

Writing

We recognise that writing is one of the most fundamental skills that we can teach our pupils which supports their entire learning journey. Successful writers explore and present their learning from the rest of the curriculum more effectively and cohesively. We dedicate significant teaching time to writing and the approach we use, ensures children have access to storytelling, literature and opportunities to talk and widen their vocabulary.

Structured progression in knowledge from the teaching of phonetic spelling and handwriting to sentence construction and knowledge of genre characteristics are all carefully planned. We have researched, tried, tested and adapted our approaches to best suit the children of Penponds.

We teach children the purpose of writing and the importance of these lifelong skills using well-conceived and engaging English outcomes in the classroom. We connect our English teaching with the wider curriculum to strengthen pupil memory. To improve reduced speech and language skills in the community, we spend time modelling, directly teaching and rehearsing vocabulary and word meaning.

We use a 'Talk for Writing' approach to support our pupils to learn to write in a creative and imaginative way without losing the emphasis on accurate writing. This approach supports children to become confident writers who can express their thoughts and ideas accurately through a range of genres for a variety of different purposes. We also teach them how to present their writing clearly, neatly and precisely for different audiences. We dedicate, specific time to teaching proof-reading, editing and redrafting through the learning sequence.

The Writing Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for Writing.

Our children are supported through our four school values – Curiosity, Creativity, Confidence and Caring- all embodied through our vision, 'Aiming High and Achieving Our Best' and our vision statement:

*Penponds School will work with all stakeholders to create a **happy, safe and stimulating environment** where children become '**Leaders of their own Learning**'. By maintaining **high expectations** of the whole school community, our children will be equipped to become **lifelong learners**. We encourage **curiosity about the world, strive to be creative** in everything we do and **build confidence** in our children to enable them to grasp **opportunities and tackle challenges with resilience and self-assurance**.*

Developing Young Writers



Writing



Agreed Teaching principles for Writing

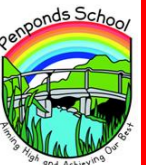
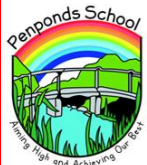
- Expanded vocabulary leads to better academic outcomes
- Fiction is best taught when based on a quality model text
- Non-fiction text models should be real, things children can / have experienced
- Shared writing underpins the teaching of the writing process
- Learning and retelling a story helps their own composition and memory of vocab

Teaching Approaches for Writing

- Talk for Writing (shared writing underpins the teaching process)
- Read, Write Inc Phonics (systematic teaching of reading, spelling and handwriting)
- Letter-join supports joined handwriting
- Dictation for developing writers (developing the basics in sentence construction)
- Helicopter Stories (creating imaginative, young storytellers)

How do we measure the impact?

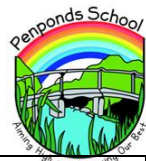
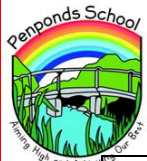
- Toolkits support day to day formative assessment
- Peer and self-assessment supports improvements
- Edit/redraft days between writing days
- Celebrating handwriting using Pen Licences and Posh Pencils
- MAT wide Writing Moderation
- No More Marking – Comparative Judgement
- Celebrating published writing tasks into purposeful outcomes



Writing

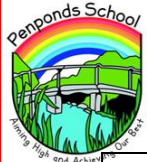
Writing – Progression of Grammar in Writing from previous year’s learning

EYFS	Finger spaces Full stops Capital letters Adjectives						
KS1	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and ‘I’ Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns					
	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and ‘I’ Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating conjunctions				



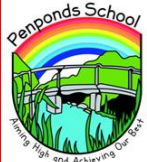
Writing

LKS2	<p>Finger spaces Full stops Capital letters Adjectives</p>	<p>Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns</p>	<p>Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating conjunctions</p>	<p>Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause Word families</p>			
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Writing

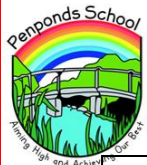
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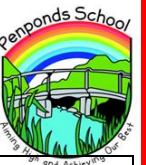
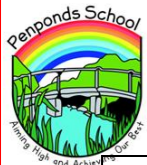
Writing – Progression of Narrative Writing

EYFS	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Describe using adjectives and adverbs Use repetition (he walked and walked) Use simple determiners and prepositions in sentences						
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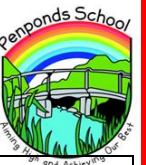
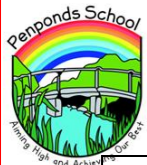
Writing

KS1	<p>Planning Tool (Story map/story mountain)</p> <p>Whole Class retelling of a story</p> <p>Understand beginning, middle and end</p> <p>Retell a simple 5 part story</p> <p>Say, write and read back simple sentences</p> <p>Use compound sentences with simple coordinating conjunctions (and, but, so)</p> <p>Compare using similes (like)</p> <p>Describe using adjectives and adverbs</p> <p>Use repetition (he walked and walked)</p> <p>Use simple determiners and prepositions in sentences</p>	<p>Plan an opening around a character/setting/time of day/weather.</p> <p>Understand the five parts of a story (opening, build up, climax, resolution, ending)</p> <p>Embellish simple sentences with openers (such as ly words)</p> <p>Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while)</p> <p>Compare using similes (like and as)</p> <p>Use alliteration</p> <p>Use a greater range of prepositions and determiners</p> <p>Use exclamations, questions and statements.</p>				
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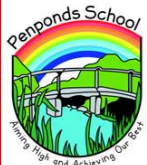
Writing

LKS2	<p>Planning Tool (Story map/story mountain)</p> <p>Whole Class retelling of a story</p> <p>Understand beginning, middle and end</p> <p>Retell a simple 5 part story</p> <p>Say, write and read back simple sentences</p> <p>Use compound sentences with simple coordinating conjunctions (and, but, so)</p> <p>Compare using similes (like)</p> <p>Describe using adjectives and adverbs</p> <p>Use repetition (he walked and walked)</p> <p>Use simple determiners and prepositions in sentences</p>	<p>Plan an opening around a character/setting/time of day/weather.</p> <p>Understand the five parts of a story (opening, build up, climax, resolution, ending)</p> <p>Embellish simple sentences with openers (such as ly words)</p> <p>Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while)</p> <p>Compare using similes (like and as)</p> <p>Use alliteration</p> <p>Use a greater range of prepositions and determiners</p> <p>Use exclamations, questions and statements.</p>	<p>Secure use of planning tools (story map/story mountain/boxing up grid)</p> <p>Understand the five parts of a story with more complex vocabulary</p> <p>Write multiple sentences to formulate an ending</p> <p>Use a variety of sentence openers</p> <p>Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three)</p> <p>Use exclamations, questions, statements and commands.</p> <p>Write complex sentences using relative clauses and subordinate clauses</p> <p>Write short and long sentences</p> <p>Accurately proofread writing</p>	<p>Use paragraphs to organise parts of a story</p> <p>Understand that:</p> <ul style="list-style-type: none"> - Openings should include detailed description of character and setting - A build up must build suspense - The climax needs action and dialogue - Resolutions must link with the problem - Endings must link back to the beginning and show character growth. <p>Use specific vocabulary choices for impact and effect</p> <p>Embellish sentences using adverbial and noun phrases alongside other descriptive tools</p> <p>Use complex sentences with multiple clauses.</p> <p>“Drop in” relative clauses.</p> <p>Use sentences of 3 for description</p>		
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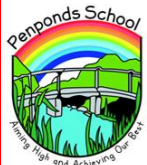
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Writing – Progression of Non-fiction Writing

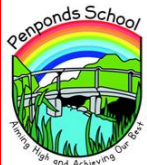
	Information Writing	Persuasive Writing
EYFS and KS1	<ul style="list-style-type: none"> Use lists and labels Record ideas and information Use numbering Use technical language 	<ul style="list-style-type: none"> Create simple sentences persuading others to do something Use exaggerated words to persuade others
Lower KS2	<ul style="list-style-type: none"> Use lists and labels Record ideas and information Use numbering Use technical language Use navigational devices (Subheadings, connecting adverbs...) Summarise information 	<ul style="list-style-type: none"> Create simple sentences persuading others to do something Use exaggerated words to persuade others Use rhetorical questions Use of facts and statistics Use puns, jingles, alliteration and invented words Consider the audience and adjust tone accordingly Use a range of adverbs, adverbials and connectives
Upper KS2	<ul style="list-style-type: none"> Use lists and labels Record ideas and information Use numbering Use technical language Use navigational devices (Subheadings, connecting adverbs...) Summarise information Consider the given audience Balance viewpoints Use formal language and tone (where appropriate) 	<ul style="list-style-type: none"> Create simple sentences persuading others to do something Use exaggerated words to persuade others Use rhetorical questions Use of facts and statistics Use puns, jingles, alliteration and invented words Consider the audience and adjust tone accordingly Use a range of adverbs, adverbials and connectives Disguise opinion as fact Use ambiguity and half truths Use pandering and be condescending Use lists and bullet points Provide persuasive examples Pre-empt and answer potential objections



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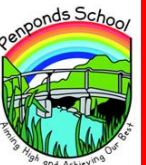
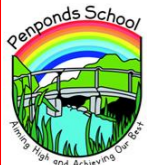
	Recount Writing	Explanation Texts
EYFS and KS1	<ul style="list-style-type: none"> Use sequencing words and phrases Eg: Then, Next Write events in chronological order Use first person Maintain past tense 	<ul style="list-style-type: none"> Use images to explain an event Use technical vocabulary Place events in order Use sequencing language Eg: Then, Next
Lower KS2	<ul style="list-style-type: none"> Use sequencing words and phrases Write events in chronological order Use first person Maintain past tense Consistent use of pronouns Use a range of connecting adverbs and adverbial phrases Eg: Meanwhile, After that Include detail to engage the reader 	<ul style="list-style-type: none"> Use images to explain an event Use technical vocabulary Place events in order Use sequencing language Eg: Then, Next Summarise a process Use sequential paragraphs including an introduction Use passive voice Use sequential and connective adverbs and adverbials Use subheadings Use numbering
Upper KS2	<ul style="list-style-type: none"> Use sequencing words and phrases Write events in chronological order Use first person Maintain past tense Consistent use of pronouns Use a range of connecting adverbs and adverbial phrases Eg: Meanwhile, After that Include detail to engage the reader Formal Tone (where appropriate) Write showing an understanding of the audience Distinguish between fact and opinion 	<ul style="list-style-type: none"> Use images to explain an event Use technical vocabulary Place events in order Use sequencing language Eg: Then, Next Summarise a process Use sequential paragraphs including an introduction Use passive voice Use sequential and connective adverbs and adverbials Use subheadings Use numbering Complex sentences Hypothetical Language (If, When they, it could....)



Writing

Writing – Progression of Non-fiction Writing

	Instructional Writing	Discussion Writing
EYFS and KS1	<ul style="list-style-type: none"> List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail 	N/A
Lower KS2	<ul style="list-style-type: none"> List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail Use organisational devices such as lists, bullet points and sub headings Write instructions for complex processes 	N/A
Upper KS2	<ul style="list-style-type: none"> List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail Use organisational devices such as lists, bullet points and sub headings Write instructions for complex processes Consider the audience for the text and adjust language choices accordingly 	<ul style="list-style-type: none"> Summarise arguments Draw conclusions Introduce an argument Use statistics and facts to support opinions Use formal language



Writing

Writing – Progression of Poetry

		Poetry Genre for innovation	Example ideas
EYFS and KS1	<p>Listen to and discuss a wide range of poems</p> <p>Appreciate rhymes and poems and recite some by heart</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry</p> <p>Recognise simple recurring literary language in poetry</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</p> <p>Participate in discussion about books, poems and other works</p> <p>Explain and discuss their understanding of books, poems and other material</p>	<p>EYFS</p> <ul style="list-style-type: none"> - Innovate a well-known rhyme verbally - Alphabet list poem - Rhyming couplets <p>KS1</p> <ul style="list-style-type: none"> List poems Innovate a well-known rhyme (written) Quatrain (AABB or ABAB) Simple Riddles 	<p>Twinkle Twinkle Little Star</p> <p>An Alphabet of Horrible Habits – Colin West</p> <p>10 Dancing Dinosaurs – John Foster</p> <p>Alphabet Poem – Michael Rosen</p> <p>Incey-Wincey Spider</p> <p>Excuses – Alan Alberg</p> <p>Food Stop – Benjamin Zephaniah</p>
Lower KS2	<p>Listen to and discuss a wide range of poetry</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p> <p>Participate in discussion about poems</p>	<p>Narrative with rhyme</p> <p>Kennings</p> <p>Limericks</p> <p>Monologue – one voice</p>	<p>Scared – Michael Rosen</p> <p>The Listeners – Walter de la Mer</p> <p>The Crocodile – Roald Dahl</p> <p>The Sound Collector – Roger McGough</p> <p>Loopy Limericks – John Foster</p> <p>Team Talk – Alan Alberg</p> <p>There’s an Alien in the Classroom – Gervais Phinn</p>
Upper KS2	<p>Continue to read and discuss an increasingly wide range of poetry</p> <p>Read texts and poems that are structured in different ways and for a range of purposes</p> <p>Increase familiarity with a wide range of texts from our literary heritage</p> <p>Learn a wider range of poems by heart</p> <p>Prepare poems to read aloud/perform, showing understanding through intonation/ tone/ volume so that the meaning is clear to an audience</p>	<p>Haiku</p> <p>Simile and Metaphor</p> <p>Cinquain</p> <p>Personification</p>	<p>Seaview Haiku – John Foster</p> <p>Haiky Riddle – Celia Warren</p> <p>The Sun – Wes Magee</p> <p>Bluebottle – Judith Nichols</p> <p>Don’t be scared – Carol Ann Duffy</p> <p>Windrush Child – John Agard</p> <p>November Night – Adelaide Crapsey</p> <p>Blackbird – John Foster</p> <p>Winter – Olivia Kooker</p> <p>Snow and Snow – Ted Hughes</p> <p>Jack Frost – CE Pike</p>



Strategies for supporting pupils with Special Educational Needs and Disabilities in Writing lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Use actions when retelling stories – Talk for Writing • Incorporate drama into writing lessons to explore character and plot • Ask children to repeat the instructions to ensure they know what and how to perform a task • Build in opportunities to type written work onto a Chromebook • Ensure opportunities for Paired work / talk partner work
Anxiety	<ul style="list-style-type: none"> • Discuss the best position within the classroom for writing lessons • Ensure consistency with regard to group work – (i.e. talk partners are always the same) • Check-in at the beginning of the lesson to ask if the child wants to be involved in answering questions • Give prior warning if a writing lesson is going to look different from normal or if there will be drama elements involved

Autism Spectrum Disorder

- Differentiate writing tasks to ensure that the child can access and make progress
- Ask direct 'closed' questions through class discussion
- Where possible, use visual prompts to aid writing
- Avoid asking specific questions about their or others' writing in front of the rest of the class
- Adopt a consistent approach to writing lessons and avoid drastic changes to the format of a lesson without prior warning
- Give a clear goal for the content of independent writing and how much is expected by the end of a lesson

Dyscalculia

Although maths is unlikely to be focused on during a Writing lesson, some of these strategies may still be applicable and worth bearing in mind as things to try.

- Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow, to help them keep up in class
- Tracking from the whiteboard to paper may be difficult. Share the lesson with the child, so they can follow it on a laptop (if used)
- Provide print outs of diagrams and visual support in lessons

Dyslexia

- Provide different coloured paper for written work
- Using a background other than white when displaying writing (paper based or on interactive whiteboard)
- Using font size 12 or above on printed sheets (stories / information texts)
- Using fonts such as Sassoon, Century Gothic, Comic Sans, Arial or Verdana on printed sheets (stories / information texts)
- Ensure written instructions are in bullet point form
- New and unfamiliar vocabulary in a text is discussed at the start of a new T4W unit

Dyspraxia

- Build in opportunities to type written work onto a Chromebook
- Ensure that the expectations for written work are clearly displayed, using different colours for each instruction
- Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing
- Provide extra time to complete a piece of writing

<p style="text-align: center;">Hearing Impairment</p>	<ul style="list-style-type: none"> • Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher • Repeat instructions for independent learning to ensure the child knows what to do • Ensure that any videos that are shown in writing lessons are subtitled • Provide print outs from the main input in a writing lesson which the child can refer to • New and unfamiliar vocabulary in a text is discussed at the start of a new T4W unit
<p style="text-align: center;">Toileting Issues</p>	<ul style="list-style-type: none"> • Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate) • Sit the child close to the door so that they can leave the classroom, discreetly
<p style="text-align: center;">Cognition and Learning</p>	<ul style="list-style-type: none"> • Differentiate writing tasks to ensure that the child can access and make progress • Provide word mats and vocabulary that are writing genre specific

<p style="text-align: center;">Challenges</p>	<ul style="list-style-type: none"> • Provide scaffold sheets (particularly for non-fiction texts) to aid the structure of a piece of writing • Provide regular 'check ins' (mini-plenaries) to ensure that the child understands and is confident in their writing • Support the child to overcome problems with understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task; • Provide a word bank, with key vocabulary for the topic/area being studied; • Provide key words with pictures/symbols to help with the child's memory; • Provide a writing frame to help structure work; • Keep Powerpoint slides simple and uncluttered. Highlight key information.
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<p>Speech, Language & Communication Needs</p>	<ul style="list-style-type: none"> • Be prepared to adapt a story or non-fiction text so that the child can understand it • Provide lots of supported 'talk' opportunities so that ideas can be generated, prior to beginning writing • Use signs, symbols and visual timetables to support communication; • Use visual displays (objects and pictures) that can be used to support understanding; • Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding.
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> • Provide a list of elements to include in a piece of writing to aid attention • Be aware that a piece of writing may not be fully completed
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> • Provide space and time to 'walk away' if themes within stories stir memories & negative emotions • The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour. Lesson plans may need to be adapted/differentiated to include these elements
<p>Visual Impairment</p>	<ul style="list-style-type: none"> • Provide thicker pencil/pen that to make it easier to readown writing • Ensure that 'displayed' texts (stories/vocabulary/text maps) are large and easily visible from anywhere in the classroom • Allow the child to take a break from their work, as this enables them to be visually focused for shorter periods of time and prevents fatigue; • Allow more time when visually exploring a material and when completing a visually challenging tasks;

