



Stoke Row Church of England Primary School

Curriculum Statement for Writing

Intent

At Stoke Row, we want all children to be able to confidently communicate their knowledge, ideas and emotions through their writing and reach their full potential and support them in their **Bright Futures**.

Our aims are to

- Guide and nurture each individual on their own personal journeys to becoming successful writers.
- Provide exciting writing opportunities and experiences that engage and enhance all pupils.
- We want all children to acquire a wide vocabulary and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- We want all children to have a solid understanding of grammar and apply it effectively to their writing.
- We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- We believe that all children should be encouraged to take pride in the presentation of their writing.
- We want every child to have a good knowledge of phonics to springboard children to becoming fluent writers.

- To plan a progressive curriculum to build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential ensuring their **Bright Futures**.

Implementation

A variety of genres are progressively taught and built upon both throughout the year and throughout the school and each class focuses on a different high quality text driver to inform and inspire their writing progression.

Writing is also a key focus in the wider curriculum, especially in 'Topic' lessons. Children are given the opportunity to transfer and build upon their knowledge of a genre studied during English lessons and apply this learning to a topic focus.

Children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing.

Within each unit of work, sequenced lessons ensure that prior learning is checked and built upon and that National Curriculum objectives are taught through a combination of approaches/opportunities

- Opportunities to participate in drama & spoken language activities
- Exploring the features of different text types and modelled examples
- Vocabulary practice
- Shared writing (modelled expectations)
- Embedded Spelling, Punctuation and Grammar focus
- Independent writing
- Planning, drafting, editing, up-levelling and presenting

Impact

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps.

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience as part of their **Bright Futures**. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into

other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Bubble
Writing
Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others

	Raindrop		River		Ocean	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	Identify known phonemes in unfamiliar words. Use syllables to divide words when spelling. Use prior knowledge about alternative phonemes to narrow down possibilities for accurate spelling. Use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. Name all the letters of the alphabet in order. Use letter names to show alternative spellings of the same phoneme.	Segment spoken words into phonemes and record these as graphemes. Spell words with alternatives spellings, including a few common homophones. Spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. Identify phonemes in unfamiliar words and use syllables to divide words.	Spell words with additional prefixes and suffixes and understand how to add them to root words. Recognise and spell homophones. Use the first two or three letters of a word to check its spelling in a dictionary. Spell words correctly which are in a family. Spell the commonly mis-spelt words from the Y3/4 word list. Identify the root in longer words.	Spell words with prefixes and suffixes and can add them to root words. Recognise and spell homophones. Use the first two or three letters of a word to check a spelling in a dictionary. Spell the commonly mis-spelt words from the Y3/4 word list.	Form verbs with prefixes. Convert nouns or adjectives into verbs by adding a suffix. Understand the rules for adding prefixes and suffixes. Spell words with silent letters. Distinguish between homophones and other words which are often confused. Spell the commonly mis-spelt words from the Y5/6 word list. Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. Use a thesaurus. Use a range of spelling strategies.	

Composition	Compose a sentence orally before writing it. Sequence sentences in chronological order to recount an event or experience. Re-read what they have written to check that it makes sense. Leave spaces between words. Know how the prefix 'un' can be added to words to change meaning. Use the suffixes 's', 'es', 'ed', and 'ing' within my writing.	Write narratives about personal experiences and those of others, both real and fictional. Write for different purposes, including real events. Plan and discuss the content of writing and record their ideas. Orally rehearse structured sentences or sequences of sentences. Evaluate their own writing independently, with friends and with an adult. Proof-read to check for errors in spelling, grammar and punctuation.	Discuss models of writing, noting its structure, grammatical features and use of vocabulary. Compose sentences using a wider range of structures. Write a narrative with a clear structure, setting, characters and plot. Write non-narrative using simple organisational devices such as headings and sub-headings. Suggest improvements to their own writing and that of others. Make improvements to grammar, vocabulary and punctuation. Use a range of sentences with more than one clause by using a range of conjunctions. Use the perfect form of verbs to mark the relationship of time and cause. Proof-read to check for errors in spelling and punctuation.	Compose sentences using a range of sentence structures. Orally rehearse a sentence or a sequence of sentences. Write a narrative with a clear structure, setting and plot. Improve my writing by changing grammar and vocabulary to improve consistency. Use a range of sentences which have more than one clause. Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. Use direct speech in my writing and punctuate it correctly.	Discuss the audience and purpose of the writing. Start sentences in different ways. Use the correct features and sentence structure matched to the text type we are working on. Develop characters through action and dialogue. Establish a viewpoint as the writer through commenting on characters and events. Use grammar and vocabulary to create an impact on the reader. Use stylistic devices to create effects in writing. Add well-chosen detail to interest the reader. Summarise a paragraph. Organise their writing into paragraphs to show different information or events.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action
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Sentence Structure	Combine words to make a sentence. Join two sentences using 'and'.	Use subordination and co-ordination. Use expanded noun phrases. Say how the grammatical patterns in a sentence indicate its function.	Express time, place and cause by using conjunctions, adverbs and prepositions.	Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. Use fronted adverbials.	Use relative clauses. Use adverbs or modal verbs to indicate a degree of possibility.	Use verb tenses consistently and correctly throughout their writing. Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
Text Structure	Sequence sentences to form a narrative.	Consistently use the present tense and past tense correctly. Use the progressive forms of verbs in the present and past tense.	Start to use paragraphs. Use headings and sub headings. Use the present perfect form of verbs instead of the simple past.	Write in paragraphs. Make an appropriate choice of pronoun and noun within and across sentences.	Build cohesion between paragraphs. Use adverbials to link paragraphs.	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)
Punctuation	Separate words using finger spaces. Use capital letters to start a sentence. Use a full stop to end a sentence. Use a question mark. Use an exclamation mark. Use capital letters for names. Use 'I'.	Use capital letters for names of people, places, day of the week and the personal pronoun 'I'. Correctly use question marks and exclamation marks. Use commas to separate items in a list. Use apostrophes to show where letters are missing and to mark singular possession in nouns.	Use inverted commas to punctuate direct speech.	Use inverted commas and other punctuation to indicate direct speech. Use apostrophes to mark plural possession. Use commas after fronted adverbials.	Use brackets, dashes and commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity.	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Handwriting	Sit correctly at a table, holding a pencil comfortable and correctly. Form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters and digits 0-9	Form lower-case letters of the correct size relative to one another. Begin to use some of the diagonal and horizontal strokes needed to join letters. Show that they know which letters are best left unjoined. Use spacing between words that reflects the size of the letters. Use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters should be left unjoined.	Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters should be left unjoined. Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Choose the style of handwriting to use when given a choice. Choose the handwriting that is best suited for a specific task.	Maintain legibility in joined handwriting when writing at speed