

Pray, Learn, Achieve and Celebrate Together



# Writing Policy

*This is what the Lord, the God of Israel, says: "Write in a book all the words I have spoken to you."*

*Jeremiah 30:2*

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## **Curriculum intent**

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life. All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

At St Gabriel's Catholic Primary School, it is our intent for our children to be able to confidently communicate their knowledge, ideas and emotions while developing as fluent, confident and able readers and writers, who can write for purpose, effect and with the audience in mind.

## **Aims**

We aim for our children

- to develop a love of writing, gaining pride in their written accomplishments
- to know how to plan, revise and evaluate their writing effectively
- to have confidence and understanding in the mechanics of writing in order to skilfully progress
- to embed basic skills in order to widen their knowledge of vocabulary and grammar
- to write clearly, accurately and coherently, adapting their language and style in a range of contexts, for various purposes and audiences

## **Legal framework**

This policy has been created with regard to the following statutory guidance:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'

## Roles and responsibilities

The SLT and Governing body are responsible for approving and monitoring this policy.

Subject Leaders responsibilities include:

- Providing strategic leadership and direction for the subject
- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Producing LTP
- Reporting termly to Governors on standards in this subject
- Supporting and offering advice to colleagues on issues relating to English
- Monitoring pupil progress and reporting to SLT.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy. Organising the deployment of resources and carrying out an annual audit of all related resources.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the English Leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to SLT
- Reporting any concerns regarding the teaching of the subject to the English Leader.
- Undertaking any training that is necessary in order to effectively teach English.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the English Leader in order to implement and develop specialist English-based learning throughout the school.

- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.

## National Curriculum

National Curriculum Writing is predominantly taught through a cross-curricular approach following the DfE (2013) 'The national curriculum in England', 'English programmes of study: key stages 1 and 2' and the statutory framework for EYFS.

### EYFS

This is underpinned by three prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### Key Stage 1 & Key Stage 2

For the National Curriculum programme of study for KS1 and KS2, see Appendix 1.

## Cross-curricular links

Where possible, we teach using a cross curricular approach in order to make learning meaningful. At St Gabriel's, writing is predominantly taught during daily English lessons. Further opportunities are incorporated throughout the whole curriculum in order to embed skills and broaden contexts for writing. Many of our texts used for writing stimulus are linked to curriculum topics.

## Planning and Teaching

As a school, we create long term, medium term, and weekly plans for delivery of the writing curriculum:

- Long term plans - include the topics studied in each term during the key stage.
- Medium term plans - include the details of work studied during each term.
- Weekly plans - include the details of work studied during each lesson.

The teaching and learning of the different aspects of writing necessary are outlined in the National Curriculum (see Appendix 1). Units of work follow a writing process that begins with a stimulus (usually a high quality text, image or video clip) and then builds via discussion and speaking and listening skills, the exploration of vocabulary - in the form of Power Words - technical features, grammar skills, modelled, shared, guided and independent writing.

At St Gabriel's, our children

- experience a wide range of high quality texts in order to stimulate, develop, appreciate and understand the purpose of writing.
- are given the opportunity to write for real reasons, for different purposes and for a range of audiences.
- are motivated to write through stimulating learning experiences that inspire their imaginations: these include visitors into school, trips out of school, themed weeks e.g. World Book Day whole school book week.
- are motivated and encouraged to be adventurous with their vocabulary and take risks with their ideas.
- access spelling, punctuation and grammar lessons, which underpin the writing process. These are usually incorporated within the writing process/unit of work but can be taught discretely where appropriate.
- are given opportunities to develop and discover the links between the skills of writing, reading, speaking and listening, drama and role-play.
- have the conventions of written and spoken Standard English modelled for them by adults within school in order for them to develop their own abilities in Standard English
- have a wide range of resources available, which they are taught and supported to use in order to enable them to become independent writers: these include, but are not limited to, dictionaries, thesauruses and working walls
- are taught editing and proof reading skills and are able to utilise self and peer assessment using a success criteria

### Shared Writing

Shared Writing is the initial step in demonstrating the writing process where teachers show children how to write, including the thought processes that are required to structure written work. Teachers effectively model English skills and demonstrate good practice: making clear references to genre features, as well as word and sentence level work within the context of the writing shared. Children contribute to the class composition by sharing their ideas with partners and by using individual whiteboards. Children are given the opportunity to discuss, voice and refine their ideas before writing in their books.

### Guided Writing

Children have the opportunity to work as part of a small group to construct a piece of writing, with the support and guidance of their teacher or teaching assistant. A group works together to begin a piece of writing and then continue independently whilst the teacher moves around the group and supports with individual needs. Guided writing sessions are used for the range of abilities across the classroom and are planned carefully according to children's targets.

### Independent Writing

Children are given the opportunity for a range of independent writing activities. These tasks have an identified audience, clear purpose and cover all aspects of the writing process. Children have the opportunity to self-assess and peer-assess their writing, based on the created success criteria which is shared on the working wall. As a school, we encourage cross-curricular writing opportunities where possible, using our rich and varied curriculum as an engaging stimulus for the children. Our children are taught to write legibly, fluently and at a reasonable pace in line with the handwriting policy.

### **Assessment and reporting**

Writing is assessed weekly through formative assessments and observations during English sessions and during opportunities across the whole curriculum, where appropriate. Teachers plan for informal assessment opportunities throughout the curriculum to check and consolidate children's learning and progress. Formal summative assessments are completed at the assessment points during the year. An agreed proforma, in line with the LLG consortium, is used to help guide teacher's assessments, and for moderation purposes. Assessments are inputted in data analysis excel documents to identify gaps in learning. Progress and attainment is monitored by the English Lead and SLT during Pupil Progress

meetings and through data analysis. Children's progress and attainment is reported to parents termly through parents' meetings and an end of year written report.

### Moderation

In school, moderation takes place prior to the termly assessment points, and each teacher attends two external LLG group moderation sessions to share and consolidate judgements. Appropriate interventions, using PiXL therapies, are given to identified children.

### Inclusion and SEND

At St Gabriel's, we feel it is essential to highlight and be aware of the differing groups of learners and vulnerable children in our classes in order to be adaptive in our planning and teaching of English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

Pupils with special educational needs and disabilities (SEND) will receive additional support through writing interventions targeted to specific objectives and intervention programs such as Precision Teaching for spellings, alongside targeted support outlined on provision maps, in order to enable them to become confident writers.

### Monitoring and review

The effectiveness of this policy will be monitored continually by SLT. Any necessary amendments may be made immediately. This policy is reviewed every two years by the English subject leader and the head teacher. The scheduled review date for this policy is September 2024.

## English programmes of study: key stages 1 and 2

All pupils within KS1 and KS2 are taught English in line with the requirements of the English national curriculum.

### Years 1-6

#### Spoken language:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

### Year 1

#### Reading – word reading:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, for example, I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s).
- Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.



### Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
  - Being encouraged to link what they read, or hear read, to their own experiences.
  - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
  - Recognising and joining in with predictable phrases.
  - Learning to appreciate rhymes and poems, and to recite some by heart.
  - Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correct inaccurate reading.
  - Discussing the significance of the title and events.
  - Making inferences on the basis of what is being said and done.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

### Writing – transcription:

- Spell:
  - Words containing each of the 40+ phonemes already taught.
  - Common exception words.
  - The days of the week.
- Name the letters of the alphabet:
  - Naming the letters of the alphabet in order.
  - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
  - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
  - Using the prefix un-.
  - Using -ing, -ed, -er and -est where no changes are needed in the spelling of root words, for example helping, helper, eating, quicker and quickest.
- Apply simple spelling rules and guidance, as listed in [English Appendix 1](#), as seen in the national curriculum.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### **Handwriting:**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in a 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 practice these.

### **Writing – composition:**

- Write sentences by:
  - Saying out loud what they are going to write about.
  - Composing a sentence orally before writing it.
  - Sequencing sentences to form short narratives.
  - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Writing – vocabulary, grammar and punctuation:**

- Develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - Leaving spaces between words.
  - Joining words and joining clauses using.
  - 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'.
  - Learning the grammar for Year 1 in English Appendix 2.
- Use the grammatical terminology in English Appendix 2 in discussing their writing.

## **Year 2**

### **Reading – word reading:**

- Continue to apply phonetic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read these books to build up their fluency and confidence in word reading.

### Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond that at which they can read independently.
  - Discussing the sequence of events in books and how items of information are related.
  - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
  - Being introduced to non-fiction books that are structured in different ways.
  - Recognising simple recurring literary language in stories and poetry.
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
  - Discussing their favourite words and phrases.
  - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both books that they can already read accurately and fluently and those they listen to by:
  - Drawing on what they already know, or background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correct inaccurate reading.
  - Making inferences on what is being said and done.
  - Answering and asking questions.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### Writing - transcription:

- Pupils should be taught to spell by:
  - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
  - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
  - Learning to spell common exception words.
  - Learning to spell more words with contracted forms.
  - Learning the possessive apostrophe (singular) for example, the girl's book.
  - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.

- Write from memory simple sentences dictated by **the teacher** that include words using the GPCs, common exception words and punctuation taught so far.

### **Handwriting:**

- Pupils should be taught to:
  - Form lower-case letters of the correct size relative to one another.
  - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
  - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
  - Use spacing between words that reflects the size of the letters.

### **Writing – comprehension:**

- Develop positive attitudes towards and stamina for writing by:
  - Writing narratives about personal experiences and those of others (real and fictional).
  - Writing about real events.
  - Writing poetry.
  - Writing for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
  - Evaluating their writing with the teacher and other pupils.
  - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
  - Proofreading to check for errors in spelling, grammar and punctuation, for example end of sentences punctuated correctly.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

### **Writing – vocabulary, grammar and punctuation**

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
  - Sentences with different forms: statement, question, exclamation, command.
  - Expand upon phrases to describe and specify, for example, the blue butterfly.
  - 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).
- The grammar for year 2 in English Appendix 2.
- Some features of the written Standard English.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

## Years 3 and 4

### Reading – word reading:

- Apply their growing knowledge to root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Reading – Comprehension:

- Develop positive attitudes to reading and understanding of what they read by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Using dictionaries to check the meaning of words that they have read.
  - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
  - Identifying themes and conventions in a wide range of books.
  - Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
  - Discussing words and phrases that capture the reader's interests and imagination.
  - Recognising some different forms of poetry, for example free verse, narrative poetry.
- Understanding what they read, in books they can read independently, by:
  - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
  - Asking questions to improve their understanding of a text.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Identifying main ideas drawn from more than one paragraph and summarising these.
  - Identifying how language, structure, and presentation contribute to meaning.
  - Retrieve and record information from non-fiction.

- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### **Writing - transcription:**

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix1).
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### **Handwriting:**

- 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 their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

### **Writing – composition:**

- Plan their writing by:
  - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
  - Discussing and recording ideas.
- Draft and write by:
  - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
  - Organising paragraphs around a theme.
  - In narratives, creating settings, characters and plot.
  - In non-narrative material, using simple organisational devices, for example headings and sub-headings.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and other's writing and suggest improvements.
  - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### **Writing – vocabulary, grammar and punctuation:**

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
  - Using the present perfect form of verbs in contrast to the past tense.
  - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
  - Using conjunctions, adverbs and prepositions to express time and cause.
  - Using fronted adverbials.
  - Learning the grammar for years 3 and 4 in English Appendix 2.
- Indicate grammatical and other features by:
  - Using commas after fronted adverbials.
  - Indicating possession by using the possessive apostrophe with plural nouns.
  - Using and punctuating direct speech.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

## Years 5 and 6

### Reading – word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

### Reading – comprehension:

- Maintain positive attitudes towards reading and understanding by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
  - Recommending books that they have read to their peers, giving reasons for their choices.
  - Identifying and discussing themes and conventions in and across a wide range of writing.
  - Making comparisons within and across books.
  - Learning a wider range of poetry by heart.
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

- Asking questions to improve their understanding.
  - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
  - Distinguish between statements of fact and opinion.
  - Retrieve, record and present information from non-fiction.
  - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
  - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
  - Provide reasoned justifications for their views.

#### **Writing – transcription:**

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, for example, knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus in order to expand vocabulary.

#### **Handwriting and presentation:**

- Write legibly, fluently and with increasing speed by:
  - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
  - Choosing the writing implement that is best suited for a task.

#### **Writing – composition:**

- Plan their writing by:
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
  - Noting and developing initial ideas, drawing on reading and research where necessary.
  - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:



- 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.
- Précising 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, for example headings, bullet points, underlining.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing.
  - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
  - 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.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

#### **Writing – vocabulary, grammar and punctuation:**

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - 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.
  - Using expanded noun phrases to convey complicated information concisely.
  - Using modal verbs or adverbs to indicate degrees of possibility.
  - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
  - Learning the grammar for Years 5 and 6 in English Appendix 2.
- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing.
  - Using hyphens to avoid ambiguity.
  - Using brackets, dashes or commas to indicate parenthesis.
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
  - Using a colon to introduce a list.
  - Punctuating bullet points consistently.
  - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.