	Symbol	Meaning
	Supported – note initials of adult		Independent
VF	Verbal feedback provided	✓ or .	A taught skill has been used correctly or incorrectly.
	Handwriting	Abbreviations	Adj – adjective Conj – conjunction CL – capital letter Etc.
Sp -----	Spelling error (could be underlined to support the child or left for the child to find)	//	New paragraph needed
	Check a small error.		A target for the writing overall that the child needs to work on immediately or in the next lesson
Stickers	Dojo awarded for neat presentation and/or impressive work		A star challenge for the child to work on because they do not need a target
			Something that you like about the child's work

Please note, all these symbols can be used within the work / in the margin to show that the symbol applies to a specific section of work, or at the end of a piece of work as a final comment on the overall piece.

Blue Handwriting Pen	Children editing work
Green Pen	Teacher marking
Purple Pen	Teaching assistant marking
Pink Pen	Supply/cover/student teacher marking

## **Independent writing**

In some writing units, we provide the children with an opportunity to write independently, in order for us to be able to assess their understanding of the skills taught in the units so far and to see if they can apply what they have learned without teacher guidance.

This builds a collection of pieces which children can use to make an end of year assessment of the pupil in writing. Teachers do not assess whether a child is working at the expected standard based on just on piece, as skills are gathered across pieces depending on what has been taught.

In order for writing to be classed as independent, there must be a different stimulus for writing or a change in the original stimulus, such as an alternative ending or different character (most suited to KS1).

The children are expected to plan and write without adult support and without the guidance of detailed success criteria. However, children are able to use word banks, dictionaries, thesaurus, working walls and WAGOLs to support them in their writing, can make their own success criteria and can work with peers to share ideas.

Within each phase, staff are free to choose which writing units they produce an independent writing outcome from. We encourage staff to vary the genre of writing each time, so that by the end of the year, they have assessed all types of writing genres. There is an expectation regarding the number of assessments to be completed throughout the year:

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
None	One piece	Two pieces	Two pieces	Two pieces	One piece

# Writing assessment tick sheets



## Shawlands Primary School Writing Assessment: Year 3

<b>A:</b>	<b>B:</b>	<b>C:</b>
<b>D:</b>	<b>E:</b>	<b>F:</b>

Working at Year 3 Expected Standard						
	A	B	C	D	E	F
I can write for different purposes and audiences. I can confidently write to entertain and inform and am beginning to show awareness of persuasive writing. Some features of the chosen form are evident.						
I can begin to use paragraphs as a way to group related material.						
I can describe settings and characters using expanded noun phrases.						
I can begin to build cohesion using the following:						
Coordinating conjunctions (FAN BOYS)						
Subordinating conjunctions to express time, place and cause.						
Prepositions to express time, place and cause.						
Adverbs to express time, place and cause.						
I can use tense correctly and consistently.						
Uses a range of punctuation mostly correctly, including:						
Capital letters.						
Full stops.						
Apostrophes for possession.						
Apostrophes for contractions.						
Question marks.						
Exclamation marks.						
Commas in a list.						
Commas for clauses.						
Is beginning to show awareness of using inverted commas to show direct speech.						
Chooses to use the forms <i>g, or, an</i> according to whether the next word begins with a consonant or vowel.						
Can form all cursive letters and can join all letters in most pieces. Writing is in a legible style, showing accuracy and consistent letter formation. The majority of a piece shows consistent joining.						
Proof-reads for spelling and punctuation errors.						

<b>A:</b>	<b>B:</b>	<b>C:</b>
<b>D:</b>	<b>E:</b>	<b>F:</b>

Criteria		A	B	C	D	E	F
<b>WORKING BELOW THE EXPECTED STANDARD</b>							
1	I can write for a range of purposes.						
2	I can use paragraphs to organise ideas.						
3	In narrative, I can describe setting and characters.						
4	In non-fiction, I can use simple devices to support the structure and help the reader (e.g., headings, sub-headings and bullet points).						
5	I can use punctuation mostly correctly:						
	capital letters.						
	full stops.						
	question marks.						
	commas for lists.						
	apostrophes for contractions.						
6	I can spell correctly most words from the year 3/4 spelling list.						
7	I can spell correctly some words from the year 5/6 spelling list.						
8	I can write legibly (joining not necessary).						
<b>WORKING AT THE EXPECTED STANDARD</b>							
1	I can write effectively for a range of purposes, using language that shows awareness of the reader (skills relevant to the text type)						
2	In narrative, I can describe setting, character and atmosphere.						
3	I can integrate dialogue into narrative to convey character and advance the action.						
4	I can select vocabulary and grammatical structures, reflecting what the writing requires mostly appropriately:						
	contractions in dialogue.						
	passive voice.						
	modal verbs.						
	subjunctive mood.						
	range of clauses (main / subordinate).						
5	Use a range of devices to build cohesion, such as:						
	range of conjunctions.						
	range of adverbials.						
	pronouns or synonyms.						
	ellipsis.						
	repetition of words or phrases to link.						
6	Use verb tenses consistently and correctly throughout paragraphs.						
7	I can use the range of punctuation taught at ks2 <b>mostly</b> correctly:						
	commas for fronted adverbials.						
	commas for clauses.						
	commas for clarity.						
	apostrophes for possession.						
	inverted commas / correctly punctuated speech.						
	brackets						
	dashes						
	commas for parenthesis.						
	hyphens						
	colons (list / clause)						
	semi-colons (list / clause)						
8	I can spell correctly most words from the y5/6 spelling list.						
9	I can use a dictionary to check the spelling of uncommon / ambitious vocabulary.						
10	I can maintain legibility in joined handwriting when writing at speed.						
<b>WORKING ABOVE THE EXPECTED STANDARD</b>							
1	Can write effectively for a range of purposes, using appropriate form and drawing upon what they have read (language and structure).						
2	Can distinguish between the language of speech and writing and choose the appropriate register (contracted verb forms, other grammatical informality, colloquial expressions - long coordinated sentences are less likely in writing).						
3	Can exercise sure and conscious control of formality, particularly through manipulating grammar and vocabulary.						
4	Can use the range of vocabulary taught at ks2 (above) correctly.						
5	When necessary, can use punctuation precisely to enhance meaning and avoid ambiguity.						