

"The first draft is just you telling yourself the story." (Terry Pratchett)



Curriculum Learning Guide

Writing

How is writing taught at Low Ash?

Curriculum Intent

At Low Ash we believe that all pupils should be able to confidently communicate their knowledge and apply their creativity through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style to suit a range of contexts, purposes and audiences. We believe all pupils should understand the strong link between reading and writing. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Implementation

Early Years

In Nursery and Reception, children learn to write whilst playing and exploring in all areas of provision both inside and outside. Highly-skilled practitioners model and question children to help them form purposeful labels, captions and sentences. When planning, teachers identify all opportunities for shared writing during whole class work and model writing for the children. Children's writing is shared and celebrated regularly with the class and is displayed throughout the environment. Each week children are given tricky words to learn. There are opportunities to use these when writing independently in provision. During phonics lessons, children learn to segment for spelling and can transfer spoken phonemes into the written graphemes. Children in early years are encouraged to read back their writing giving meaning to their work.

Grammar, Punctuation and Spelling

All children in Key Stage One and Two are taught spelling every day. These spellings are taken from appendix 1 in the National Curriculum. Children are taught a mixture of spelling rules, common exception words and topic related vocabulary. Children take home spellings weekly, linked to the spelling lessons in school, to further embed their learning. Grammar is taught through writing lessons, with a focus on understanding why a particular grammatical skill might be used by a writer. Children build upon previous learning by following Low Ash's Progression in Grammar document, which has been compiled using the National Curriculum.

KS1 and 2

In KS1 & 2 writing is taught in a three-part structure. Writing is based on a class text or topic-related text. The sequence of learning begins with a reading week, where the children are taught to recognise key authorial techniques and the impact of these on the reader. They will look at how a piece of writing is structured and the importance of cohesion within a piece of writing. Children then have a skills-focussed week, which teaches the grammar-specific skills of the text type. These skills are progressive across year groups and in line with the Low Ash's progression in writing document. The children then complete a writing week. The focus is on utilising the cohesion and grammar skills independently to produce a well-structured, engaging piece of writing, which demonstrates their learning. Children are taught the skills of improving and re-drafting work.

Impact

We want children to be able to write across a range of genres and for different audiences and purposes with confidence and creativity. The children will write accurately and take pride in their work, which will be seen through high standards of presentation and handwriting. Children will be able to use grammatical structures confidently and apply these to writing, both in school and in the wider world. We want children to be inspired by language and texts and excited to write. Children will also be confident editors, who can read their own work and suggest and implement changes in order to draft and publish their writing.

	Composition	Grammar	Handwriting
Nursery	Children will develop mark making skills and have opportunities for writing built into provision.		
Reception	In reception children will orally recount and retell. They will use big books and pictures to help them to do this. Children will develop mark making skills and have opportunities for writing built into provision.		Children will begin to form letters.
Year 1	By the end of Year 1 children will be able to write short sentences which make sense on most occasions. They will be able to sequence these sentences. Their sequenced sentences will form short narratives. This will be done by writing recounts, retelling and writing about personal opinions and experiences.	Children will use full stops and capital letters in most sentences. They will understand and use capital letters for proper nouns when writing about people and places. They will begin to understand and use question marks and exclamation marks . They will learn to use the conjunction 'and' to join two sentences together. They will use the time adverbials: first, then, next, after to help them with sequencing.	<ul style="list-style-type: none"> recognise all letters of the alphabet and how these are formed in upper and lower case. using the diagonal and horizontal strokes needed to join letters in some of their writing writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters
Year 2	By the end of the year they will be able to develop their sequenced sentences to write about a factual topic/real event in a clear way. They will build upon the simple recounts and retelling narratives from year 1 by continuing to write sequenced sentences to form narratives about personal experiences . Building on their learning, Year 2 will also	To develop their use of punctuation children will use full stops and capital letters in most sentences and if incorrect should be able to edit these in the editing process . They will understand and use capital letters for proper nouns when writing about people and places. Children will now use question marks correctly when required.	<ul style="list-style-type: none"> Begin to join some letters correctly form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

	<p>begin to write fictional narratives which are coherent with a clear beginning, middle and end.</p> <p>They will also begin to write poetry understanding how poems are written in stanzas and the difference between poetry composition and narratives.</p> <p>In year 2 pupils will use dialogic discussion to help them compose and sequence their writing.</p> <p>To develop the necessary composition skills they will begin to plan their writing by talking through their work sentence by sentence to refine what they want to say and gathering topic vocabulary to further help them compose their work.</p> <p>They will begin to become editors by reading their work aloud, with the teacher or other children and checking for missing capital letters, full stops and incorrect verb tenses. By the end of year 2, some children will be able to offer vocabulary changes to enhance their work.</p>	<p>Children will learn to use commas to separate items in a list.</p> <p>To develop their sentence structure and add detail to their writing, children will build upon Year 1's use of and as a conjunction and use a range of coordinating conjunctions to join sentences such as or and but. Children will use because, if or when to extend sentences.</p> <p>They will learn to use adjectives to modify a noun, using two adjectives separated by a comma before a noun to build an expanded noun phrase.</p> <p>Children will use present and past tense correctly most of the time and if now will begin to self/peer edit their work specifically looking at tense.</p>	
<p>Year 3</p>	<p>In year 3, children will develop their writing by looking at the composition of various text types including: newspaper reports, letters, non-chronological reports and diary entries. They will continue to develop their narrative writing from KS1, now beginning to focus on character and setting description and their purpose within a narrative.</p> <p>Children will begin to recognise the audience and purpose for their writing, being able to distinguish between formal and informal</p>	<p>By year 3, children will use the skills developed in year 2 accurately. This includes full stops, capital letters, commas in a list, exclamation and question marks.</p> <p>In doing so children will also be able to recognise the difference between a question, statement and command and the purpose of each.</p> <p>Children will learn the difference between apostrophes of omission for contractions and apostrophes of possession to show belonging of singular and plural nouns.</p> <p>Children will use a and an depending on whether the following word begins with a vowel sound.</p>	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • maintains legibility, consistency and quality of joined up writing • letters are consistently spaced and ascenders and descenders are consistent in size

writing and make **vocabulary choices** accordingly.

In year 3 children will still use **dialogic discussion** to aid their own compositions but will also **discuss writing similar to what they are planning** to recognise key composition features such as: **structure, vocabulary and grammar choices** and **why** these have been used.

They will continue to **gather a rich vocabulary** through **talk** and **reading** to further develop their writing.

Children will develop their sequencing of sentences from KS1 by **grouping related material** into **paragraphs** to further sequence and order their writing.

In **non-fiction** children will learn to use **subheadings** as a **layout feature** to help them to **group and organise information**.

Children will develop as **editors** continuing to develop the year 2 skills of reading their work aloud to a peer or an adult and refining tense and punctuation.

In addition, in Year 3, children will learn how to edit **person** by checking that **1st and 3rd person pronouns** are consistent throughout a piece of writing.

Children will also **begin** to suggest **vocabulary level changes** such as verbs and adjectives to be **more specific** for the reader.

Children will also begin to learn how to use **inverted commas** for speech, which will enable them to further develop narrative writing from previous years.

Children will now use past and present tense accurately and will begin to use **progressive tense**. (am are is was were + an ing verb)

Children will begin to use grammar to manipulate their sentence structure in the following 3 ways:
-Building upon the coordinating and subordinating conjunctions used in year 2, year 3 will begin to use all of the coordinating conjunctions (**for, and, nor, but, or, yet so**) to join two main clauses. They will introduce **since and as** as **subordinating conjunctions**.

In year 3, the focus is on using subordinate clauses to add more detail within a sentence e.g. I brought an umbrella **because it was raining**. The children will understand the purpose of subordination and put the clause within sentences. (not at the start)
-Children will use **adverbs of manner** (Slowly, bravely) to expand a verb and will understand that these adverbs can be **moved around within a sentence**. They will begin to use these adverbs as **sentence openers**.

- Finally, children will use **prepositional phrases** to give more detail about place and time. Children will begin by using these within sentences and then progress to moving them to the start of sentences, punctuating with a comma. E.g Stig wat **beneath the tree. Before the bell**, we tidied up.

To develop their descriptive writing further, children will be introduced and begin to use **similes** comparing one thing to another using both **as** and **like**. Children should also be able to

		<p>differentiate between as used in a simile and as used as a conjunction by its purpose in the sentence.</p>	
<p>Year 4</p>	<p>In year 4 children will continue to develop their understanding of the composition of various text types including a range of formal and informal text types.</p> <p>They will develop their formal writing style. Building on their prior knowledge of letter writing in year 3, they will read and recognise composition techniques of persuasive arguments specifically in a letter format.</p> <p>With their understanding of character and setting description and their purpose within a narrative from year 3, children will come to year 4 equipped with the skills to write their own complete narrative. Throughout the year, they will use new and exiting grammar skills to compose alternative endings; missing chapters and (by the end of year 4) entire coherent narratives including setting/character descriptions.</p> <p>In year 4 children will actively use dialogic discussion to aid their own compositions but by discussing writing similar to what they are planning to recognise key composition features such as: structure, vocabulary and grammar choices and why these have been used.</p> <p>They will continue to gather a rich vocabulary through talk and reading to further develop their writing.</p>	<p>By year 4 children will comfortably use basic sentence punctuation and sentence types (statement, question, command) They will understand that a clause has a verb and be able to differentiate between a main clause which makes sense on its own and a subordinate clause used to extend a sentence.</p> <p>Children will recap and have retaught apostrophes for singular and plural possession as well as direct speech looking at accurate punctuation as well as moving the speaker within the sentence.</p> <p>Children will continue to use simple past, present and progressive tense as well as learning how to recognise and use present perfect tense (have has + past participle – has eaten)</p> <p>Children will begin to use grammar to manipulate their sentence structure in the following ways:</p> <p>Extending their sentences using a wider variety of subordinating conjunctions (since, as, when, if, because, although)</p> <p>Using subordinate clauses at the start of sentences and marking these with a comma.</p> <p>Building on their learning in Y3 to use prepositional phrases and adverbs of time place and manner within sentences and at the start (accurately marked with a comma)</p>	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of his/her handwriting

	<p>Children will now organise their work in paragraphs understanding that paragraphs are separated by time or topic. They will confidently use layout features such as headings, subheadings and addresses in non-fiction writing.</p> <p>Children will develop as editors and should now begin to self-edit pieces of writing in detail.</p> <p>Children will be able to suggest vocabulary level changes such as verbs and adjectives to be more specific for the reader. They will also be able to suggest sentence level changes be that moving sentences within a paragraph to aid coherence (e.g in a setting description if they have written about the trees, then weather, then trees again this is not as coherent as it could be) or by moving elements of a sentence (e.g. moving the adverb to the start of the sentence or speaker to the start of the sentence to help set the tone Feverishly, she rowed.)</p>	<p>Children will begin to be specific with their word choices, varying nouns or repeating them purposefully and using pronouns to avoid repetition or create ambiguity.</p>	
<p>Year 5</p>	<p>In year 5 children will have a secure understanding of the composition of various text types including a range of formal and informal text types.</p> <p>They will further develop their formal writing style. Building on their prior knowledge of persuasive writing in year 4, they will read and recognise composition techniques of balanced arguments. They will develop their knowledge of characters including traits, mannerisms, language and how the author has developed</p>	<p>By year 5 children will be able to use a variety of sentence types including offering more detail by using expanded noun phrases, subordination, prepositional and adverbial phrases.</p> <p>Children will build upon the use of inverted commas in year 4. They will begin to move the speaker within the speech and alter the punctuation. They will recognise parenthesis and know that this can be seen as brackets, commas or dashes.</p>	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of his/her handwriting

them and use this to write a narrative from a character's perspective.

Children will confidently organise their work in **paragraphs** understanding that paragraphs are separated by **time or topic**. They will confidently use layout features such as **headings, subheadings and bullet points** in non-fiction writing.

In year 5 children should be well-practised **editors** capable of self-editing pieces of writing in detail.

Children will be able to suggest **vocabulary level changes** such as verbs and adjectives to be **more specific** for the reader or varying **nouns and pronouns** to make the writing more cohesive.

They will also be able to suggest **sentence level changes** be that moving sentences within a paragraph to aid **coherence** (e.g in a setting description if they have written about the trees, then weather, then trees again this is not as coherent as it could be) or by moving elements of a sentence (e.g. moving the adverb to the start of the sentence or speaker to the start of the sentence to help set the tone Feverishly, she rowed.)

They may amend the **lengths of sentences** shortening sentences in order to remove detail to create suspense or question from the reader or to be brief and purposeful in their point e.g in a speech ' How dare you.'

They may extend sentences to include necessary details to build an image for the reader or to create a feeling of 'overthinking' 'breathlessness' or 'fear' in a character.

(e.g. intro to Pig Heart Boy)

Children will learn how to use relative clauses to add additional information within a sentence and will be able to recognise the relative pronoun and punctuate the clause correctly

They will vary nouns to avoid repetition and recognise when to use pronouns to aid cohesion.

<p>Year 6</p>	<p>In year 6 children will have a secure understanding of the composition of all the taught text types including a range of formal and informal text types.</p> <p>They will revisit text types using their knowledge of reading into writing, authorial techniques and grammatical skills to enhance their composition.</p> <p>Children will confidently organise their work in paragraphs understanding that paragraphs are separated by time or topic and will confidently use layout features such as headings, subheadings and bullet points in non-fiction writing.</p> <p>In year 6 children should be well-practised editors capable of self-editing pieces of writing in detail independently.</p> <p>Children will be able to suggest vocabulary level changes such as verbs and adjectives to be more specific for the reader or varying nouns and pronouns to make the writing more cohesive.</p> <p>They will also be able to suggest sentence level changes be that moving sentences within a paragraph to aid coherence (e.g in a setting description if they have written about the trees, then weather, then trees again this is not as coherent as it could be) or by moving elements of a sentence (e.g. moving the adverb to the start of the sentence or speaker to the start of the sentence to help set the tone Feverishly, she rowed.)</p>		<ul style="list-style-type: none"> • maintain legibility in handwriting when writing at speed

	<p>They may amend the lengths of sentences shortening sentences in order to remove detail to create suspense or question from the reader or to be brief and purposeful in their point e.g in a speech ' How dare you.'</p> <p>They may extend sentences to include necessary details to build an image for the reader or to create a feeling of 'overthinking' 'breathlessness' or 'fear' in a character. (e.g. intro to Pig Heart Boy)</p> <p>Children may also rearrange sentences with the purpose of omitting the object by using passive voice to remove blame and create bias. (E.g. Many were persecuted.)</p>		
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		Spelling		
Year 1	Un prefix as in unkind			
	Suffix er ed est			
Year 2				
Year 3	ch spelt 'ch' and 'tch' j spelt 'j' and 'g' and 'dge' m spelt 'm' and 'mb' k spelt 'ch' and 'que' n spelt 'gn' and 'kn' r spelt 'wr' s spelt 'se' and 'st' g spelt 'gue' oa spelt 'ow' and 'oe' and 'o-e' and 'oa' oo spelt 'ue' and 'u-e' and 'ew' and 'u' u spelt 'oul' and 'u' 'oo' ai spelt 'ay', 'ey', 'ai', 'a-e', 'ea', 'ei', 'eigh' ee spelt 'ee', 'y', 'ie', 'ey', 'ea' igh spelt 'ie', 'y', 'i-e', 'i' sh spelt 'tion', 'sion', 'ssion', 'cian', 'cial' zh spelt 'sion', 'sure' i spelt 'y' elsewhere than at the end of words	Church watch Jury nudge magic Hem numb Stomach critique Gnome know write listen promise rogue bowl toe stone boat blue brute grew arguing could mud wood slay obey rain take vein sleigh tree happy relief key eat lie dry smile find motion conversion discussion magician special revision measure Egypt		
	suffixes -ly -ous -ing -er -ed -less -ful -ure prefixes dis- mis- im- in- il- See tricky words list for additional words.	calmly curious hoping prefer hoped hopeless hopeful pressure disappear misbehave impossible incapable illegal		
Year 4	ai spelt 'ay', 'ey', 'ai', 'a-e', 'ea', 'ei', 'eigh' ee spelt 'e-e' 'ea' 'ee' igh spelt 'ie', 'y', 'i-e', 'i' 'igh'	slay obey rain take vein sleigh extreme real sleeping tries dry polite liking bright		

ow	spelt 'ow' 'o-e' 'oa' 'o'	follow smoke moan most
oo	spelt 'ue' and 'u-e' and 'ew' and 'oe'	blue brute newest shoes
ou	spelt 'ou' 'ow'	mouse tower
ar	spelt 'a'	father
ir	spelt 'ir', 'ur', 'er'	first burn better
air	spelt 'ear', 'are'	bear care
oy	spelt 'oy', 'oi'	enjoy choice
ear	spelt 'eer', 'ear'	jeer dear
or	spelt 'all', 'our', 'augh'	fall tour caught

Sounds from different origins

ch	hard ch (Greek)	echo scheme
ch	soft ch (French)	machine chalet
s	spelt sc (Latin)	science discipline
g	spelt gue (French)	league tongue
k	spelt que (French)	unique antique

prefixes

re-, sub-, inter-, anti-, auto-

reappear submarine international anticlockwise autograph

suffixes

-ate -en -ify -ise to change words into verbs

medicate lengthen classify terrorise

-ation -ity -ness to change words into nouns

information stupidity happiness

-ous

jealous

Homophones

where wear we're see sea knew new right write hear here meet meat whether weather

there their they're bawl ball break brake great grate not knot missed mist scene seen who's whose

	<p>heel heal he'll accept except bury berry fair fare grown groan male mail meddle medal plain plane rain rein reign</p> <p>possessive apostrophes for plural words wolves' dogs'</p> <p>See tricky words list for additional words.</p>
<p>Year 5</p>	<p>s spelt with a soft c excellent certainly twice j spelt with a soft g generous ridge average l spelt il al le el identical devil parcel triangle</p> <p>Suffixes</p> <p>en lengthen opinion woman cousin tion/ sion reception revision ent/ ant ancient assistant ence/ ance patience substance ous/cious/tious famous delicious ambitious ure/ our pleasure colour ible/ibly/able/ably incredible incredibly agreeable agreeably ful/ fully hopeful hopefully tial / cial initial financial - co-ordinate re-enter</p> <p>See tricky words list for additional words.</p>
<p>Year 6</p>	<p>Recap rules for year 5 and consolidate</p> <p>f spelt ph photograph sphere o spelt ough though thorough Double letters attract affect appreciate</p>

I spelt ei after c deceive receive
Silent letters doubt thistle knight muscle island solemn lock
di/de describe discuss

Derivative roots

Mini – meaning small miniature miniscule
Sub – meaning under submarine
Audi – meaning hear audience
Trans – meaning across transport transfer
Tele – meaning distance telescope telephone
Cent – meaning hundred centimeter century 1

Homophones

advice/advise
aisle/ isle
aloud/ allowed
affect/ effect
altar/ alter
ascent/ assent
bridal/ bridle
cereal/ serial
compliment/ complement
desert/ dessert
device/devise
draft/ draught farther/ father
guessed/ guest
heard/ herd
led/ lead licence/license
practise/practice

see tricky words list for additional words