



## Writing: Intent, Implementation and Impact

**"True alchemists change the world into words"** William H. Gass.

### Intent

At Connor Downs Academy, our focus is to inspire children to write, to teach them that writing allows for 'a powerful exchange of thinking between writer and reader' which can capture, sharpen and accelerate our thinking'. We do this by providing interesting, purposeful writing opportunities which are stimulated by books, films, objects, lessons in other subjects such as RE, visits and poetry.

In EYFS, pupils begin to write using The Little Wandle Phonics Programmed. This is our curriculum priority and takes place whilst also developing gross and fine motor skills through continuous provision. Children are inspired to write from their own experience, including from stories they have enjoyed, visits and visitors.

From Y1, the structure of the writing curriculum each half term at Connor Downs Academy is-

Start of Term 1	<b>Unit 1 (2-3 weeks)</b> Fiction/poetry			<b>Unit 2 (2-3 weeks)</b> Non-fiction			
Baseline piece to identify strengths and areas of improvement.	Immerse	Write	Improve and celebrate	Immerse	Write	Improve and celebrate	Distance piece of writing

Each class will study 2 or 3 units each half term, covering fiction, non-fiction and poetry.

Each unit will begin with a class sharing a good quality text of the chosen genre which is engaging, an appropriate length (around 500 words) and has examples of vocabulary and sentence structures the class will study. This is informed by the Progression in Grammar and Punctuation document.

The class will identify the purpose of the text and who may read it, thereby establishing audience and purpose. The purpose will be to inform, to entertain or to persuade. The audience may be... 'children who like being scared', 'children who want to be experts in ...'.

The unit is then divided into three stages:

#### **Phase 1: Immersion stage**

The following activities provide the children will experience of the text and genre. The aim is for children to deeply understand the structure of a text and to develop their vocabulary. It moves closer and closer to the children becoming masters and being able to write their own.

Analyse the features and structure of the text type- e.g reports have titles, paragraphs, pictures. Stories have titles, highly sequenced beginning, middle and end, past tense, short sentence for tension, written in paragraphs.
Further activities to familiarise the children with the text (although being aware how far these support children to write good examples of their own) Sequence the text Drama- freeze frame/being in role Draw and label the setting, Reading comprehension based on the theme/text type Reading/explore multiple examples of the text type.
Identify success criteria of the text.
Vocabulary building (thesaurus, teacher shared, film, drama, extracts, life experiences etc).
Discrete grammar lesson or lesson to practise a particular sentence structure needed in the text- for example writing lists, writing using passive voice, using question marks.
Children given chance to articulate and explore ideas through oral rehearsal- speaking the text.
A 'sentence stacking' approach maybe taken here where children begin writing earlier in the unit: they are given ample time to practise the craft of writing. A sentence with a specific feature (list, metaphor etc) is modelled to the children, who are then given a chance to collect examples of good vocabulary. They then write their own version of the sentence. HA writers can write a little more in this time.  In each lesson the class would practise 3 different structures which together create a paragraph. The following day, the second paragraph is written etc.  After this, the children plan their own text, using the various success criteria they have been practising.

## Phase 2: The writing stage

Completing activities in preparation for writing- e. g researching facts for their report, completing the science experience, making the item for instructional text.
Success criteria is made explicit to the children.
Children shown how to and given time to plan what they will write.
Modelling writing to a group Modelling writing to the class- class giving contributions to you. Modelling writing to the class- class as passive observers but seeing a 'writing expert' at work.
Writing in pairs (shared writing)

Writing independently- with feedback from class and teacher.

### Phase 3: Improve and celebrate.

Editing and re-drafting work

Children performing their writing or publish/producing final polished drafts for a wider audience.


Writing may be edited by the pupil (self-assessment) or other pupils (peer assessment). If the writing is not an independent piece which will be used for assessment, the teacher may help the pupil edit the work.

Editing can be broken down into two phases- firstly editing spelling and punctuation errors. The second phase is to make more considered edits to the structure of a text, paragraph or sentence. It also means considering the effectiveness of the text overall and ensuring it meets the purpose and suits the audience. Identifying if it falls short of this, and knowing how to improve it are edits are key skills for our pupils to master.



At Connor Downs Academy we ensure pupils have the opportunity to produce a polished, final piece or performance- for example writing a final version in a novel manner, reading out a favourite part perhaps outside or recording a performance. This again makes specific links back to audience and purpose.

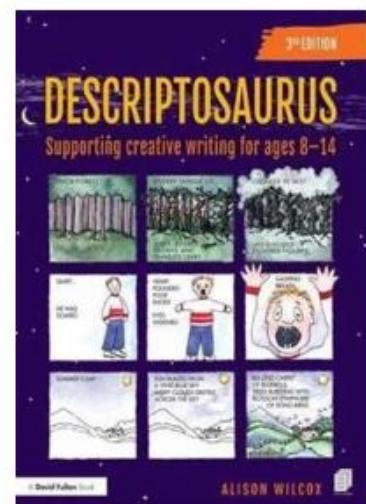
#### Resources:

- Every piece, every time graphic on display in classrooms showing expectations for children's writing. These change as the children move through school.

Connor Downs **EVERY PIECE, EVERY TIME** 

*I have checked my writing for... cys/ys*

	CL	I Ellie	?	
Finger spaces	Capital letters to start sentences	Capital for names and I	Question mark	Full stops



-Descriptosaurus books, dictionaries and thesauruses

**Coverage** : These are the genres that may be studied in each year group:

Year 1

- Narrative
- Poetry
- Non-chronological reports
- Recount/Diary
- Letter

Year 2

- Narrative
- Non-chronological reports
- Recount/Diary
- Poetry
- Letter
- Instructions

Year 3

- Narrative
- Non-chronological reports
- Recount/Diary
- Poetry
- Letter
- Instructions
- Explanation
- Newspaper
- Biographies

Year 4

- Narrative
- Biographies
- Non-chronological reports
- Recount/Diary
- Poetry
- Letter
- Instructions
- Explanation
- Newspaper
- Play scripts
- Discussions/debate

Year 5

- Narrative
- Biographies
- Non-chronological reports
- Recount/Diary
- Poetry
- Letter
- Instructions
- Explanation
- Play scripts

- Newspaper reports
- Discussions/debates
- persuasion

#### Year 6

- Narrative
- Biographies
- Non-chronological reports
- Recount/Diary
- Poetry
- Letter
- Instructions
- Explanation
- Play scripts
- Newspaper reports
- Discussions/debates
- persuasion

Non-fiction genres: reports, letters (complaint, invitation, thank you), emails, blogs, lists, biography, autobiography, interview, news report, instructions, persuasive writing- adverts, posters.

Fiction genres: poems, stories, scripts (traditional tale, other cultures, lost and found, adventure, fantasy, timeslip) setting description, character description.

### Writing Assessment

Each piece of independent writing is collated in a writing assessment file or in the Process Book. This is assessed using the Year Group writing objectives and takes place at least twice a term.

Pupils work is assessed at Pre-Key Stage, Working Towards the Standard, Expected Standard or at the Greater Depth Standard.

Teachers assessments are moderated in school regularly and externally at moderation meetings with teachers from other school and expert moderators.

At the end of Key Stage 1 and Key Stage 2, a teachers assessment maybe selected by the county to be 'moderated', which ensures the teachers assessment is valid and accurate.



**Working Towards**

To use finger spaces.  
To begin to form my letters correctly.  
To sound out words and write the sounds I can hear.

**Working At (All Of Towards Plus Below)**

To use 'and' to join ideas together  
To begin to punctuate my sentences using a capital letter and a full stop.  
To use capital letters for names of people, places, days of the week and the personal pronoun 'I'.  
To say out loud what I am going to write about.  
To produce my own ideas for writing.  
To write sentences related to the topic I am writing about.  
To use adjectives to describe a noun

**Greater Depth (Everything Achieved)**

To re-read my sentences to check they make sense  
To use the conjunctions because, so, but  
To spell words containing each of the 40+ phonemes, common exception words and the days of the week.  
To use the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs.  
To use the prefix un.  
To use ing, ed, and est where no change is needed in the spelling of root words (e.g. helping, helped, helper).  
To begin to punctuate my sentences using a question mark or an exclamation mark



### Working Towards the Expected Standard

To write sentences that are sequenced to form a short narrative (real or fictional)  
To write some sentences with capital letters and full stops  
To segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.  
To form lower-case letters in the correct direction, starting and finishing in the right place.  
To form lower-case letters the correct size relative to one another in some writing,  
To spell some year 1 common exception words.  
To use spacing between words

### Working at the Expected Standard

To write simple, stories that make sense about personal experiences and those of others (real or fictional)  
To write about real events, recording these simply and clearly  
To demarcate most sentences in my writing with capital letters (start of sentence, proper nouns, I) and full stops  
To use question marks and exclamation marks correctly when required  
To use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses  
To use and have checked that my present and past tense is correct  
To spell many year 2 common exception words  
To segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making phonically-plausible attempts at others  
To form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  
To present my work and ensure my handwriting is neat.  
To ensure my bs and ds are the right way round.  
To use spacing between words that reflects the size of the letters

### Working at a Greater Depth Within the Expected Standard

To write effectively and my writing makes sense for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.  
To use sentences with different forms (statements, questions, exclamations and commands)  
To use an expanded noun phrase e.g. the red, shiny boat  
To begin to use commas in a list  
To use the possessive apostrophe eg. Kate's hat  
To use the omissive apostrophe e.g can't  
To proof read for spelling and punctuation errors  
To propose changes to vocabulary in order to make my writing more interesting  
To use the punctuation taught at key stage 1 mostly correctly  
To spell most common exception words  
To add suffixes to spell most words correctly in my writing (e.g. -ment, -ness, -ful, -less, -ly)  
To use the diagonal and horizontal strokes needed to join letters



### Working Towards the Expected Standard

To plan my writing and say my sentence out loud before I write it.  
To make sure my handwriting is neat and can be easily read.  
To ensure my lowercase and uppercase letters are the correct size.  
To use adjectives in my writing.  
To use finger spaces, capital letters and full stops.  
To use a wider range of conjunctions such as when, if, because, although.  
To use pronouns to avoid repeating the names of people and objects.  
To use different sentence openers in my writing.  
To use ? ! and , in a list.

### Working At (All Of Towards Plus Below)

To provide enough detail to interest my reader.  
To vary the structure of my sentences to interest my reader.  
To use headings and sub-headings in a report.  
To use create settings, characters and plots in narrative writing.  
To use noun phrases (e.g. blue butterfly, the man on the moon)  
To use paragraphs to organise my work  
To use adverbs and prepositions to show time  
To begin to use speech marks (inverted commas)  
To spell some words correctly\* (Year 3 and 4 list)  
To maintain the correct tense throughout my work (past, present)  
To begin to produce neat joined handwriting  
To use apostrophes for contractions e.g. can't, won't

### Greater Depth (Everything Achieved)

To use 'a' and 'an' correctly  
To write in past and present tense correctly  
To write neatly and join my handwriting  
To correctly use apostrophes to show possession  
To begin to use brackets  
To begin to use colons in a list  
To spell most words correctly (Year 3 and 4 list)  
To use and correctly punctuate direct speech





## Y4 Writing Objectives

### Working Towards the Expected Standard

To use conjunctions to show time and place such as when, before, after, while.  
To use a range of conjunctions e.g. if, because, although  
I always use capital letters for proper nouns and always start my sentences with a capital letter.  
To always use full stops correctly.  
To always use question marks and exclamation marks correctly.  
To always use commas in a list correctly  
To use the correct tense in my written work such as; 'did/done', 'was/were', 'is/are'.  
To produce legible handwriting  
To use paragraphs  
To describe settings, characters and the plot in narratives.  
To use heading and sub-headings in non-narratives.  
To use apostrophes for omission e.g. can't, won't shan't

### Working At the Expected Standard (Plus All Of Working Towards)

To include enough detail to interest the reader  
To provide a clear beginning/opening and ensure a clear and concise ending/finish  
To use pronouns so I don't overuse nouns and proper nouns  
To use apostrophes to show possession with singular and plural nouns. David's dog (the dog belongs to David) The horses' hay is damp. (the hay belonging to several horses is damp)  
To use adverbs, adjectives and prepositional phrases to expand my sentences – the teacher = the strict maths- the teacher with curly hair.  
To use and correctly punctuate direct speech. "Look at that tree," he muttered. The branch broke, "Look Out!" he shouted.  
To begin to use punctuation for parenthesis (a word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it) : brackets, dashes or commas. () - ,  
To begin to use semi colons in lists  
To accurately use colons to introduce a list.  
To spell most words correctly (year 3 and 4)  
To produce legible joined handwriting.

### Working at a Greater Depth within The Expected Standard (Everything Achieved)

To use commas after fronted adverbials (they describe where, when or how something is done) – Later that day, Suddenly,  
To begin to use commas to avoid ambiguity. E.g. Let's eat, Grandpa.  
To produce neatly joined handwriting.  
To consistently write in the appropriate tense including using present perfect  
To begin to use passive verbs to change the way information is used in a sentence.  
E.g. Sue changed the flat tire. (active) The flat tire was changed by Sue. (passive)



### Working Towards the Expected Standard

To plan my writing to ensure I am writing for the correct audience and purpose  
To indicate possibility using adverbs – perhaps, surely, or modal verbs - might, should, will, must.  
To write sentences with relative clauses and pronouns such as; who, which, where, when, whose, that.  
To use different ways to link my paragraphs such as = (then, after that, firstly)  
To use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions mostly correctly.  
To spell most words correctly (Year 3 and 4 words)  
To produce neat legible joined handwriting  
To use the correct subject verb agreement (we were, we was)

### Working At (All Of Towards Plus Below)

To use brackets, dashes or commas to indicate parenthesis (after thought or extra piece of information CAI).  
To use the correct tense; past, present and future mostly correctly  
To use commas to avoid ambiguity.  
To link my paragraphs using adverbials of time = (after a while, eventually, meanwhile)  
To use; headings, sub-headings, bullet points to organise my work.  
To correctly use colons and semi colons in a list  
To create setting, characters and plot in narrative.  
To use inverted commas to show someone is speaking in my writing  
To begin to use hyphens  
To spell some words correctly (Year 5 and 6 words)

### Greater Depth (Everything Achieved)

To use passive verbs to change the way information is used in a sentence. (was beaten, is spoken)  
To use apostrophes for possession and in plural words  
To begin to use semi-colons, colons or dashes to mark independent clauses.  
To build cohesion within and across paragraphs which makes my writing flow. (all in all, furthermore, conversely)  
To use expanded noun phrases (e.g. the sleek, scarlet car) effectively  
To create atmosphere and integrate dialogue to convey character and advance the action  
To use the correct level of formality for the genre of writing  
To use the present perfect form and begin to use the past perfect form



### **Working Towards the Expected Standard**

To use paragraphs to organise ideas.  
To describe settings and characters.  
To use simple devices to structure writing in non-narrative to support the reader e.g. headings, sub headings  
To use the correct subject and verb agreement: 'We were' not 'We was' consistently  
To write in the correct tense: past, present or future and it is consistent throughout  
To use clauses in my writing beginning with who, which, where, when, whose, that.....  
To use some cohesive devices (linking words and phrases) within and across sentences and paragraphs e.g. as a result, however.  
To use different verb forms mostly accurately e.g. help, helps, helped, helping.  
To use time conjunctions to indicate chronology.  
To use coordinating conjunctions (for, and, nor, but, yet, or, so) and subordinating conjunctions e.g. although, because, while.  
To use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions correctly.  
To spell most words correctly.  
To produce legible, joined handwriting.

### **Working At the Expected Standard**

To create atmosphere and integrate dialogue to convey characters and advance the action.  
To select language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing).  
To select vocabulary, phrases and clauses that are suitably formal.  
To use a range of cohesive devices including adverbials e.g. later that afternoon, in the beautiful garden, since she felt unwell.  
To use passive and modal verbs e.g. should, might, may.  
To ensure my verb tenses are always consistently correct.  
To use a wide range of clause structures.  
To use adverbs, fronted adverbs, preposition phrases (e.g. under the warm blanket) and expanded noun phrases (e.g. A large, dark rain cloud hung over the house.) effectively.  
To use inverted commas, commas for clarity and punctuation for parenthesis e.g. brackets, dashes or commas mostly correctly.  
To begin to use semi colons, dashes, colons and hyphens.  
To use the possessive apostrophe accurately even in plural words such as girls' and children's  
To spell most words correctly including common exception words.  
To maintain legibility, fluency and speed in handwriting.

### **Working at a Greater Depth within The Expected Standard**

To select the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).  
To use formal and informal language, I can use a range of ambitious vocabulary and my punctuation and grammar is always accurate.  
To distinguish between the language of speech and writing and choose the appropriate register.  
To select verb forms for meaning and effect  
To use a full range of punctuation accurately including: semi-colons and colons to mark the boundary between independent clauses.