

Writing Handbook





English Curriculum Intent

At West Wimbledon Primary School, we promote high standards of language and literacy by equipping children with a strong command of spoken and written language, and developing their love of literature through widespread reading for enjoyment. Achieving competence in English language is a vital part of the education of our pupils. We aim to provide children with all the skills and knowledge they need to communicate effectively and make sense of the world.

Writing

‘You can make anything by writing.’ C.S Lewis

We strive to create an environment that will promote writing and allow all children to see themselves as writers. We understand the vital place writing has in both education and society, and strive to elevate the importance of writing proficiency across the curriculum. We view writing as an invaluable form of communication and aim to ensure all children have a passion for writing that will lead to future successes.

English Lessons (Year 1 - 6)

In English, our sequences of learning are inspired by high quality books, video clips, images or relevant topics. They are carefully planned towards clear writing outcomes. We aim to immerse children in the character, plots, debates, current issues or topics while also explicitly teaching the spelling, grammar, handwriting and punctuation required.

We have high expectations for all writers and create an environment where children are confident to share work, receive feedback and respond. Pupils have access to a wide range of writing opportunities that include:

- shared writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- writing related to own experiences and enjoyment

Each sequence of lessons will include:

Experience lessons

Opportunities for vocabulary acquisition

**The explicit teaching of relevant
grammar skills**

Sentence crafting lessons

Opportunities to plan pieces of writing

Shared and modelled Writing

Incidental writing outcomes

Main outcome

Opportunities to edit and revise writing.

Oracy

Oracy opportunities will be explicitly planned for throughout each sequence of learning and play a significant role in the EYFS Curriculum. We know that with the right teaching and support, pupils can become confident, fluent speakers able to express themselves eloquently in a range of different contexts. We use sentence STEMS and oral rehearsal as a crucial part of the teaching of writing. More information on the teaching of Oracy can be located in the Oracy handbook.

Experience Lessons:

Motivation is crucial to writing. A new experience, a mystery to solve, a cause to support or a visit to a new and unexplored place can provide a spark of inspiration or a wave of enthusiasm. Each of our sequences of learning will include lessons which are explicitly planned to excite and engage children in the writing process.



Vocabulary Acquisition:

Across the West Wimbledon Curriculum, we prioritise the teaching of vocabulary to allow children to become 'word-rich'. In each English sequence of lessons, we plan for children to become immersed in 'useful' vocabulary. This includes teaching new and unknown words alongside giving children the opportunity to find synonyms and explore the nuanced differences between these.

The EEF Vocabulary in Action-



Bespoke Definitions

Introduce words through explanations in everyday connected language, rather than dictionary definitions.



Purposeful Variation

Provide several contexts in which the word can be used purposefully or for alternative meanings.



Immediate Interaction

Build opportunities for pupils to interact with word meanings right away e.g. pair two target words, to support interaction with words in novel contexts: 'can splendour ever be unpleasant to look at?'



Deep Processing

Develop activities that require students to process the meanings of words in deep and thoughtful ways e.g. getting pupils to think hard about meanings, by identifying and explaining appropriate word usage.



Active Interest

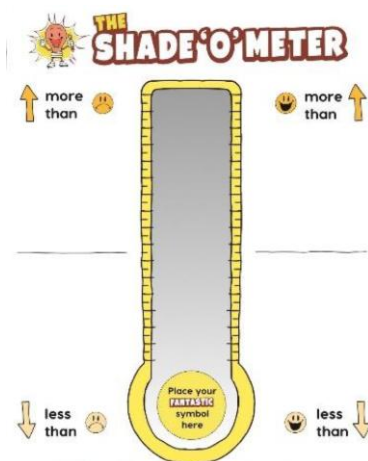
Provide examples, situations and questions that are interesting and create discussion.



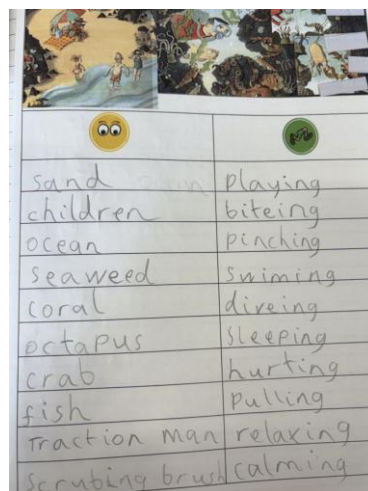
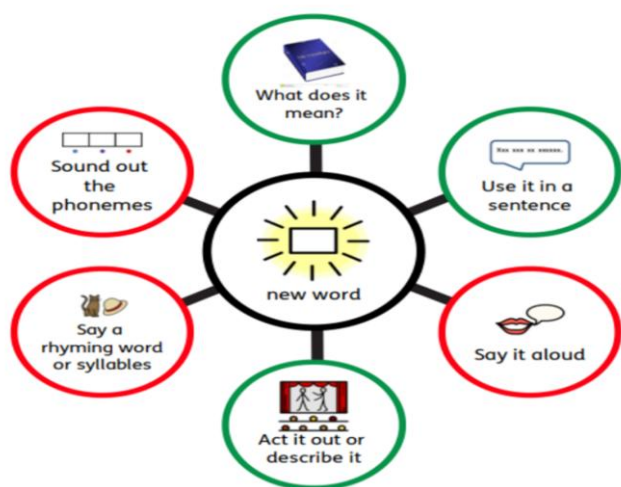
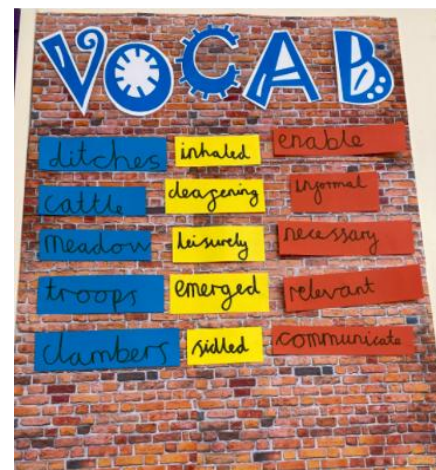
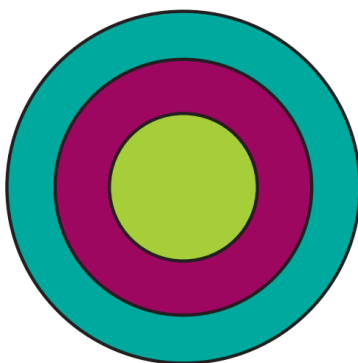
Repetition, Repetition, Repetition

Provide many encounters with target words, including through various contexts and retrieval activities.

Useful ways to introduce and teach vocabulary:



tense	compassionate	quick-thinking	determined
logical	dramatic	intimidating	dangerous
curious	brave	intrepid	creative
confident	timid	questioning	daring
committed	cool-headed	argumentative	thoughtless
gossipy	hot-tempered	knowledgeable	focused



Explicit teaching of relevant grammar skills:

Each sequence of learning will include explicit teaching of the grammar skills set out within the National Curriculum and in the WWPS English 'Progression of Skills Map.' We use 'small steps' to build on children's prior learning and gradually remove scaffolding to support independence. We teach grammar skills in context to help children to connect abstract rules to meaningful communication.

We use the **Vocabulary Ninja SPAG starters** as retrieval practice from Year 1 - Year 6 and **Easy Education Grammar** to support with low-stakes quizzing and assessment.

Sentence Crafting/ Building Lessons:

Scaffolding sentences is an important part of the writing process. *‘Sentences are the currency in which writers deal. Words are important but how they are placed within sentences can have a huge effect on the reader,’* (Modelling Exciting Writing). When a specific sentence structure is introduced, we can encourage children to imitate it in order to practise that writing technique. This allows children to experiment with language in given sentence structures and to experience success in their own writing.

Sentence Crafting Strategies-

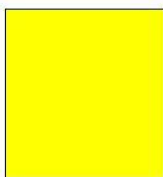
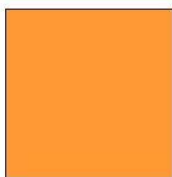
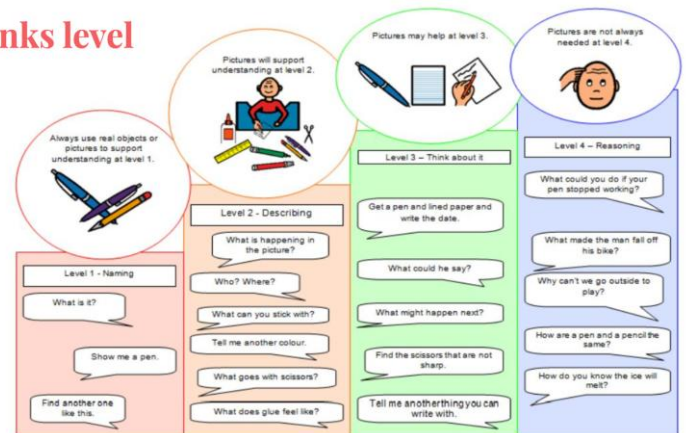
- Slow writing
- DADWAVERS
- Sentence stacking
- Direct imitation
- Sentence Strip building

Scaffolds are to be used when necessary and appropriate and are not a ‘one size fits all’ process.

Sentence Scaffolds-

- Visuals
- Sentence frames
- Sentence stems
- Word banks
- Blanks levels
- Colourful semantics

Blanks level





Shared and Modelled Writing:

Our children will see teachers as writers and will observe us modelling 'writing behaviours'. In a 'modelled write', children observe teachers write a passage referring to the objectives and criteria, verbalising their thought processes. In a 'shared write', the teacher elicits ideas from the children and together they compose a collaborative passage. We consider the following elements as essential:

- Write live in the lesson.
- Model the process of using the taught skills, and where appropriate, of weaving these together in a coherent piece of writing.
- Model spelling and new vocabulary.
- Think aloud and make deliberate mistakes, editing as you write.
- Read the piece over as a whole.

We will display shared and modelled writing around the classroom as crucial elements of our working walls.

Opportunities to edit and revise writing:

We create opportunities for all our children to engage in editing and revising. We use the word **editing** to describe the process of correcting the mechanics of writing and **revising** as re-looking and improving the content, organisation and sentence structure based on audience and purpose. We model these processes and teach these skills in accordance with the 'progression of skills map'. Teachers indicate where they would like children to make an edit using pink highlighter and children respond to this using a purple pen.

Pupil conferencing- Teachers build in opportunities for pupil conferencing within the writing process. This is a discussion about learning between the teacher and pupil and ensures that all learners have the opportunity to hear their words back to them. This is an important way to engage learners in effective editing and revising.

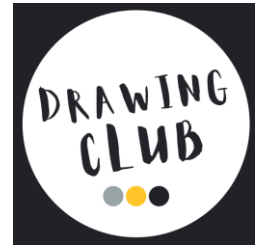
Strong Foundations:

Developing the automaticity of transcription skills is crucial in freeing up working memory. We prioritise the teaching of foundational writing skills like handwriting and spelling in the Early Years, and understand the importance of oral language development .

Drawing Club:

In Reception, we use Drawing Club. This is a learning approach that uses books and stories to develop literacy skills. It involves a whole group session based on a picture book, followed by teacher-supported small group activities. This allows us to:

- immerse our children in the world of story
- share a treasure trove of language and vocabulary with children
- develop children's creativity and imagination
- give the children age appropriate practice that is highly engaging



Spelling

Read Write Inc

In EYFS and KS1, we follow the Read Write Inc programme to teach phonics. In writing, the children:

- learn to **write and form the graphemes** which represent the 44 phonemes with the help of fun phrases
- learn to write words by using **Fred Talk**
- learn to **build sentences** by practising sentences out loud before they write

More information about the teaching of phonics at West Wimbledon Primary School can be found in the Reading Handbook.

Spelling Shed

From Year 2 onwards, we use Spelling Shed to explicitly teach spelling rules and the words found in the statutory spelling lists.

Each Stage includes a Medium Term plan to map out the coverage across the year.



Medium Term Plan - Stage 6

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words with the short vowel sound /i/ spelled 'y'	Step 7: Challenge Words	Step 13: Words with the suffix '-ably'	Step 19: Challenge Words	Step 25: Words with origins in other countries and languages	Step 31: Adjectives used to describe feelings
Words	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyamas, restaurant, veranda	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	Step 2: Words with the long vowel sound /igh/ spelled 'y'	Step 8: Words with an /oa/ sound spelled 'ou' or 'ow'	Step 14: Words with the suffix '-ible'	Step 20: Words ending in '-er', '-or' and '-ar'	Step 26: Grammar Vocabulary 1	Step 32: Adjectives to describe characters
Words	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Objective	Step 3: Challenge Words	Step 9: Words with a 'soft c' spelled 'ce'	Step 15: Challenge Words	Step 21: Challenge Words	Step 27: Grammar Vocabulary 2	Step 33: Words that can be nouns and verbs
Words	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport
Objective	Step 4: Words with 'cia'/'shi'/'ou' after a vowel	Step 10: Challenge Words	Step 16: Words with the suffix '-ibly'	Step 22: Words beginning with 'acc-'	Step 28: Adding the prefix 'over-'	Step 34: Words with unstressed vowel sounds
Words	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overturned, overturned	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature
Objective	Step 5: Words with 'tia'	Step 11: Words with the /f/ sound spelled 'ph'	Step 17: Words ending in '-ent' and '-ence'	Step 23: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 29: Words with the suffix '-ful'	Step 35: Adverbs synonymous with determination
Words	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential	alphabet, elephant, dolphin, graph, pamphlet, pleasant, phone, photo, physical, sphere	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Adjectives used to describe settings	Step 36: Mathematical Vocabulary
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical

Moderation:

We have a commitment towards ensuring that teachers make consistent judgements about standards, which are accurate, fair and comparable with those made for other children. To ensure this, termly moderation of writing judgements is a vital part of writing assessment at West Wimbledon Primary School. Each cycle of moderation will include 3 sessions (1 within the year group, 1 with the year group above and 1 with the year group below). In addition to this, we take part in external moderation with schools within our cluster and borough.

Teachers will use the 'expected standards key objectives' and the 'working at exemplifications' to inform their decisions.

Handwriting

At West Wimbledon Primary School, we believe that handwriting is a complex skill to learn and starts well before a child is ready to pick up a pencil and make marks on paper. To develop good handwriting, you need to:

1. Have good whole body strength and dexterity
2. Understand direction, movement and position
3. Remember and recall how to form the different shapes of the letters
4. Sit correctly
5. Hold a pencil appropriately



6. Control the pencil
7. Tilt and move the paper on the desk
8. Refine letter formation and position
9. Join the letters to form words

The points above show that handwriting requires the integration and maturation of a wide range of cognitive, perceptual and motor skills including:

1. Gross motor skills
2. Fine motor skills
3. Visual motor control
4. Hand eye coordination
5. Cognitive and perceptual skills
6. Tactile and kinaesthetic sensitivities
7. Behaviour, concentration and motivation
8. Spatial awareness

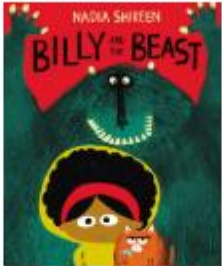
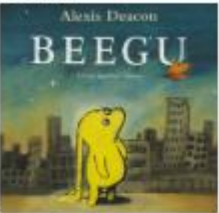
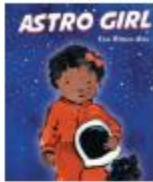
All of these skills develop at different rates in different children. A weakness in any of the key areas can affect a child's handwriting skills. Awareness of this complexity informs the curriculum and teaching progression across the school. It also underpins any intervention programme used to support a child who is experiencing difficulties.

More detailed information on the teaching of handwriting at each stage can be found in our handwriting policy.

Writing curriculum overview :

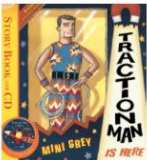
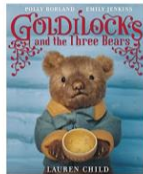
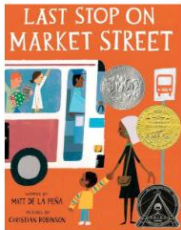
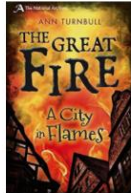
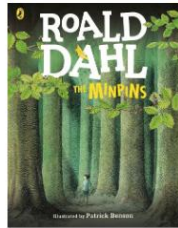
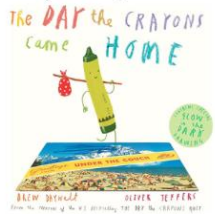
Year 1:

<u>Transcription</u>		<u>Composition</u>	<u>Vocabulary, Grammar and Punctuation</u>
Spelling Pupils should be taught to: - Spell words containing each of the 40+ phonemes already taught. - Spell common exception words. - Spell the days of the week. - Name the letters of the alphabet in order. - Use letter names to distinguish between alternative spellings of the same sound. - Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. - Use the prefix 'un'. - Use -ing, -ed, -er and -est where no change is needed in the spelling of root words. - Apply simple spelling rules and guidance as listed in 'English Appendix 1'. - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Handwriting Pupils should be taught to: - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting 'families' (i.e. letters are formed in similar ways) and to practice these.	Planning, Writing and Editing: - To say out loud what they are going to write about. - To compose a sentence orally before writing it. - To sequence sentences to form short narratives. - To discuss what they have written with the teacher or other pupils. - To reread their writing to check that it makes sense and to independently begin to make changes. - To read their writing aloud clearly enough to be heard by their peers and the teacher. - To use adjectives to describe. Audience, Purpose and Structure: - To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. - To start to engage readers by using adjectives to describe.	Sentence Construction and Tense: - To use simple sentence structures. Use of phrases and clauses: - To use the joining word (conjunction) 'and' to link ideas and sentences. - To begin to form simple compound sentences. Punctuation: - To use capital letters for names, places, the days of the week and the personal pronoun 'I'. - To use finger spaces. - To use full stops to end sentences. To begin to use question marks and exclamation marks.
Key Terminology letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark			

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text/ Inspiration for Writing	Cave Baby  Playground image 	I Want My Hat Back by Jon Klassen  Firework Night by Andrew Collett 	Billy and The Beast 	Teddy bear's picnic  Oktapodi 	Beegu 	Astro Girl by Ken Wilson  The Playground 
Incidental and Main Outcomes	Simple noticing sentences (colourful semantics) Oral sequencing and retelling a narrative Labels Simple explanation sentences	Questions Speech bubbles Retelling List Poem/ shape poem	Wanted posters Character Descriptions Recipes	Recount of real life event Questions Speech bubbles - writing in role	Character description Letter writing in role	Captions How to be an astronaut FactFile based on space travel Performance poetry

Year 2:

<u>Transcription</u>		<u>Composition</u>	<u>Vocabulary, Grammar and Punctuation</u>
Spelling	Handwriting	Planning, Writing and Editing:	Sentence construction and tense:
Pupils should be taught to ● Spell by: -Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. -Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. -Learning to spell common <u>exception</u> words. -Learning to spell more words with contracted forms. -Learning the possessive apostrophe (singular) [for example, the girl's book]. -Distinguishing between homophones and near-homophones. ● Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. ● Apply spelling rules and guidance, as listed in English Appendix 1. ● Write from memory simple sentences dictated by the	Pupils should be taught to: -Form lower-case letters of the correct size relative to one another. -Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. -Use spacing between words that reflects the size of the letters.	-To write narratives about personal experiences and those of others (real and fictional). -To write about real events. To write simple poetry. -To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary -To encapsulate what they want to say, sentence by sentence. -To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. -To reread to check that their writing makes sense and that the correct tense is used throughout. -To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). Audience, Purpose and Structure: -To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. -To use new vocabulary from their reading, their discussions about it	-To use the present tense and the past tense mostly correctly and consistently. -To form sentences with different forms: statement, question, exclamation, command. -To use some features of written Standard English. -To form sentences with different forms: statement, question, exclamation, command. -To use some features of written Standard English. Use of phrases and clauses: -To use co-ordination (or/and/but). -To use some subordination (when/if/ that/because). -To use expanded noun phrases to describe and specify (e.g. the blue butterfly). Punctuation:

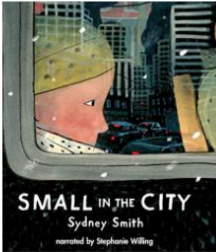
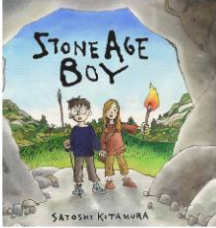
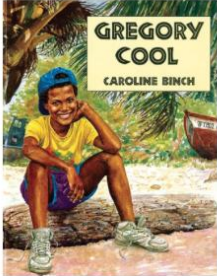
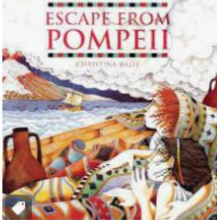
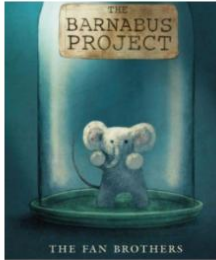
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text/ Inspiration for Writing	Traction Man by Mini Grey  Toys in Space by Mini Grey 	Little Boat  Florence Nightingale 	Goldilocks and the Three Bears by Lauren Child  Last Stop in Market Street 	The Great Fire - A City in Flames By Ann Turnbull 	The Minpins by Roald Dahl 	Dear Earth  The Day the Crayons Quit 
Incidental and Main Outcomes	Character description Thank you card Writing in role Narrative retelling	Postcards Setting descriptions Biography	Wanted Poster - character description Short diary entry as Baby Bear Own version narrative based on traditional tale Senses poetry	Diary entry Non-chronological report Recount	Diary entry Instructional writing Adventure narrative	List poem Persuasive speech Information leaflet Targeted sentence level work

Year 3:

<u>Transcription</u>		<u>Composition</u>	<u>Vocabulary, Grammar and Punctuation</u>
Spelling	Handwriting		
Pupils should be taught to: - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. -Pupils should learn to spell new words correctly and have plenty of practice in spelling them. -As in years 1 and 2, pupils should continue to be supported in understanding and	Pupils should be taught to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Planning, Writing and Editing: -To begin to use ideas from their own reading and modelled examples to plan their writing. -To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. -To begin to organise their writing into paragraphs around a theme. -To compose and rehearse sentences orally (including dialogue). Audience, Purpose and Structure: -To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). -To make deliberate ambitious word choices to add detail.	Sentence Construction and Tense: -To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. -To use 'a' or 'an' correctly throughout a piece of writing. Use of phrases and clauses: -To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. -To use a range of conjunctions, adverbs and prepositions to show time, place and cause. Punctuation: -To use the full range of punctuation from previous year groups.



applying the concepts of word structure (see English Appendix 2). -Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.		-To begin to create settings, characters and plot in narratives.	-To punctuate direct speech, including the use of inverted commas.
Key Terminology: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')			

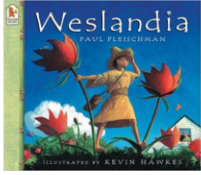
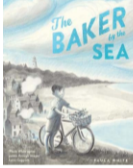
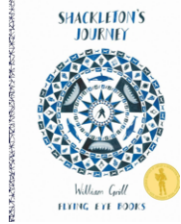
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text/ Inspiration for Writing	Small In The City by Sydney Smith  Stone Age Boy by Satoshi Kitamura 	The True Story of the Three Little Pigs  Revolting Rhymes 	Earth Shattering Events  Gregory Cool 	Penpals  Escape From Pompeii 	The Barnabus Project  The Sound Collector 	The Secret of Black Rock By Joe Todd Stanton 
Incidental and Main Outcomes	Poetry using repetition Adventure Narrative Diary entry in role	Traditional Tale with a Twist: Continuation narrative Instructional writing:Recipe	Non-chronological report (volcanoes) Diary entry	Informal letter writing Setting descriptions Recount: Newspaper article	Advertisement Letter of advice Brochure Season Poetry	Own Version Continuation Narrative

Year 4:

<u>Transcription</u>		<u>Composition</u>	<u>Vocabulary, Grammar and Punctuation</u>
Spelling	Handwriting	Planning, Writing and Editing:	Sentence Construction and Tense:
Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. -Pupils should learn to spell new words correctly and have plenty of practice in spelling them. -As in years 1 and 2, pupils should continue to be supported in understanding and	Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	-To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. -To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. Audience, Purpose and Structure: -To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). -To write a range of narratives that are well- structured and well-paced.	-To always maintain an accurate tense throughout a piece of writing. -To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. Use of phrases and clauses: -To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. -To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.



applying the concepts of word structure (see English Appendix 2). -Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.		-To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. -To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	-To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. Punctuation: -To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. -To consistently use apostrophes for singular and plural possession.
Key Terminology: determiner pronoun, possessive pronoun adverbial			

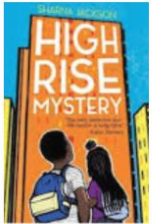
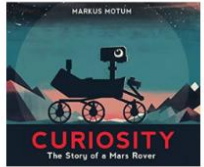
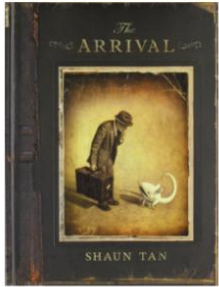
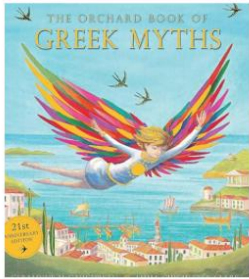
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text/ Inspiration for Writing	Weslandia  The River by Valerie Bloom (poetry) 	Cinderella of The Nile  The Baker by The Sea 	Gut Garden by Katie Brosnan 	Cinnamon by Neil Gaiman  Trip 	Black Dog by Levi Pinfold  The Iron Man by Ted Hughes 	Shackleton's Journey 
Incidental and Main Outcomes	Non-Chronological report about city Poetry based on the structure of The River	Setting Descriptions Informal recount letter in role as Rhodopis A persuasive advertisement Tourist Brochure	Diary Entry as a piece of food travelling through the digestive system Scientific report on the digestive system (Science)	Retellings Setting description Recount of Trip	Character descriptions based on 'fear'. Third person narrative - alternative to chapter 1	Diary entry Newspaper report

Year 5:

<u>Transcription</u>		<u>Composition</u>	<u>Vocabulary, Grammar and Punctuation</u>
Spelling	Handwriting and Presentation	Planning, Writing and Editing:	Sentence Construction and Tense:
Pupils should be taught to: -use further prefixes and suffixes and understand the guidance for adding them -spell some words with 'silent' letters [for example, knight, psalm, solemn] -continue to distinguish between homophones and other words which are often confused -use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 -use dictionaries to check the spelling and meaning of words -use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary -use a thesaurus.	Pupils should be taught to: -write legibly, fluently and with increasing speed by: ● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● choosing the writing implement that is best suited for a task.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. -To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. -To consistently link ideas across paragraphs. -To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. Audience, Purpose and Structure: -To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. -To describe settings, characters and atmosphere with carefully- chosen	-To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. -To ensure the consistent and correct use of tense throughout all pieces of writing. Use of phrases and clauses: -To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). -To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. Punctuation:



		vocabulary to enhance mood, clarify meaning and create pace. -To regularly use dialogue to convey a character and to advance the action. -To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	-To use commas consistently to clarify meaning or to avoid ambiguity. -To use brackets, dashes or commas to indicate parenthesis.
Key Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity			

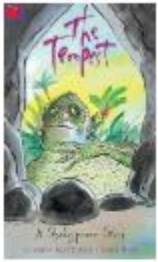
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text/ Inspiration for Writing	The Fantastic Books of Mr Morris Lessmore  Maya Angelou (poem) 	High Rise Mystery  Fantastical images  	Plastic Pollution 	Curiosity by Marcus Motum 	The Arrival  Home (Save The Children) 	Windrush Day  Ancient Greek Myths 
Incidental and Main Outcomes	Setting descriptions Character descriptions A sequel narrative Poem inspired by 'Still I Rise'	Police report Journalistic writing Setting Descriptions	Persuasive Speech	Letter to Earth in role as Curiosity Explanation text - My Mars rover	Third person journey narrative Poetry	Formal Letter (persuasive pitch) Own version Greek narrative

Year 6:

Transcription		Composition	Vocabulary, Grammar and Punctuation
Spelling	Handwriting and Presentation	Planning, Writing and Editing:	Sentence Construction and Tense:
Pupils should be taught to: -use further prefixes and suffixes and understand the guidance for adding them -spell some words with ‘silent’ letters [for example, knight, psalm, solemn] -continue to distinguish between homophones and other words which are often confused -use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 -use dictionaries to check the spelling and meaning of words -use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary -use a thesaurus.	Pupils should be taught to: -write legibly, fluently and with increasing speed by: ● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● choosing the writing implement that is best suited for a task.	-To note down and develop initial ideas, drawing on reading and research where necessary. -To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). -To use a wide range of devices to build cohesion within and across paragraphs. -To habitually proofread for spelling and punctuation errors. -To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. Audience, Purpose and Structure: -To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.) -To distinguish between the language of speech and writing and to choose the appropriate level of formality.	-To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. Use of phrases and clauses: -To use the subjunctive form in formal writing. -To use the perfect form of verbs to mark relationships of time and cause. -To use the passive voice. -To use question tags in informal writing. Punctuation: -To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.



		-To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	
Key Terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points			

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text/ Inspiration for Writing	Beanie the Banshee 	Alte Zachen  Can We Save The Tiger 	Paradise Sands  Zahra (Literacy Shed Clip) 	Thornhill by Pam Smy  Farther 	Screen time  Suffragette: The Battle for Equality 	The Tempest  Some Places More than Others 
Incidental and Main Outcomes	Modern folklore story Poetry based on William Blake's 'The Tyger'.	Analytical essay on what we can learn from other generations Non-chronological report	Narrative prequel including dialogue Descriptive recount	Ghost story Informal Letter	Balanced Argument Formal letter Persuasive campaign	Playscript Biographical writing Poetry

			Conversation between characters Diary entry in role			
Additional Writing group stimuli		Tell this story				



Books/ Articles used to inform the teaching of writing at WWPS:

- On The Write Track* by James Clements
- Real World Writers* by Ross Young and Felicity Ferguson
- Modelling Exciting Writing* by Adam Bushnell, Rob Smith and David Waugh
- Mastering Writing at Greater Depth* by Adam Bushnell, Angela Gill and David Waugh
- Closing the Vocabulary Gap* by Alex Quigly
- The Importance of Modelling Writing to Children* (<https://literacytree.com/modelling-writing/>)
- Transform Teaching and Learning Through Talk: The Oracy Imperative* by Amy Gaunt and Alice Stott
- Vocabulary In Action (EEF)* [https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab in Action Poster v1.0.pdf?v=1677088321](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab%20in%20Action%20Poster%20v1.0.pdf?v=1677088321)
- Vocabulary in Action - misconceptions (EEF)*
<https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocabulary-in-Action-Misconceptions.pdf?v=1679909428>
- Telling the story: The English Education Subject Report (OFSTED)*
<https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report>
- The Writing Framework (2025)*
- Merton Writing Review (2025)*