

# Writing

## Intent

Our Academy intent is to enable all our pupils to write confidently, clearly and enthusiastically across a range of situations and curriculum areas. Our children will be able to understand the need for developing, organising and communicating their ideas effectively and accurately.

We enable our children:

- To write clearly, accurately and confidently by adapting language and style in and for a variety of contexts, purposes and audiences;
- To use discussion in order to learn: elaborating and clearly explaining their understanding and ideas;
- To develop a consistent, clear, fluent, joined handwriting style and to be aware of the importance of presentation in order to communicate effectively;
- To understand the conventions of writing, including grammar, punctuation and spelling;
- To plan, draft and edit their writing;
- To enjoy writing and feel valued as writers and
- To appreciate the writing of others

## Implementation

### Writing Pathway

At Estcourt Primary Academy, Talk for Writing is the writing programme we use to teach writing across the academy. Children work on 3 week writing cycles, looking at the features of texts, learning how to edit and improve them, before writing their own. These stages of the writing cycle are known as imitation, innovation and independence. As part of this, we use text interrogation to identify the key grammatical features in the texts as well as the underlying structures. These are then used to edit and improve as part of the writing cycle. Children use a range of box up plans, text maps and timelines to help support and improve their writing.

## Writing lessons

These are planned and delivered through the Talk for Writing (TfW) units mapped out in our long term plan (see Appendix A). They are based on the 'Talk for Writing' (TfW) ethos and structure which enables children to learn the language and structure of a range of genres and internalise them (see Order and Content appendix). Across the year, pupils write in a wide range of narrative and non-fiction genres, including poetry.

**Short Burst, Shared and Guided Writing are used as strategies regularly within writing lessons, supporting pupils in further models of the text type they are learning.**

## Grammar, Punctuation and Spelling

Grammar, Punctuation and Spelling is taught through our writing pathway. We interweave it within our teaching of different writing genres so our children can apply it in meaningful ways: building on previous learning.

Spelling is also taught discreetly through the specific spelling lessons and interventions for targeted children.

- In EYFS and KS1, this is taught through RWI and common exception words.
- In KS2, children follow the No Nonsense Spelling Program
- Spellings are practiced regularly and assessed each half term.

## Assessment

Writing is continuously assessed by class teacher and as a result, planning and teaching changes to meet the needs of the children and should be edited to enable continuous progression. This is recorded by the class teacher in their Feed Forward journals and shared with the children regularly. (see Appendix C)

A formal assessment of writing is made at the end of each writing cycle based on age related expectations. (see Appendix D)

Children are assessed on a wide range of genres (both fiction and non-fiction) throughout the year. It is essential that all children have a balance of both fiction and non-fiction and the genres in these. See LTP for coverage and text titles.

Writing is moderated within and across year groups every term to ensure assessment is accurate.

## Appendix A Talk for Writing Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y1</b>						
<b>F</b>	<b>The 3 Little Pigs</b> <i>Overcoming monster</i> <i>Character</i>	<b>Little Charlie</b> <i>Journey</i> <i>Opening and Ending</i>	<b>Rumpelstiltskin</b> <i>Character Flow</i> <i>Action</i>	<b>The Magic Porridge Pot</b> <i>Writing</i> <i>Description</i>	<b>Goldilocks and the 3 Bears</b> <i>Ending</i> <i>Suspense</i>	<b>Peter and the Wolf</b> <i>Writing</i> <i>Setting</i>
<b>NF</b>	<b>Instructions</b> <i>How to trap a wolf</i>	<b>Explanation</b> <i>How can we help each other?</i>	<b>Recount: 1<sup>st</sup> person</b> <i>Being tricked by Rumpelstiltskin</i>	<b>Persuasion</b> <i>Magical Porridge Pot Advert</i>	<b>Discussion</b> <i>Is Goldilocks a villain?</i>	<b>Information</b> <i>Delta Wolves</i>
<b>Y2</b>						
<b>F</b>	<b>The Story of Pirate Tom</b> <i>Plans to write</i> <i>Openings and endings</i>	<b>The Papaya that Spoke</b> <i>Journey</i> <i>Dilemma</i>	<b>Jack and the Beanstalk</b> <i>Overcoming Monster</i> <i>Setting</i>	<b>The Great Dragon Rescue</b> <i>Ending</i> <i>Description</i>	<b>The Fox and the Raven</b> <i>Fable</i> <i>Action</i>	<b>Greedy Fox</b> <i>Writing</i> <i>Character</i>
<b>NF</b>	<b>Persuasion</b> <i>Join my crew</i>	<b>Explanation</b> <i>Where does food come from?</i>	<b>Instructions</b> <i>Growing a magic beanstalk</i>	<b>Information</b> <i>Rainbow Dragon</i>	<b>Discussion</b> <i>Is it ever okay to trick someone?</i>	<b>Recount</b> <i>A day in the life of the fox</i>
<b>Y3/4</b>						
<b>F</b>	<b>A Sorceress Comes to Camelot</b> <i>Overcoming the Monster</i> <i>Setting</i>	<b>The Cobbler of Krakow and Sarah the Dragon Merchant</b> <i>Overcoming Monster</i> <i>Character</i>	<b>Dobber and the Silver Ring</b> <i>Suspense</i> <i>Suspense</i>	<b>Reilly</b> <i>Fantasy</i> <i>Description</i>	<b>The King of Fishes</b> <i>Writing</i> <i>Dilemma</i>	<b>Pretty Vain</b> <i>Character Flow</i> <i>Action</i>
<b>NF</b>	<b>Discussion</b> <i>Should Arthur have killed the sorceress?</i>	<b>Instructions</b> <i>How to tame a dragon.</i>	<b>Explanation</b> <i>Why friends are important</i>	<b>Discussion</b> <i>Is it okay to borrow without asking?</i>	<b>Information</b> <i>Wacky Sea Creature: Ocean Unicorn</i>	<b>Persuasion</b> <i>Promotional leaflet: gadgets</i>
<b>Y3/4</b>						
<b>F</b>	<b>Adventure at Sandy Cove</b> <i>Ending</i> <i>Suspense</i>	<b>Elf Road</b> <i>Portal</i> <i>Description</i>	<b>Staving Out</b> <i>Writing</i> <i>Character &amp; Dialogue</i>	<b>Zelda Claw</b> <i>Tale of Fear</i> <i>Openings and Endings</i>	<b>Midas</b> <i>Character Flow</i> <i>Action</i>	<b>Little Red Riding Hood</b> <i>Writing</i> <i>Setting</i>
<b>NF</b>	<b>Recount (Newspaper)</b> <i>Burglary</i>	<b>Explanation</b> <i>Why the existence of elves is questioned.</i>	<b>Instructions</b> <i>How to pitch a tent</i>	<b>Information</b> <i>Garbats</i>	<b>Persuasion</b> <i>Letter to persuade Dionysus to remove the witch.</i>	<b>Recount: Police Report</b> <i>Woodcutter interviewed</i>
<b>Y5/6</b>						
<b>F</b>	<b>The Canal</b> <i>Writing</i> <i>Setting</i>	<b>Beowulf</b> <i>Overcoming Monster</i> <i>Description</i>	<b>The Red Eye</b> <i>Ending</i> <i>Openings and Endings</i>	<b>Kidnapped</b> <i>Quest</i> <i>Suspense</i>	<b>The Time-Slip Scarab</b> <i>Portal</i> <i>Character &amp; Dialogue</i>	<b>The Legend of Bowman's Nose</b> <i>Change (advised)</i> <i>Action</i>
<b>NF</b>	<b>Recount</b> <i>Boy nearly drowns</i>	<b>Information</b> <i>Grandel the Night-Beast</i>	<b>Information</b> <i>The Frost Unicorn</i>	<b>Recount (Newspaper)</b> <i>President's Daughter Kidnapped</i>	<b>Explanation</b> <i>Why scarab beetles are portals?</i>	<b>Persuasion</b> <i>Why you should be spared?</i>
<b>Y5/6</b>						
<b>F</b>	<b>The Nightmare Man</b> <i>Tale of Fear</i> <i>Suspense</i>	<b>The Caravan</b> <i>Writing</i> <i>Setting</i>	<b>The Old Mill</b> <i>Suspense</i> <i>Openings and endings</i>	<b>The Gas Mask</b> <i>Portal</i> <i>Character and Dialogue</i>	<b>Alien Landing</b> <i>Suspense</i> <i>Action</i>	<b>Little Vixen Street</b> <i>Journey</i> <i>Description</i>
<b>NF</b>	<b>Discussion</b> <i>Should we be afraid of the dark?</i>	<b>Discussion</b> <i>Should witch be punished?</i>	<b>Instructions</b> <i>How to follow an ancient treasure map.</i>	<b>Instructions</b> <i>What to do during an air raid.</i>	<b>Persuasion</b> <i>Leaflet for Aliens to visit Earth</i>	<b>Explanation</b> <i>Why have foxes become urbanised?</i>

## **Appendix B**

### **Marking and feedback**

#### Live-marking

Whilst the children are working independently, staff should use this opportunity to live-mark. Live-marking is marking what is effective on the children's work in a green highlighter. Any work that has not been live-marked, should have at least the learning objective swiped or dotted as necessary.

#### Marking for editing process

After/during the session, staff should use a yellow highlighter to address spelling, punctuation and grammar issues.

Spelling – Underlined/Dot

Punctuation – Circle

Grammar - Square

#### Y1/2

Incorrect spellings will be underlined and written by the teacher at the bottom of the work.

Incorrect grammar will be indicated with a neat square.

Incorrect punctuation will be indicated with a neat circle.

Children should be supported to understand their errors.

#### Y3/4

Incorrect spellings will be underlined and addressed independently by the child.

Incorrect grammar will be indicated with a neat square.

Incorrect punctuation will be indicated with a neat circle.

Children should be supported to understand their errors and encouraged to correct them with increasing independence.

#### Y5/6

Incorrect spellings will be indicated with a dot at the beginning of the line and addressed independently by the child.

Incorrect grammar will be indicated with a neat square at the beginning of the line.

Incorrect punctuation will be indicated with a neat circle.

Children should be independent in correcting their work.

It is important to note that for some pupils this way of marking may not be wholly appropriate e.g. for pupils who are on the SEND register or for pupils new to the year group. In this case teachers should use their professional judgement to ensure fitting feedback is given.

Appendix C Feedforward Celebration Slides

Key Stage One

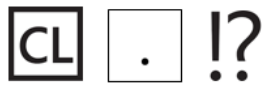


**We are writing superstars!**



**Handwriting**

**Maya**



**Punctuation**

**Liam**

for using a ?  
correctly.



**Vocabulary**

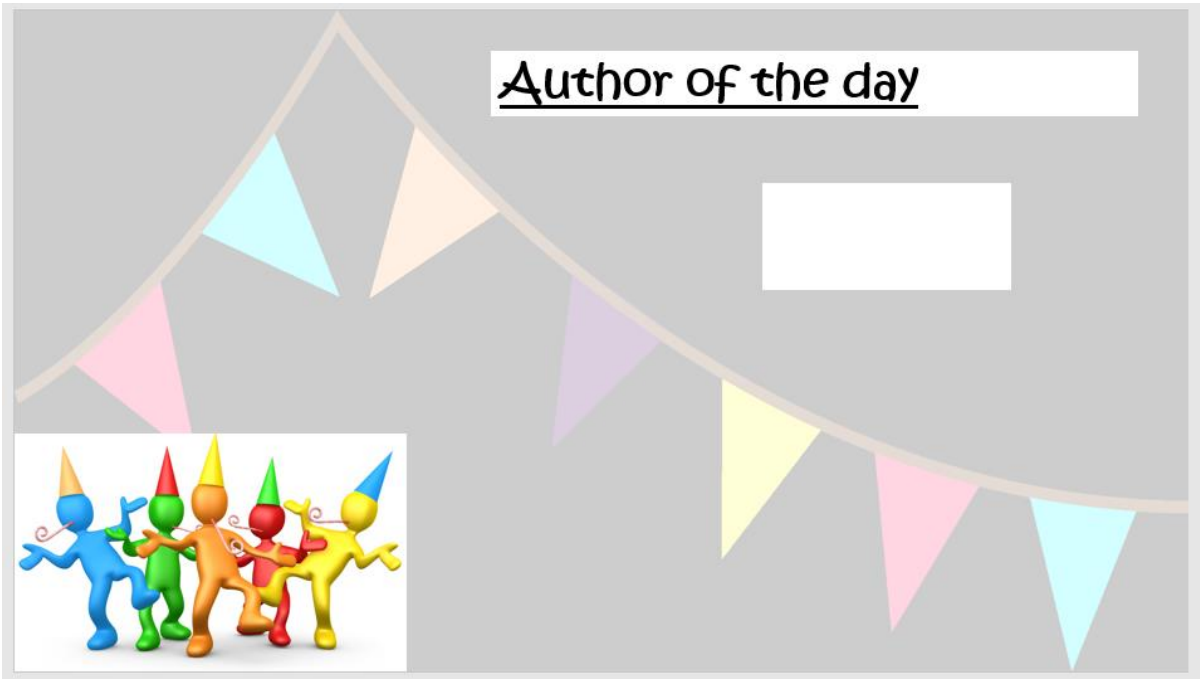
**Dominic**

for using the  
word 'gigantic'

**Celebration time**

This is for examples of work – to share, celebrate and highlight aspects we want to encourage others to include.

What makes  
these **GLOW**?



Handwriting

Bentley



Capital Letters

William



Letter Formation



Full stops

Sonny



Finger spaces

Space here for aspects particular to your class/session, eg, common grammatical errors

Feedforward slide – to indicate improvements you want to see specific children make.



EVERYONE CHECK!



Spellings



Punctuation



Grammar



Place common misspelt words here.

Lower Key Stage Two



**We are writing superstars!**



Handwriting

**Maya**

adverb apostrophe clause  
determiner fronted adverbial  
modal verb noun phrase prefix  
present perfect pronoun root  
word sentence subjunctive  
suffix superlative tense verb

Grammar

**Liam**

for using a fronted adverbial



Vocabulary

**Dominic**

for using the word 'tediously'



Punctuation

**Ruby**

for using inverted commas correctly

## Celebration time

This is for examples of work – to share, celebrate and highlight aspects we want to encourage others to include.

What makes these **GLOW**?

## Author of the day







Handwriting

Bentley



Capital Letters

William



Letter Formation

adverb apostrophe clause  
determiner fronted adverbial  
modal verb noun phrase prefix  
present perfect pronoun root  
word sentence subjunctive  
suffix superlative tense verb

Grammar

Sonny



Punctuation

Space here  
for aspects  
particular  
to your  
class/session

Feedforward slide – to indicate improvements you want to see specific children make.



EVERYONE CHECK!



Spellings



Punctuation



Grammar



Place common misspelt words here.

Upper Key Stage Two



**We are writing superstars!**



**Handwriting**

Maya

adverb apostrophe clause  
determiner fronted adverbial  
modal verb noun phrase prefix  
present perfect pronoun root  
word sentence subjunctive  
suffix superlative tense verb

**Grammar**

Liam

for using parenthesis  
effectively



**Vocabulary**

Dominic

for using the word  
'arduous'



**Punctuation**

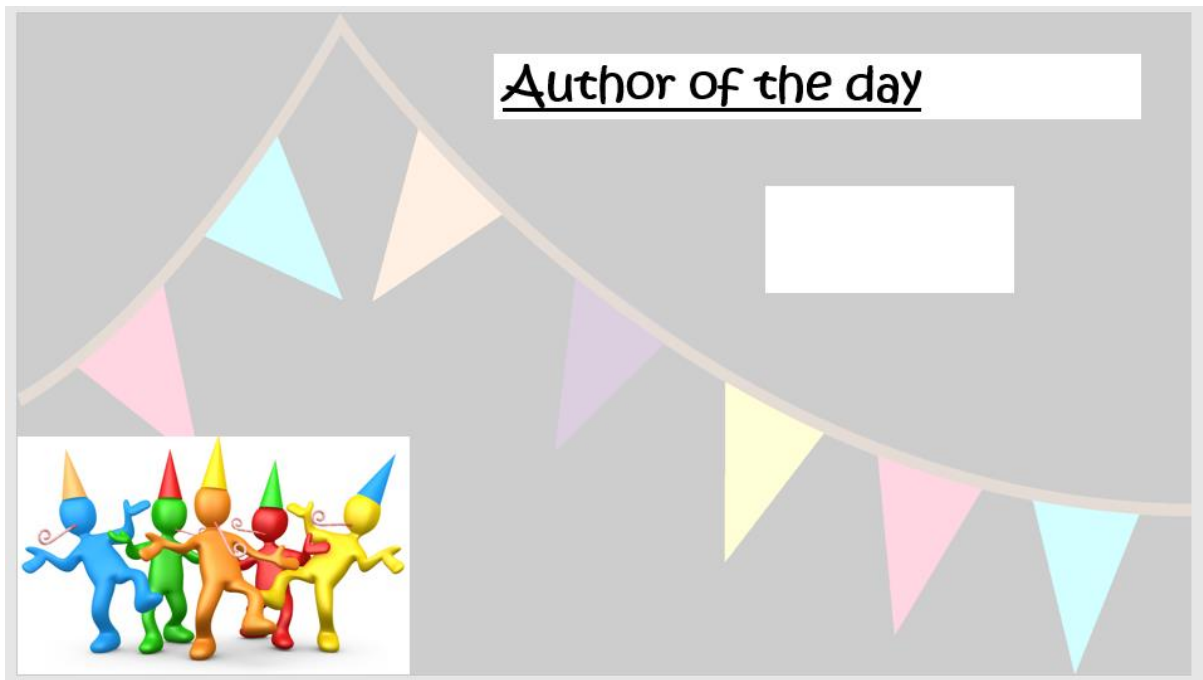
Ruby

for using a semi colon  
correctly

**Celebration time**

This is for examples of work – to share, celebrate  
and highlight aspects we want to encourage others  
to include.

What makes  
these **GLOW**?



Grammar

Aiden – was/were

Productivity

Jacob

Year 6 content

Underline dates

Does your work make sense?

Everyone needs to check this



Spellings

Handwriting

Damien – ascenders must be taller.

CL/FS/basic punctuation

Paragraph structure



EVERYONE CHECK!



Spellings



Punctuation



Grammar



Place common  
misspelt words  
here.

## Appendix D

### DELTA Teacher Assessment Framework for formal assessment



KS2 Teacher Assessment Framework						
Pupils can :	Date					
<b>WTS:</b>						
Write for a range of purposes						
Using paragraphs to organise ideas						
In narratives, describe settings and characters						
In non-narrative, use simple devices to structure the writing (headings, sub-headings, bullet points).						
Using <b>most</b> correctly	Capital letters					
	Full stops					
	Question marks					
	Commas for lists					
	Apertrophes for contraction					
Spelling <b>most</b> words correctly (year 3-4)						
Spelling <b>some</b> words correctly (year 5-6)						
Write legibly (no requirement to join)						
<b>EKS:</b>						
Write effectively for a range of purposes and audiences.						
Select language that shows good awareness of the of the reader (e.g. 1 <sup>st</sup> person in diary, direct address in instructions, persuasion)						
In narratives, describe settings, characters and atmosphere.						
Integrate dialogue in narratives* to convey character and advance action.						
Selecting vocabulary and grammatical structures that reflect what the writing requires, <b>mostly</b> appropriately (e.g. contractions in dialogue in narrative, passive verbs to affect how information is presented, modal verbs for degrees of possibility).						
Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs						
Use verb tenses consistently and correctly throughout their writing.						
Use a range of punctuation taught at KS2 <b>mostly</b> correctly (e.g. inverted commas and other punctuation to indicate direct speech).						
Spelling <b>most</b> words correctly (year 5-6 spelling list – evidence of some of these words being spelt correctly)						
Maintaining legibility in joined handwriting when writing at speed. (NC – diagonal and horizontal strokes to join letters)						
<b>GOS:</b>						
Write effectively for a range of purposes and audiences, selecting the appropriate form.						
Draw independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).						
Distinguish between the language of speech and writing and choose the appropriate register (contractions, colloquial expressions, grammatical informality, long co-ordinated sentences).						
Exercise assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
Use the range of punctuation taught at KS2 <b>correctly</b>						
<b>When necessary</b> , use punctuation precisely to enhance meaning and avoid ambiguity.						

\*Narrative is defined as an account of connected events, real or imagined, which can include stories, plays, poetry, accounts, reports, biographies, autobiographies, memoirs, letters, diaries, news broadcasts, etc. Examples in *italics* are non-statutory. Additional italicised comments are taken from guidance.