HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

WRITING SCHEME OF WORK

At High Littleton Church of England Primary School, we believe that children should develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

The aim for our English curriculum is to promote high standards of literacy by equipping children with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. Our curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions of reading, writing and spoken language
- appreciate our rich and varied literacy heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Speaking and Listening
We believe that the quality and variety of language that the children hear and speak are vital for developing their vocabulary, grammar and their understanding of reading and writing. We ensure the children's continual development of their confidence and competence in spoken language. At High Littleton Primary we are very aware of the importance of oracy as a limited vocabulary has been shown to impact educational attainment. In contrast, a wide vocabulary impacts positively on reading comprehension and the ability to make inferences. It enables pupils to make sense of what they are reading. Teaching oracy skills helps children who may be struggling to work or play well with others. For example, teaching rules and conventions around turn-taking in small-group discussions helps involve pupils who find free-flowing, "chaotic" discussions off-putting

Writing
This year we have adopted "The Write Stuff" by Jane Considine to bring clarity to the mechanics of writing. "The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. An individual lesson is based on a sentence model, broken into 3 learning chunks. Each learning chunk has three sections:

Initiate section – a stimulus to capture the children's imagination and set up a sentence.
Model section – the teacher models a sentence that outlines clear writing features and techniques.
Enable section – the children write their sentence, following the model.
Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

"The Write Stuff" uses three essential components to support children in becoming great writers
The three zones of writing :-

IDEAS - The FANTASTICs uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.
TOOLS - The GRAMMARISTICS. The grammar rules of our language system and an accessible way to target weaknesses in pupils' grammatical and linguistic structures.
TECHNIQUES - The BOOMTASTICs which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

During both key stages pupils' interest and pleasure in writing is developed as they learn to write confidently and independently. This involves two dimensions:

- Transcription (spelling and handwriting)
- Composition

Transcription
Nelson Handwriting will be used throughout school and taught at Key Stage One in a dedicated weekly lesson and, as appropriate at Key Stage Two.

- In the Foundation Stage children will begin by using a multi-sensory approach e.g. water painting, drawing letters/shapes in sand/salt, paint, felt pens, large sheets of paper, chalks on the playground etc.
- During the year they will progress to using whiteboards and pens to practise individual letter formation.
- In the spring term Reception children will transfer handwriting to their writing books and practise sitting letters correctly on lines.
- From Year One onwards children will be taught to use Nelson Handwriting's joined script.

Spelling
Current teaching practice and resources are to be in line with the new 2014 English curriculum. Children will be taught spelling strategies using a variety of approaches as set out in English Appendix 1 of the new curriculum. From Year 2, the children participate in weekly spellings tests using the age appropriate Twinkl scheme. The termly overview is given to the children at the end of the previous term.

- In Reception children will complete phases 1 – 4 of *Letters and Sounds* and will be taught at least 4 sounds per week during a daily dedicated phonics lesson (20 minutes).
- In Year One children will complete Phases 4 – 6 of *Letters and Sounds* during dedicated phonics lessons (20 minutes, 4 times a week) and receive weekly spellings.
- In Year Two, children will revise *Letters and Sounds* and will receive weekly spellings during dedicated spellings lessons (20 minutes, 4 times a week).
- In Key Stage 2 children will receive a dedicated weekly spelling lesson and spelling lists will be sent home. Target children will receive additional intervention to support spelling where necessary.

Composition
A variety of models for teaching writing are used; teacher modelling, shared writing, supported composition, guided and independent writing.

- From Year One onwards there is a weekly, dedicated independent write session.
- The teaching of writing/literacy is primarily approached creatively The Write Stuff approach at both Key Stage One and Two.
- The majority of sentence level work is taught through writing. Each week, the children have an additional discrete spelling, punctuation and grammar lesson alongside their Write Stuff sentence stacking lessons to further embed their understanding of writing skills. These skills are then used as their success criteria for their weekly independent writing lessons.

Spelling, Grammar and Punctuation (SPAG)
The school follows the statutory guidance which gives an overview of the specific features that will be included in the teaching of SPAG. These skills are covered within the GRAMMERISTICS and BOOMTASTICS within the sentence stacking lessons alongside the weekly discrete SPAG lessons. Children are taught to use Standard English and the vocabulary necessary to discuss their reading, writing and spoken language.

Reception

- ✔ Will tolerate hand manipulation
- ✔ Will work with another to allow mark making using body parts or an implement.
- ✔ Will attempt to mark make independently.
- ✔ Can recognise mark making materials.
- ✔ Can use and enjoys mark making materials.
- ✔ Can show some control in mark making.
- ✔ Can produce some recognisable letters.
- ✔ Can write the initial letter of own name.
- ✔ Will attempt to 'write' things, including own name using random letters.
- ✔ Can differentiate between different letters and symbols.
- ✔ Shows some awareness of sequencing of letters.
- ✔ Will write own name with wrong letter formations or mixed lower / upper case.
- ✔ Can copy over/under a model.
- ✔ Can imitate adults' writing and understands the purpose of writing.
- ✔ Is aware of different purposes of writing.
- ✔ Can ascribe meaning to own mark making, ('reads' what has been 'written').
- ✔ Knows print has meaning and that, in English, is read from left to right and top to bottom.
- ✔ Can hold and use a pencil effectively.
- ✔ Can write single letters or groups of letters which represent meaning.
- ✔ Is beginning to write coherent statements applying emerging phonic knowledge, although may have some errors in letter shapes and spelling.
- ✔ Can say what they want to write, speaking in clearly defined statements or sentences.
- ✔ Can spell some common, single syllable words correctly in writing, including many of the words in the Year R High Frequency
- ✔ Can write 3 or more simple statements that can be read without the child's help and that make sense

Year 1

- ✔ Can write own first name with appropriate upper and lower case letters
- ✔ Can form most letters clearly, although size and shape may be irregular
- ✔ Writes simple regular words, some spelt correctly
- ✔ Begins to make phonic attempts at words
- ✔ Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly.
- ✔ Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc.)
- ✔ Can show some control over letter size, shape and orientation in writing
- ✔ Can say what writing says and means
- ✔ Can produce own ideas for writing
- ✔ Can show some control over word order producing logical statements
- ✔ Can spell most common words correctly (most R/Y1 HF words and the words on Year 1 list in the N.C. Appendix 1)
- ✔ Can make recognisable attempts at spelling words not known, (almost all decodable without the child's help)
- ✔ Can write simple texts such as lists, stories, reports and recounts
- ✔ Begins to show awareness of how full stops are used in writing
- ✔ Can usually give letters a clear and regular size, shape and orientation
- ✔ Can use ANY connective, (may only ever be 'and') to join 2 simple sentences, thoughts, ideas etc.
- ✔ Can use appropriate vocabulary, in more than three statements
- ✔ Can use logical phonic strategies when trying to spell unknown words in more than three statements
- ✔ Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences
- ✔ Can produce a paragraph or more of developed ideas independently that can be read without help from the child

Year 2

- ✔ Can demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- ✔ Can use sentences with different forms in their writing (statements, questions, exclamations and commands)
- ✔ Can use some expanded noun phrases to describe and specify
- ✔ Can use present and past tense mostly correctly and consistently
- ✔ Can use coordination (or/and/but) and some subordination (when/if/that/because)
- ✔ Can segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- ✔ Can spell many common exception words
- ✔ Can spell some words with contracted forms
- ✔ Can add suffixes to spell some words correctly in their writing, e.g. –ment, -ness, -ful, -less, -ly
- ✔ Can use the diagonal and horizontal strokes needed to join letters in some of their writing
- ✔ Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- ✔ Can use spacing between words that reflects the size of the letters

Year 3

- ✔ Can produce work which is organised, imaginative and clear
- ✔ Can usually join their handwriting
- ✔ Can use a range of chosen forms appropriately and consistently
- ✔ Can adapt chosen form to the audience
- ✔ Can use interesting and ambitious words sometimes
- ✔ Can develop and extend ideas logically in sequenced sentences
- ✔ Can extend sentences using a wider range of connectives to clarify relationships between points and ideas
- ✔ Can usually use correct grammatical structures in sentences
- ✔ Can use pronouns appropriately to avoid the awkward repetition of nouns
- ✔ Can use most punctuation accurately
- ✔ Can structure and organise work clearly
- ✔ Is beginning to use paragraphs
- ✔ Can adapt form and style for purpose
- ✔ Can write neatly, legibly and accurately, mainly in a joined style
- ✔ Can use adjectives and adverbs for description
- ✔ Can spell phonetically regular, or familiar common polysyllabic words accurately
- ✔ Can develop characters and describe settings, feelings and / or emotions, etc.
- ✔ Can link and relate events, including past, present and future, sensibly
- ✔ Can attempt to give opinion, interest or humour through detail
- ✔ Can use generalising words for style and/or modal verbs/the conditional tense (e.g. might do it; may go; could rain)
- ✔ Is beginning to develop a sense of pace (lively and interesting)

Year 4

- ✔ Can write in a lively and coherent style
- ✔ Can use a range of styles and genres confidently and independently
- ✔ Can use interesting and ambitious words sometimes
- ✔ Can organise ideas appropriately for both purpose and reader
- ✔ Can use a wide range of punctuation (full stop and capital, question mark, exclamation mark, apostrophe and comma)
- ✔ Can write neatly, legibly and accurately, usually maintaining a joined style
- ✔ Can use more sophisticated connectives
- ✔ Can use links to show time and cause
- ✔ Can open sentences in a wide range of ways for interest and impact
- ✔ Can use paragraphs although may not always be accurate
- ✔ Can produce thoughtful and considered writing
- ✔ Can use or attempt grammatically complex structures (e.g. 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...' ; subordinate clauses – 'I felt better when...'.
- ✔ Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.
- ✔ Can use nouns, pronouns and tenses accurately and consistently throughout
- ✔ Can use apostrophes and / or inverted commas, mainly accurately
- ✔ Can select from a range of known adventurous vocabulary for a purpose
- ✔ Can select interesting strategies to move a piece of writing forward
- ✔ Can advise assertively, although not confrontationally, in factual writing
- ✔ Can develop ideas in creative and interesting ways

Year 5

- ✔ Can produce well-structured and organised writing using a range of conventions in layout
- ✔ Can use appropriate informal and formal styles with confidence
- ✔ Can select the correct genre for audience and purpose, and use it accurately
- ✔ Can select from a wide range of known imaginative and ambitious and use precisely
- ✔ Can use paragraphs consistently and appropriately
- ✔ Can group things appropriately before or after a main verb
- ✔ Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience
- ✔ Can use different techniques to conclude work appropriately
- ✔ Can use complex sentence structures appropriately
- ✔ Can use a wider range of punctuation, almost always accurately (comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon)
- ✔ Can use punctuation appropriately to create effect
- ✔ Can write neatly, legibly and accurately in a flowing, joined style
- ✔ Can adapt handwriting for a range of tasks and purposes, including for effect
- ✔ Can spell accurately in all but the most complex words
- ✔ Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child)
- ✔ Can use a range of narrative techniques with confidence, interweaving elements when appropriate
- ✔ Can vary sentence length and word order confidently to sustain interest
- ✔ Can use a range of devices to adapt writing to the needs of the reader
- ✔ Can use literary features to create effect
- ✔ Can interweave implicit and explicit links between sections
- ✔ Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).
- ✔ Can show confident and established ‘voice’

Year 6

- ✔ Can create atmosphere, and integrate dialogue to convey character and advance the action.
- ✔ Can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
- ✔ Can use a range of cohesive devices, including adverbials within and across sentences and paragraphs.
- ✔ Can use passive and modal verbs mostly appropriately.
- ✔ Can use a wide range of clause structures, sometimes varying their position within the sentence.
- ✔ Can use adverbs, prepositions phrases and expanded noun phrases effectively to add detail, qualification and precision.
- ✔ Can use inverted commas mostly correctly.
- ✔ Can use commas for clarity mostly correctly.
- ✔ Can use punctuation for parenthesis mostly correctly.
- ✔ Can make some correct use: semi-colons, dashes, colons and hyphens.
- ✔ Can spell most Year 5 and 6 words correctly.
- ✔ Can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

The Write Stuff

The FANTASTICS:

F	A	N	T	A	S	T	I	C
								
Feelings	Asking (dialogue)	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking (hearing)

The GRAMMERISTICS:

								
Adverbials	Basics	Complex sentences	Dialogue/contracted forms	Purpose	Paragraphs	Passive/active voice	Tenses	Punctuation

The BOOMTASTICS:

								
Onomatopoeia	Alliteration	Rhyme	Repetition	Similes	Metaphor	Pathetic fallacy	Pun	Personification

National Curriculum Skills Overview Years 1-6

	Word Structure	Sentence Structure	Text structure	Punctuation	Terminology
Year 1	Regular **plural noun suffixes** *–s* or *–es* (e.g. *dog*, *dogs; wish*, *wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping*, *helped*, *helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** (negation, *e.g. unkind*, or undoing, *e.g. untie the boat*)	How **words** can combine to make **sentences** Joining **words** and joining **sentences** using *and*	Sequencing **sentences** to form short narratives	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

	Word Structure	Sentence Structure	Text structure	Punctuation	Terminology
Year 2	Formation of **nouns** using **suffixes** such as *–ness*, *–er* Formation of **adjectives** using **suffixes** such as *–ful*, *–less* (A fuller list of **suffixes** can be found in the Year 2 spelling appendix.) Use of the **suffixes** *–er* and *–est* to form comparisons of **adjectives** and **adverbs**	**Subordination** (using *when*, *if*, *that*, or *because)* and **coordination** (using *or*, *and*, or *but*) Expanded **noun phrases** for description and specification (e.g. *the blue butterfly*, *plain flour*, *the man in the moon*) **Sentences** with different forms: statement, question, exclamation, command	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming*, *he was shouting*)	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark contracted forms in spelling	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

	Word Structure	Sentence Structure	Text structure	Punctuation	Terminology
Year 3	Formation of **nouns** using a range of **prefixes**, such as *super–*, *anti–*, *auto–* Use of the **determiners** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** (e.g. *a rock*, *an open box*) **Word families** based on common **words**	Expressing time and cause using **conjunctions** (e.g. *when*, *so*, *before*, *after*, *while*, *because*), **adverbs** (e.g. *then*, *next*, *soon*, *therefore*, or **prepositions** (e.g. *before*, *after*, *during*, *in*, *because of*)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **perfect** form of **verbs** to mark relationships of time and cause (e.g. *I have written it down so we can check what he said.*)	Introduction to inverted commas to **punctuate** direct speech	word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause

	Word Structure	Sentence Structure	Text structure	Punctuation	Terminology
Year 4	The grammatical difference between **plural** and **possessive** *–s* Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)	Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition **Fronted adverbials** (e.g. *Later that day*, *I heard the bad news.)*	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** across **sentences** to aid cohesion and avoid repetition	Use of inverted commas to **punctuate** direct speech **Apostrophes** to mark singular and **plural** possession (e.g. *the girl's name*, *the boys' boots*) Use of commas after **fronted adverbials**	pronoun, possessive pronoun, adverbial

	Word Structure	Sentence Structure	Text structure	Punctuation	Terminology
Year 5	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*) **Verb prefixes** (e.g. *dis–*, *de–*, *mis–*, *over– and re–*)	**Relative clauses** beginning with *who*, *which*, *where*, *why*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **modal verbs** (e.g. *might*, *should*, *will*, *must*) or **adverbs** (e.g. *perhaps*, *surely*)	Devices to build **cohesion** within a paragraph (e.g. *then*, *after that*, *this*, *firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

	Word Structure	Sentence Structure	Text structure	Punctuation	Terminology
Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said* versus *reported*, *alleged*, or *claimed* in formal speech or writing)	Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*) Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there*, or *the fact that it was raining meant the end of sports day*) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend*, *isn't he?*, or the use of the **subjunctive** in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*)	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym