St. John's C.E. Primary
Friern Barnet

<u>Writing guidelines</u>

Statement of Intent

At St. John's Primary School, we provide a broad and balanced literacy curriculum which encompasses focussed writing including handwriting, spelling, grammar, widening vocabulary, and writing for different styles, purposes and audiences. Children are given opportunities to write in science and topic lessons as well as their daily English lessons. Children publish work every half term in order to show progression.

We aim to ensure that all pupils are able to:

- acquire a wide vocabulary, and understanding of grammar and knowledge of linguistic conventions required for writing, as well as reading and spoken language

- write clearly, accurately and coherently

- adapt their language and style for a range of contexts, purposes and audiences

- understand how to plan, practise and evaluate their writing

- enjoy writing as a vehicle to express their knowledge, skills, ideas and creativity

We also recognise the strong link between reading and writing and therefore aim to incorporate detailed text analysis, using a range of different text types and a range of reading strategies within the writing sequence. The importance of fostering a love of reading within our school is high on our agenda as we believe that those who read extensively and for pleasure become more able and fluent writers. Please refer to separate 'Reading and Phonics Guidelines'.

Whole-school Writing Initiatives

It is important that St John's sees itself as a community of writers. To this end, at the beginning of the academic year, all year groups take part in a whole-school writing initiative. A chosen picture book becomes a stimulus for all, with differentiated writing outcomes. The children's work is then displayed in the hall. This approach fosters a communal sense of pride, purpose and sense of cohesion to start off the school year. The book selected is one that is diverse and inclusive, celebrating authentic children's experiences that might be outside their daily experience, and encourages children to think of themselves as part of lots of communities, both small and big. To this end, this writing initiative promotes our children's cultural awareness and knowledge, which is part of our cultural capital agenda. The book chosen for Autumn 23 was Martha Maps it Out by Leigh Hodgkinson.

EYFS

In EYFS planning outcomes are taken from the Development Matters document. EYFS promotes the development of writing in these ways:

- Opportunities for mark making and writing are placed all around the environment. Additionally through child's voice children are given the opportunity to give meaning to marks they make

- Funky Fingers activities are always present within the environment to develop fine motor skills. Gross motor skills are a focus during PE sessions and outdoor play to strengthen upper body for writing

- Specified writing outcomes are planned and delivered using key focus texts for EYFS or writing for a real purpose

In EYFS, writing is incorporated in the learning across the curriculum and developed through adults skilfully intervening in play; however, in Reception a weekly adult-led task is also put in place for all children to undertake, so that writing is taught through an integrated approach. When children do undertake writing in Reception, sound and vocabulary mats are always provided to scaffold their learning. Additionally in Reception, children engage in writing through their daily phonics sessions where they learn correct letter formations, how to segment words and how to write captions/ sentences.

KS1- KS2

The pedagogy for teaching from year 1 - 6 is informed by the Read to Write programme. As part of the writing process, children will be taught that there are four different purposes for writing: writing to entertain, to inform, to persuade and to discuss. The teaching sequence for writing has four distinct phases, which includes: **immersion** - enjoying, exploring and responding to a quality text; **familiarisation -** looking at text outcome, structure, language and knowledge for the writer; **planning** - gathering ideas in note format, modelling outcomes within a range of planning formats with a teacher during a modelled, shared or guided writing session; and **writing and editing** - modelled, shared or guided writing is used to apply the skills taught during the unit of work and is applied to an independent writing outcome, which is edited before moving on. In one half term, the same rich text will be used as inspiration for a fiction and nonfiction writing outcome.

Grammar spelling and handwriting objectives for each year group are linked to the writing purposes and are **integrated** into the teaching sequence. Daily sentence accuracy is a vital element of the teaching provision and encompasses word, sentence and punctuation from the statutory National Curriculum Programme of Study. Children must demonstrate using these skills in **their writing** to achieve end of year standards. This **daily** practice builds **fluency** and **stamina** for writing**.** Teachers **model explicitly** sentences which are **contextualised** to the text being used and to the type of writing outcomes expected. Teachers have available a bank of sentences and an example WAGOLL (what a good one looks like) to support this pedagogy. All word, sentence and punctuation elements for the current and preceding year group are available for this purpose. This resource ensures whole-school coverage and progression of these elements and also provides a resource to close any **identified gaps in learning**. In addition, a sentence checker is used as a tool to promote children as **independent learners,** making additions, revisions, editing and proof-reading their work.

Writing Purposes

WRITING TO ENTERTAIN		
KS1 (Years 1 and 2)	**Text Types** ● Stories (including re-tellings) ● Descriptions ● Poetry ● In-character/role	**Text Features** ● Time sequenced ● Begin to differentiate between past and present tense to suit purpose	**Other Style Ideas** ● Focus on oral work first ● Use opportunities to reading own work aloud
	Grammar and Sentences ● Use **coordinating conjunctions** to link two main ideas, *They pulled <u>and</u> pulled at the turnip to get it out.* ● Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper* ● Use the **progressive form** for verbs, *Goldilocks <u>was walking</u> through the woods*	**Punctuation Content** ● Use **finger spaces** between words ● Use **capital letters** & **full stops** to mark sentences ● Use **capital letter** for first person "I" ● Use **apostrophes** to mark contractions, e.g. *didn't* ● Use **exclamation marks**, particularly in relation to speech	

	● Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!* **Adverbials**: first, the, next, after, later, the next day **Conjunctions** and, but, so, or, when	● Begin to use **inverted commas** to mark direct speech where appropriate

	Text Types ● Stories ● Descriptions ● Poetry ● Characters/settings	**Text Features** ● Detailed description ● Use paragraphs to organise in time sequence	**Other Style Ideas** ● Opportunities for comparing different forms of past tense (progressive and simple)
LKS2 **(Years 3 and 4)**	**Grammar and Sentences** ● Use **fronted adverbials** to show how/when an event occurs, *Without a sound…After a moment…* ● Use **expanded noun phrases** to add detail & description *…the dark gloomy cupboard under the stairs…* ● Use **subordinate clauses** to add detail or context *Although Theseus was scared, he prepared to enter the maze.* ● Use **nouns** & **pronouns** for clarity and cohesion *They crept into Minos' great labyrinth. Inside <u>the maze</u>…* **Adverbials**: soon, meanwhile, as, the next day, later, carefully, without a thought **Conjunctions** if, when, because, while, as, until, whenever, once	**Punctuation Content** ● Use full punctuation for direct speech, including punctuation within and before **inverted commas,** *Mum asked, "Will you be home for tea?"* ● Secure use of **apostrophes** for possession, including for plural nouns ● Use **commas** after fronted adverbials and subordinate clauses ● May begin to use **dashes** for emphasis	

UKS2 (Years 5 and 6)	**Text Types** ● Narrative ● Descriptions ● Poetry ● Characters/settings	**Text Features** ● Detailed description ● Use paragraphs to organise in time sequence	**Other Style Ideas** ● Use a range of tenses to indicate changes in timing, sequence, etc.
	Grammar and Sentences ● Use **subordinate clauses** to add detail or context, including in varied positions. *Although Theseus was scared, he prepared to enter the maze.* *Theseus, although he was scared, prepared to enter the maze.* ● Use **relative clauses** to add detail or context, *Amy grabbed the torch, which she'd strapped to her belt, quickly.* ● Use a wide range of sentence structures to add interest. **Adverbials**: meanwhile, later that day, silently, within moments, all night, nearby, under the treetops, never before, -ing openers, -ed openers **Conjunctions:** if, when, because, while, as, until, whenever, once, since, although, unless, rather	**Punctuation Content** ● Use **brackets** for incidentals, *Amy saw Katie (her best friend) standing outside.* ● Use **dashes** to emphasise additional information, *The girl was distraught – she cried for hours.* ● Use **colons** to add further detail in a new clause, *The girl was distraught: she cried for hours.* ● Use **semi-colons** to join related clauses, *Some think this is awful; others disagree.*	

WRITING TO INFORM			
	Text Types ● Recount ● Letter	**Text Features** ● Appropriate use of past and present tense	**Other Style Ideas** ● Could use a writing frame to structure sections

KS1 (Years 1 and 2)	● Instructions		● May include images
	Grammar and Sentences ● Use **coordinating conjunctions** to link two main ideas, *Badgers sleep in the day <u>and</u> look for food at night.* ● Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well <u>because</u> they have sharp claws* ● Use **noun phrases** which inform, *sharp claws, black fur* ● Use **commas** to separate items in a list, *You will need flour, eggs, sugar and water.* ● Use **exclamation sentences** where appropriate, *What a fantastic time we all had!* **Adverbials**: first, firstly, next, after, later **Conjunctions** and, but, so, or, when, if, because		**Punctuation Content** ● Use **finger spaces** between words ● Use **capital letters** & **full stops** to mark sentences ● Use **question mark,** *Did you know…?* ● Use **apostrophes** to mark possession, *A badger's home is underground*

LKS2 (Years 3 and 4)	**Text Types** ● Explanation ● Recount ● Letter ● Biography ● Newspaper article	**Text Features** ● Paragraphs used to group related ideas ● Subheadings to label content	**Other Style Ideas** ● May be build around a key image ● Use techniques to highlight key words (bold, underline, etc.)
	Grammar and Sentences ● Use **expanded noun phrases** to inform,		**Punctuation Content** ● Consolidate four main punctuation marks (. , ! ?)

A tall dark-haired man was seen leaving the scene.

- Use **subordinating clauses** to join clauses, including as openers,
Although they have a fierce reputation, the Vikings weren't all bad.

- Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.

- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.

- Begin to use **present perfect** tense to place events in time,
This week we have visited the Science Museum.

Adverbials: first, firstly, before, after, later, soon, also, in addition, however

Conjunctions when, before, after, while, because, if

- Use **capital letters** for proper nouns

- Use **commas** to mark fronted adverbials
After lunch, we went into the museum

- Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.

- Use **inverted commas** for direct speech

- Use **bullet points** to list items

	Text Types ● Report ● Recount ● Biography ● Newspaper article ● Essay	**Text Features** ● Paragraphs used to group related ideas ● Heading/subheadings ● Use of technical vocabulary	**Other Style Ideas** ● May include a glossary ● Sections may contain more than one paragraph
UKS2 **(Years 5 and 6)**	**Grammar and Sentences** ● Use **subordinating conjunctions** in varied positions,		**Punctuation Content** ● Use **brackets** or **dashes** to explain technical vocabulary

The Polar Bear, although it is large, can move at great speed. ● Use **expanded noun phrases** to inform, *…a tall dark-haired man with a bright-red cap…* ● Use **relative clauses** to add further detail *We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.* ● Begin to use **passive voice** to remain formal or detached, *The money was stolen from the main branch.* ● Begin to use **colons** to link related clauses, *England was a good country to invade: it had plenty of useful land.* **Adverbials**: meanwhile, at first, after, furthermore, despite, as a result, consequently, due to , for example **Conjunctions:** when, before, after, while, because, if, although, as	● Use **semi-colons** to punctuate complex lists, including when using bullet points ● Use **colons** to introduce lists or sections ● Use **brackets** or **dashes** to mark relative clauses ● Secure use of **commas** to mark clauses, including opening subordinating clauses ● Begin to use **colons** & **semi-colons** to mark clauses

WRITING TO PERSUADE		
Text Types ● Advertising ● Letter ● Speech ● Poster	**Text Features** ● Use of 2nd person ● Planned repetition ● Facts & Statistics ● Adjectives for positive description	**Other Style Ideas** ● Link to oracy, esp. for speeches ● Use of colour and images, esp. for advertising

KS2 (Years 3 and 4)	**Grammar and Sentences** ● Use **imperative** verbs to convey urgency,	**Punctuation Content** ● Ensure use of **capital letters** for proper nouns

Buy it today! Listen very carefully… ● Use **rhetorical questions** to engage the reader, *Do you want to have an amazing day out?* ● Use **noun phrases** to add detail and description, *Our fantastic resort has amazing facilities for everyone* ● Use **relative clauses** to provide additional enticement *Our hotel, which has 3 swimming pools, overlooks a beautiful beach.* **Adverbials**: firstly, also, in addition, however, on the other hand, therefore, in conclusion **Conjunctions** if, because, unless, so, and, but, even if, when	● Use **? !** for rhetorical / exclamatory sentences ● Use **commas** to mark relative clauses ● Use **commas** to make fronted adverbials and subordinate clauses *After your visit, you won't want to leave.* *Once you've tasted our delicious sandwiches, you'll be coming back for more!*

UKS2 **(Years 5 and 6)**	**Text Types** ● Advertising ● Letter ● Speech ● Campaign	**Text Features** ● Use of 2nd person ● Personal pronouns ● Planned repetition ● Facts & Statistics ● Hyperbole	**Other Style Ideas** ● Link to oracy, esp. for speeches ● Use of colour and images, esp. for advertising
	Grammar and Sentences ● Use **imperative** and **modal** verbs to convey urgency, *Buy it today!* *This product will transform your life…* ● Use **adverbials** to convey sense of certainty, *Surely we can all agree…?*		**Punctuation Content** ● Use ? ! for rhetorical / exclamatory sentences ● Use **colons** and **semi-colons** to list features, attractions or arguments ● Use **brackets** or **dashes** for parenthesis, including for emphasis

● Use **short sentences** for emphasis *This has to stop*! *Vote for change!* ● Use of **subjunctive form** for formal structure *If I were you, I would…* **Adverbials**: firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion **Conjunctions:** if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether	*This is our chance – our only chance – to make a difference.* ● Use **semi-colons** for structure repetition, *Bring your friends; bring your children; bring the whole family!*

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WRITING TO DISCUSS

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UKS2 **(Years 5 and 6)**	**Text Types** ● Balanced argument ● Newspaper article ● Review	**Text Features** ● Appropriate use of cohesive devices ● Use of subjunctive form where needed	**Other Style Ideas** ● Use paragraphs to structure arguments ● Maintain formal / impersonal tone

Grammar and Sentences ● Use **modal** verbs to convey degrees of possibility, *It could be argued…. Some might say…* ● Use **relative clauses** to provide supporting detail *The rainforest, which covers almost a third of South America…* ● Use **adverbials** to provide cohesion across the text, *Despite its flaws… On the other hand…* ● Use **expanded noun phrases** to describe in detail *The dramatic performance by the amateur group was…*	**Punctuation Content** ● Use **commas** to mark relative clauses ● Use **colons** and **semi-colons** to punctuate complex lists ● Use **brackets** or **dashes** for parenthesis, including for emphasis *This performance – the first by such a young gymnast – was a masterpiece!* ● Use **semi-colons** to mark related clauses, *Some argue….; others say…*

● Begin to use **passive voice** to maintain impersonal tone, *The film <u>was made</u> using CGI graphics* **Adverbials**: firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion **Conjunctions:** if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether	

Assessment and Impact

The impact of our writing curriculum is continually monitored and assessed against a set of standards for each year group, adapted from end of year group age-related expectations. Assessment of writing is a continual and integral part of the planning and delivery of the curriculum. Short-term assessment is used to guide the progress of individual pupils. This is carried out informally by teachers in the course of their teaching. It takes the form of various AFL techniques, such as observation and feedback during the learning process, self and peer assessment. Feedback, both verbal and written, celebrates good practice and suggests specific steps for further progression. (See separate Marking & Feedback guidelines)

Throughout the year, writing skills will be revisited in various contexts in order to assess children's retention of skills. Children's writing is more formally assessed and moderated every half term during a twilight session. Teachers sit in pairs using set guidance to help them with this process. These sessions form a useful part of teachers' continuous professional development, and also focus teachers on next steps for writing. In addition, children publish their work half-termly in a special book. This book demonstrates an individual child's progress through school. The children love to look through this book at the end of the school year to see how much progress they have made.