

Writing at Oakworth Primary School

Intent:

At Oakworth Primary School, we recognise the value and importance that a high quality education in English has for teaching our children to speak and write fluently so they can communicate their ideas and emotions to others. Our English curriculum aims to provide pupils with high quality teaching and learning focused on the knowledge and skills to make them confident readers, writers and speakers by the time they move on to secondary school and continue their journey to becoming independent and resilient lifelong learners.

Implementation:

Writing at Oakworth is taught daily in a discrete English lesson, as well as being an integral part of our creative curriculum. Our English lessons follow the CLPE Power of Reading approach providing our children with many purposeful opportunities for reading, writing and discussion. Each English unit is taught by studying a high-quality text which children can then draw on when writing themselves. Opportunities for writing are varied day by day and include narrative, non-fiction and poetry. Before putting pen to paper, children explore and develop ideas through activities such as art, drama and role-play, music, discussion and independent research. Whatever the genre, our teaching sequences include modelling, shared and collaborative writing and editing to demonstrate how to improve all parts of writing. Grammar, punctuation and spelling skills are also taught within English lessons and then embedded across the wider curriculum. Our writing lessons also include ‘live’ feedback and marking so children can constantly develop their technique and skills.

Impact:

We passionately believe our book-led approach to English is key to creating lifelong readers and enthusiastic and confident writers. Our children are not afraid to take risks in their reading and writing and are keen to showcase their developing writing skills. The English curriculum, along with a broad, balanced and exciting creative curriculum, prepares our children for life beyond primary and into secondary school and an exciting world of opportunities.

Writing Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 		
Contexts for writing	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own on writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own on writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
Drafting writing	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings and subheadings) 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning GDS in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action GDS precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader
Editing writing	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing proposing changes to vocabulary,

		<p>makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<p>grammar and punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<p>grammar and punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing writing	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using “and” 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
Grammar (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (.!?) • capital letters for names and pronoun ‘I’ 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission and singular possession 	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of ‘a’ or ‘an’ • word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • expanded noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms and antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
Punctuation	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> • using and punctuating direct speech (ie inverted commas) 	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list and punctuating bullet points consistently
Grammatical terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or ‘speech marks’)	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points