Langham Village School

Writing Strategy

Introduction
This Writing Strategy has been written in order to explain how we teach writing at Langham Village School and Nursery. Underpinning the pedagogy behind it, are the following key principles:

- Children learn to write well, if they read well and are exposed to high quality texts.
- In order to write fluently, children need to master the skills of handwriting, spelling and punctuation. These skills need to be taught in a sequential way from Early Years.
- Children need to write frequently and in a range of text types in order to build up the stamina and grammatical control required to write purposefully, quickly or at length.
- Writing should not just take place during the writing lesson. Children need to apply their writing skills across the curriculum.
- Children need to learn to evaluate the success and accuracy of their writing, if they are to improve.

Associated Documents

End of year writing expectations

Teaching and Learning Policy

Appendices

Appendix 1: Supporting children with spelling in their independent writing

Appendix 2: Guidance for planning a writing unit

Teaching sequences for writing in Key Stages 1 and 2

Our teaching sequences for writing is explained fully appendix 2 of this strategy: ***Guidance for planning a writing unit***. Basically, whether planning a one-week unit in year 1 or a three week unit in Upper Key Stage 2, the sequence of learning remains the same:

1. Identify and understand the key features of the text type by reading high quality texts. In Key Stage 1, this might be a whole single text. By Upper Key Stage 2, this could be several examples from parts of different texts.

2. Understanding and applying a grammar or punctuation focus.

3. Extended writing time for the children to write independently.

4. Evaluation and improvement.

Assessment of children's writing

Every child from year 1 to 6 has a writing assessment sheet in their writing book, which teachers complete during the course of every term. The sheet enables teachers to identify gaps in children's skills and knowledge and for teachers to give a termly summative assessment for each child. Every term, each teacher's judgements are moderated at Writing Moderation meetings and Pupil Progress Reviews.

Teachers mark and give feedback according to the specification for marking and feedback in the **Teaching and Learning Policy.**

Overview of progression in the teaching of writing

	Handwriting	Spelling	Grammar and punctuation	Composition
R	**Forming letters, words and sentences** Writing lessons, teach children to: • Sit correctly to write and hold a pencil correctly. • Correctly form lower case and capital letters without joins • Begin to develop consistent letter size and spaces.	**Spell words by identifying sounds in them and representing the sounds with a letter or letters** Children learn to spell phonetically by identifying the sound,then writing the sounds with letters. They begin to spot some common exception words.	**Write simple phrases and sentences that can be read by others** In writing lessons, children learn to write sentences with words with known sound-letter correspondencesusing a capital letter and full stop. The children are taught to reread what they have written to check it makes sense. See **Reception Early Learning Goals** for end of year expected outcomes.	
1	Taught in a handwriting lesson. • sit correctly at a table, holding apencil 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 that are formed in similar ways) and to practise these.	**Introduce patterns for spelling and common exception words** Spelling lessons are taught weekly **Children learn:** • letter names for spelling and alphabetical order **Vocabulary to teach:** letter, capital letter, singular, plural	**Teach grammar and punctuation in the context of the text type being studied:** • How words can combine to make sentences • Joining words and joining clauses using 'and'. Begin to use other conjunctions such as *'because, but* and *so'* • Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I **Vocabulary to teach:** word, sentence punctuation, clause, full stop, question mark, exclamation mark	**Write short sequences of sentences** See below for: • Different writing types and purposes taught in discrete blocks. • Progression in text features taught.

	Handwriting	Spelling	Grammar and punctuation	Composition
2	**Learning to join** In weekly lessons, children begin to learn to join using the handwriting policy. They are taught to write in a joined script without lead-in lines. (see handwriting policy) Children develop fluency and speed through regular practice in class, improving their letter formation and orientation of letters.	**Continue to teach common exception words, homophones, spelling rules and patterns.** Children learn the spelling rules and words from the **National Curriculum English Appendix 1.** **Vocabulary to teach:** suffix, compound word	**Teach grammar and punctuation in the context of the text type being studied:** • Subordination (using when, if, that, because). • Co-ordination (using or, and, but). • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling. • Apostrophes to mark singular possession in nouns [for example, the girl's name] **Vocabulary to teach:** noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma	**Write with growing stamina:** • **simple coherent narratives about personal experiences and those of others (real or fictional)** • **real events** • **poetry** • **writing for different purposes** See below for: • Different writing types and purposes taught in discrete blocks. • Progression in text features taught.
3	**Learning to join** In weekly lessons, children continue to learn to join using the handwriting policy. Children develop fluency and speed through regular practice in class, improving their letter formation and orientation of letters.	**Continue to teach common exception words, homophones, spelling rules and patterns.** Children learn the spelling rules and words from the **National Curriculum English Appendix 1.** **Vocabulary to teach:** word family, prefix, consonant, consonant letter vowel, vowel letter	**Teach grammar and punctuation in the context of the text type being studied:** • Express time, place and cause using conjunctions, adverbs and prepositions • Introduce paragraphs to organise ideas around a theme and to group related material • Headings and sub-headings to structure writing and to aid presentation • Use of the present perfect form of verbs instead of the simple past • Introduce inverted commas and other punctuation to indicate direct speech • Use of apostrophes for contraction **Vocabulary to teach:** preposition, conjunction, clause, subordinate clause, direct speech, inverted commas	**Write for a growing range of real purposes and audiences with an increasingly rich and varied vocabulary, beginning to choose words for effect.** See below for: • Different writing types and purposes taught in discrete blocks. • Progression in text features taught.
4	**Speed and fluency** In weekly lessons children learn to develop speed and fluency, writing passages of text neatly and speedily. They develop an awareness of neatness and stamina for writing. They learn the conventions for different formats of text, including letters and labelled diagrams.	**Continue to teach common exception words, homophones, spelling rules and patterns.** Children learn the spelling rules and words from the **National Curriculum English Appendix 1.** **Vocabulary to teach:** determiner, pronoun, possessive pronoun, adverbial	**Teach grammar and punctuation in the context of the text type being studied:** • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Identify and use abverbial phrases, including 'fronted' adverbials • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech • Use apostrophes accurately for possession including for plural possession • Use commas to demarcate clauses, including after fronted adverbials. **Vocabulary to teach:** determiner pronoun, possessive pronoun, adverbial	**Write for a growing range of real purposes and audiences with an increasingly rich and varied vocabulary, beginning to choose words for effect.** See below for: • Different writing types and purposes taught in discrete blocks. • Progression in text features taught.

	Handwriting	Spelling	Grammar and punctuation	Composition
5	Intervention groups for children who need to develop speed and fluency	**Continue to teach common exception words, homophones, spelling rules and patterns.** Children learn the spelling rules and words from the **National Curriculum English Appendix 1.** **Vocabulary to teach:** synonym, antonym	**Teach grammar and punctuation in the context of the text type being studied:** • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity **Vocabulary to teach:** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	**Upper Key Stage 2** **Write fluently for the range of text types and forms with an understanding of audience and purpose, selecting appropriate vocabulary and grammar.** See below for: • Different writing types and purposes taught in discrete blocks. • Progression in text features taught.
6	Intervention groups for children who need to develop speed and fluency	**Continue to teach common exception words, homophones, spelling rules and patterns.** Children learn the spelling rules and words from the **National Curriculum English Appendix 1.** **Vocabulary to teach:** synonym, antonym	**Teach grammar and punctuation in the context of the text type being studied:** • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Use of the passive to affect the presentation of information in a sentence • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Layout devices to structure text • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity **Vocabulary to teach:** subject, object, active, passive, ellipsis, hyphen, colon, semi-colon, bullet points	**Upper Key Stage 2** **Write fluently for the range of text types and forms with an understanding of audience and purpose, selecting appropriate vocabulary and grammar.** See below for: • Different writing types and purposes taught in discrete blocks. • Progression in text features taught.

Progression in grammar and punctuation

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How words can combine to make sentences Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences	Joining words and joining clauses using 'and'. *Begin to use other conjunctions such as 'because, but* and *so'* Capital letters for names and for the personal pronoun I	Joining words and joining clauses using 'and'. *Begin to use other conjunctions such as 'because, but* and *so'* Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I			

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Correct choice and consistent use of present tense and past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Subordination (using when, if, that, because). Co-ordination (using or, and, but). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Commas to separate items in a list	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Apostrophes to mark where letters are missing in spelling.	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Subordination (using when, if, that, because). Co-ordination (using or, and, but). Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Commas to separate items in a list	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Apostrophes to mark where letters are missing in spelling. Apostrophes to mark singular possession in nouns [for example, the girl's name]
Year 3	Express time, place and cause using conjunctions, adverbs and prepositions Introduce paragraphs to organise ideas around a theme and to group related material Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Introduce paragraphs to organise ideas around a theme and to group related material Headings and sub-headings to structure writing and to aid presentation Introduce inverted commas and other punctuation to indicate direct speech	Express time, place and cause using conjunctions, adverbs and prepositions Headings and sub-headings to structure writing and to aid presentation	Introduce inverted commas and other punctuation to indicate direct speech Use of apostrophes for contraction Use of the present perfect form of verbs instead of the simple past	Headings and sub-headings to structure writing and to aid presentation Use of the present perfect form of verbs instead of the simple past Introduce paragraphs to organise ideas around a theme and to group related material	Introduce inverted commas and other punctuation to indicate direct speech Use of apostrophes for contraction Introduce paragraphs to organise ideas around a theme and to group related material
Year 4	Use of paragraphs to organise ideas around a theme. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use commas to demarcate clauses	Identify and use abverbial phrases, including 'fronted' adverbials Use commas to demarcate clauses, including after fronted adverbials. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Use apostrophes accurately for possession including for plural possession Use of paragraphs to organise ideas around a theme Identify and use abverbial phrases, including 'fronted' adverbials	Develop cohesion by choosing when to use a pronoun or synonym to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	Develop cohesion by choosing when to use a pronoun or synonym to aid cohesion and avoid repetition Use commas to demarcate clauses, including after fronted adverbials.	Develop cohesion by choosing when to use a pronoun or synonym to aid cohesion and avoid repetition Identify and use abverbial phrases, including 'fronted' adverbials Use apostrophes accurately for possession including for plural possession

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 5 and 6	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Use of the semi-colon, colon and dash to mark the boundary between independent clauses Layout devices to structure text	Linking ideas across paragraphs using a wider range of cohesive devices: adverbials, tense choice, repetition of a word or phrase, grammatical connections and ellipsis Use of the passive to affect the presentation of information in a sentence Brackets, dashes or commas to indicate parenthesis	The difference between vocabulary and structures typical of informal speech and vocabulary appropriate for formal speech and writing Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Use of the colon to introduce a list and use of semi-colons within lists	Linking ideas across paragraphs using a wider range of cohesive devices: adverbials, tense choice, repetition of a word or phrase, grammatical connections and ellipsis Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Use of commas to clarify meaning or avoid ambiguity	Linking ideas across paragraphs using a wider range of cohesive devices: adverbials, tense choice, repetition of a word or phrase, grammatical connections and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun How hyphens can be used to avoid ambiguity Punctuation of bullet points to list information

Progression in text types

The following progression tables are for teachers to use to break down the key text, sentence and vocabulary required in each year for each text type. The tables are based on The Training Space ‘Progression through Genres’ booklet.

Instructions

Year group	Text structure	Sentence construction	Vocabulary
1	Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	Simple connectives are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint

2	A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.	Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly
3	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip.	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to
4	A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	Variation in sentence structures e.g. While the pastry cooks… As the sauce thickens… Include adverbs to show how often e.g. additionally, frequently, rarely.	Continue by… Carry on… Do this until… Stop when… When you have done this… Try not to.. Avoid

Recounts

Year group	Text structure	Sentence construction	Vocabulary
1	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally The best part was The worst part was I liked I didn't like
2	Brief introduction and conclusion. Written in the past tense e.g. I went… I saw… Main ideas organised in groups. Ideas organized in chronological order using connectives that signal time.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I didn't expect
3	Clear introduction. Organised into paragraphs shaped around key events.	Simple sentences with extra description. Some complex sentences using when, if, as etc.	Last week During our school trip Soon Meanwhile To begin with

	A closing statement to summarise the overall impact	Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar	I was pleased that I didn't expect that It was difficult to
4	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Variation in sentence structures e.g. While we watched the sea lion show… Use embedded/relative clauses e.g. Penguins, which are very agile, …. Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me	Later on… Before long… At that very moment… At precisely… When this was complete… I was gripped by… I felt overwhelmed when... I was personally affected by… This has changed how I feel about…
5 and 6	Description of events are detailed and engaging. The information is organized chronologically with clear signals to the reader about time, place and personal response. Recount is written to reveal the writer's perspective. Use of opening statements to set the scene or tone of the entry.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt… In a flash... Presently Meanwhile

Newspaper reports

Year group	Text structure	Sentence construction	Vocabulary
2	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	It was a terrible… The scene was… Many passers by… Some children were… Shocking Awful Amazing Incredible Afterwards
3	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. As the police arrived, the crowd scattered.	While, if, as, when. Witnesses felt… He reported that… He also claimed that… She went on to state that… He continued by.. Hours later Unfortunately Fortunately
4	Clear introduction and conclusion, including use of topic opening sentence. Links between key ideas in the newspaper. Who, what, where, when and why	Variation in sentence structures e.g. While the witness was distracted… As the police arrived… Use embedded/relative clauses e.g. Mrs Holt, who was very angry…	John Smith (64), a retired community officer said… Within minutes… The school confirmed that… She claimed that..

	information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.	The tiger, that was pacing… Include adverbs to show how often e.g. additionally, frequently, rarely.	He continued by informing us that… Police were…
5	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.	Until this is resolved… Unfortunately… Chaos ensued… Many panicked when… He disputed… She refused to accept that… The parents agreed that… Witnesses… Pupils emphasized… They spoke to… In addition to this…
6	The writer understands the impact and thinks about the response of the reader in a cohesive narrative. Information is prioritised according to importance. Headlines include puns.	Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident… Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire…	The impact of… Despite continued efforts… Subsequently… The appointed spokesman… In addition… Mrs Hedges emphasized… Tragic… Crisis situation Epic proportions… Many parents refused to accept… The horror… Politicians also spoke of how…

Biography

Year group	Text structure	Sentence construction	Vocabulary
1	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally When he/she was born… When he/she was five years old… An interesting thing about… A fact about… He/she will be remembered for…
2	Brief introduction and conclusion. Written in the past tense e.g. He went… She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large crowd	As a child… As a teenager… At a young age… Many years later… One of the interesting things about…was… In my view… His/Her life was… I believe… He/She was He/She became…
3	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will	During his/her early life… Soon afterwards… Sometimes he…

		Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.	Strangely… One of the most remarkable facts about… His/her greatest achievement was…
4	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Variation in sentence structures e.g. While we watched the sealion show… Use embedded/relative clauses e.g. Penguins, which are very agile, …. Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me to….	In his /her early years… By the time he/she had… In his/ her final years… What is clear is that… Even though he/she was not popular at the time, Although feeling ran high in the community, In many ways it wasn't until… He/She might have been… His/Her one regret was that…
5	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite.	In (insert year) at the age of…..he/she… The time came for… In his/her later years… Once he/she had… Nobody is sure why… In spite of… His/Her lasting legacy is that…
6	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions… Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire…	They are unusually They are rarely They are never.. They are very… Generally Be careful if you Frequently they… I will attempt to… This article will frame… It can be difficult to… Each paragraph… More than Half Less than half…

Letters

Year group	Text structure	Sentence construction	Vocabulary
1	Ideas grouped in sentences in time sequence.	Sentences using simple pronouns and connectives.	Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when
2	Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques – time related words.	Subject/verb sentences e.g. I think… We want… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to… We felt…
3	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.	While, if, as, when. I would like to inform you that… It has come to my attention that… Thank you for… I hope that…
4	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.	Variation in sentence structures e.g. While we were at the park… As we arrived… Use embedded/relative clauses e.g. Mrs Holt, who was very angry… The tiger, that was pacing… Include adverbs to show how often e.g. additionally, frequently, rarely.	As I stated earlier… Referring to… This is an unfortunate… It is with regret… I would be grateful if… It is with regret that… I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.
5	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite.	I appreciate… Whilst we were waiting… Your concern… Until this is resolved… Despite speaking to the duty manager… This is a disgrace… Unfortunately…

		Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.	Many other people also… I am delighted to inform you that…
6	Letter well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writers position e.g. As a consequence of your actions… Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire…	Please do not hesitate to contact me… An early response would be greatly appreciated… Please accept my… I wish to express… The impact of… Despite continued efforts… Subsequently…

Non-chronological report

Year group	Text structure	Sentence construction	Vocabulary
1	Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest… Dinosaurs were…	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	_____are… _____is… They are… The different… This is a ____ There are ____
2	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest… Dinosaurs were… . Main ideas organized in groups.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	They like to They can It can Like many I am going to There are two sorts of They live in The____have but the____have _____
3	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon…	The following report They don't It doesn't Sometimes Often Most
4	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Variation in sentence structures e.g. While the eggs hatch female penguins … Use embedded/relative clauses e.g. Penguins, which are very agile, …. Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.	This report will The following Information Usually Normally Even though Despite the fact As a rule
5	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. Wide range of subordinate connectives e.g. whilst, until, despite.	The purpose of this report/article is to.. The information presented will… Some experts believe… This article is designed to Many specialists consider

	Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader.		Firstly I will… It can be difficult ___will enable you to understand. Unlike Despite Although Like many
6	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions… Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire…	They are unusually They are rarely They are never.. They are very… Generally Be careful if you Frequently they… I will attempt to… This article will frame… It can be difficult to… Each paragraph… More than half Less then half…

Persuasion

Year group	Text structure	Sentence construction	Vocabulary
2	Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable
3	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	Surely Obviously Clearly Don't you think… Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy
4	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Variation in sentence structures e.g. While we were at the park… As we arrived… Use embedded/relative clauses e.g. Mrs Holt, who was very angry… The tiger, that was pacing… Include adverbs to show how often e.g.	I believe that It seems to me that It is clear that Is it any wonder that Furthermore

		additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a…?	As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented… Have you ever thought about…? Do you think that..? Fed up with…?
5	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against… Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions… Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths… Prepositional phrases used cleverly. e.g. In the event of a blackout…	It appears that… There can be no doubt that.. It is critical.. Fundamentally… How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example… I would draw your attention to… I would refer to… On the basis of the evidence presented… Phenomenal Unique Unmissable You will be… Don't.. Take a moment to… Isn't it time to…? Worried about…
6	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statement are used to change the readers opinion. E.g. you will never need to…	It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance.. Just think how… Now you can… For the rest of your life… Unbelievable Outrageous Incredible

Balanced argument

Year group	Text structure	Sentence construction	Vocabulary
4	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences to start paragraphs/ sections of text	Variation in sentence structures e.g. While we were at the park… As we arrived… Use embedded/relative clauses e.g. Mrs Holt, who was very angry… The angry mob, who had broken the barricade…	This piece of writing will… …feel convinced… I intend to… On the other hand… In addition… It is surprising that… On balance…

		Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Have you ever considered the impact of…?	Finally I would like to add… My next point concerns… Furthermore Having looked at both sides, I think…because… Having considered the arguments for and against… Whilst…
5	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both view points are transparent for reader. Emotive language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statements are used to change the reader's opinion. E.g. you will never need to…	It strikes me that… My intention is to… To do this I will… As I see it… It appears to me… Naturally… It is precisely because…. Subsequently… Doubtless… Nevertheless… In stark contrast… Contrary to this position… It would seem logical… Let us consider the impact… In conclusion… The evidence presented leads me to conclude…
6	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against… Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions… Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths… Prepositional phrases used cleverly. e.g. In the event of a blackout…	I will present.. Following that I will… One argument for this is that… …fundamentally flawed… …an easy answer that avoids… I would counter this view…. It seems plausible to… Moreover… In point of fact… The evidence I would use to support this is… It surprises me that… It is my conviction… Finally I would like to add… Even though there has been a long history of activists…

Story

Different types of narrative and story genre will have their own specific text features, which are specified below. This is our generic story progression model that is followed for all genre and types. Further guidance on specific genres can be found in the South Gloucestershire 'Revised Framework for Literacy Support for Writing'. A copy is in the 'writing' folder on the school public drive or available online.

Year group	Text structure	Sentence construction	Vocabulary
1	Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was… Jack is…	Simple sentences, starting with a pronoun and a verb e.g. He went home Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Children identify and use ambitious vocabulary depending on genre. Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this

			Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after
2	Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Subject/verb sentences e.g. He was… They were… It happened… Simple connectives and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Children identify and use ambitious vocabulary depending on genre. Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully
3	Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house.. Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose… Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home… Expanded noun phrases e.g. two horrible hours	Children identify and use ambitious vocabulary depending on genre. Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly
4	Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis	Variation in sentence structures e.g. while, although, until Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,…. Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking	Children identify and use ambitious vocabulary depending on genre. Connectives: in addition, furthermore, consequently, in theend, much later on, moreover, in due course, eventually
5	Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Wide range of subordinate connectives e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls Repetition is used for effect e.g. the boys ran and ran until they could run no more.	Children identify and use ambitious vocabulary depending on genre.
6	The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text	Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally	Children identify and use ambitious vocabulary depending on genre.

		Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions… Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.	

Appendix 1: Supporting children with spelling in their independent writing

Reception and Year 1
The learning environment needs to support children with spelling banks on the wall, such as a 'tricky word tree' in the classroom to put new vocabulary and 'tricky' spellings to use as a reference point.

In reception and Year 1, children are learning to spell most words phonetically. However, from reception, children are also beginning to learn common exception words and from Year 1, in order to create the habit of responding to marking and editing their writing, teachers can begin to write the correct spelling of some words for the child to correct, as appropriate to age and ability.

From Year 2
If children are having difficulties with a spelling in their writing, they are taught to have up to three attempts either in the margin of their book or on a white board, before they choose which spelling to adopt in their writing.

Teachers support children with spelling banks on the wall or on the tables. The Floppy's Phonics alphabetic codes are used for children to refer to and adults to reference, e.g gn as in gnaw.

Teachers do not need to mark every incorrect spelling in a piece of writing. However, it is important to draw children's attention to errors in their spelling as appropriate to their ability. Children should be encouraged to proofread and correct on a daily basis as part of the writing process. Teachers must use the school marking and feedback guide found in the Teaching and Learning and Marking Policies, when marking spelling in children's writing.

Some children will require individual spelling lists to help them with independent spelling.

Spelling tests and learning spellings at home

Parents are aware of the spellings that are being covered at school and children do take spellings home to learn each week. We revisit these to ensure they move into long term memory.

Appendix 2: Guidance for planning a writing unit

Key Stage 2

Phase 1 Understanding the text type
Purpose:

- Understand the purpose of the text type
- Identify and understand the key features of the text type

Pedagogy:

This phase will typically last a week.

It will involve:

- Learning objectives focus on identifying and understanding text features and how authors use language within this text type to engage their readers.
- Shared reading from example texts to exemplify and gain an understanding of the text type and its features.
- Building or sharing a list of text features that can be referred to throughout the writing unit
- Children identifying and explaining the text features themselves, perhaps in other similar texts or a subsequent chapter of the book.
- Teacher modelling of some aspects of the text type. Seeing the teacher write is important in helping the children understand the decisions we make as writers.
- Letting the children have a go at the text type, perhaps using a Pobble or animation as a stimulus.

Phase 2 Grammar and punctuation

Purpose:

- Identify and understand the grammar and punctuation focus using the example texts
- Apply the grammar and punctuation focus in short writing tasks

Pedagogy:

- Learning objectives concentrate on understanding and applying the punctuation and grammar focus.
- Direct teaching of the grammar and punctuation focus, using the text as a basis for exemplification. Teacher modelling of the punctuation and grammar is important here.
- Activities designed to get the children to identify and explain the grammar and punctuation focus.
- Opportunities for the children to apply the taught grammar and punctuation in their own writing through short writing tasks eg using a Pobble.
- Feedback to the class, groups and individuals to show good examples from the children's work and improvement time to work on misconceptions and inaccuracies.

Phase 3 Extended writing

Purpose:

- Extended writing time so children are able to write a complete piece and apply the text features and punctuation and grammar focus they have been taught, as well as develop their overall skill as a writer
- Opportunity for children to reflect on their own writing techniques, receive feedback and make improvements.

Pedagogy:

- The children will need opportunities to plan their writing. You could use planning sheets and scaffolds to assist them, but talk is the best way to achieve this. Whole class and partner talk help with the planning stage, as does drama and role play. Planning should not be laboured- at some point, they just need to write!
- A sequence of lessons, appropriate to age to give the children time to write. Writing is best done in spells of silence (appropriate to age) punctuated by time to proof read and share with a partner and the class. The children need time to make improvements to their work as they go along. Using their marking pen is integral to this. Older children can also strips of paper to overlay sections that they have rewritten. The writing process needs to feel dynamic.
- Beginnings of lessons are a good opportunity to share good examples and model making improvements. Here the visualiser is an excellent tool.

Phase 4 Evaluation

Purpose:

- Further opportunity for children to reflect on their own writing techniques, receive feedback and make improvements.
- Assessment to inform teacher of class and individual next steps in writing.

Pedagogy:

- Share and celebrate good work and evaluate success of outcomes.
- Children reflect on deeper marking of writing- respond to marking (age appropriate), update writing assessment grids.

Reviewed: 24.1.24