



# Writing Implementation.



Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs

SAFE	HERE	INSPIRED	NEIGHBOURLY	EXCELLENT
Progression	Assessment	Enquiry-Led	Differentiation	Planning
<p><b>How EYFS prepares chd for the National Curriculum.</b> Use of helicopter stories and daily talk time. Lots of labels in the environments to get children used to print. Daily phonics lessons and activities to develop phonological awareness. Opportunities within the learning environment to mark make and write. Modelling of cursive writing and sentences. Children are encouraged to write sentences, when developmentally appropriate using a capital letter and full stop.</p> <p><b>Moving from Reception into KS1</b> Year 1 – children are provided with daily writing opportunities in English lessons and across other subjects.</p>	<p><b>How we assess key elements</b> Assessment for learning in daily lessons when children are sharing ideas. Misconceptions identified and feedback given. Daily marking to assess the application of skills and subject knowledge. Use of teacher assessment cards to assess key knowledge and skills. Use of margin marking to assess the grammar skills children have included in their work.</p> <p><b>What Formative assessment takes place in Writing.</b> Low-stakes partner and group work. Whiteboard work during lessons. Planning sheets given in lessons and feedback</p>	<p><b>How opportunities planned are for.</b> English topics have planned for opportunities that allow children to practice and develop their questioning skills, particularly during the reading phase and reading analysis.  Children are encouraged to explore and discuss vocabulary when completing written pieces.  During the reading phase, the children are exposed to a range of activities which may include role on the wall, hot seating, video blogs, role play and other inference activities.</p>	<p><b>More Able learners</b> How we support and challenge Greater Depth children GD children will be provided with appropriate extension activities during the reading phases. During the writing phase, GD children will be given access to blank planning sheets to give them opportunity to make more choices over their sentence structures. GD children will also be encouraged to use a higher level of vocabulary. During marking, teachers should use kind intolerance and if word choices are simple then teachers should give feedback to encourage children to use higher level vocab.</p>	<p><b>Long Term Plans</b> Long term planning is used to ensure that Writing fits into a broader topic and promotes links between various strands of learning. <b>Writing</b> planning ensures that the learning is layered through the year, ensuring that prior knowledge and skills facilitate positive starting points and good attainment in current learning. Subject leader mapping ensures writing progression through the year groups</p> <p><b>Medium Term Plans</b> For each unit taught, the Medium Term plan will identify prior learning, establish the vocabulary to be taught, key knowledge and key skills. It will identify the progression of the skills and knowledge</p>

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<p>Daily phonics lessons. Some continuous provision and mark making opportunities for children who need to access these. Fine motor skills opportunities for children to develop their ability to write.</p> <p><b>Explicit Examples of Progression</b> Knowledge – Text Types and Genres from Years 1 – 6 get increasing more complex.</p> <p>Knowledge and Skills. EYFS - children are encouraged to mark make and are given opportunities to write simple sentences demarcated with a capital letter and full stop. Year 1 – Children should be able to write a simple sentence, demarcated with a capital letter and full stop, which can be read by others. Children should be able to use 'and' 'but' and 'or' to join two ideas.</p>	<p>given to children as they are planning. Children are encouraged to share ideas with their peers (about vocabulary choices or sentence structures) to assess understanding. Verbal feedback within lessons. Marking children's work each day, addressing misconceptions and providing next steps to move learning on.</p> <p><b>What Summative assessment takes place in writing.</b> Daily marking informs teachers of misconceptions and where children need extending. At the end of the independent writing phase, staff margin mark the children's written piece against age-related targets to assess where children are working. At the end of each half-term and term, staff use this data to make</p>	<p><b>Enquiry in Writing promotes questions about</b> characters, events, texts and information given in texts. During the reading phase, analysis of texts promotes deeper thinking as children try to analyse and find answers for author's choices. Within the writing phase, children spend time thinking about their own writing, vocabulary and language choices as an author.</p>	<p><b>SEND</b> We ensure that children with SEND are provided with equal access to a broad and balanced writing curriculum, that is appropriate to an individual's special educational needs</p> <p>Learning materials, teaching methods and learning experiences are differentiated according to need. Class Teachers ensure that those activities are stimulating and challenging and promote the best attainment for each learner</p>	<p>through the topic, enabling children to make links to prior learning and understand how future learning will develop</p> <p><b>Weekly</b> Weekly planning is used to ensure the necessary detail and coverage is prepared for and delivered Castercliff Writing Approach is used in Years 2 – 5. Years 1 and 6 used Lancashire Planning Circles and using grammar targets from Lancashire Progression Documents.</p>
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<p>Year 2 – Children should be able to write sentences, demarcated with capital letters and full stops and with some use of question marks and exclamation marks. Children should also be able to use co-ordinating conjunctions (or / and / but) and some subordinating conjunctions (when / if / that / because) to join two ideas.</p> <p>Year 3 – Children should be able to write sentences using a range of punctuation correctly, including capital letters, full stops, question marks, exclamation marks and commas. Children should be able to write complex sentences with a main clause and a subordinate clause, punctuated correctly with a comma. They should be able to write complex sentences using a range of conjunctions (including for reason and time).</p> <p>Year 4 – children should be able to write complex</p>	<p>judgements on Target Tracker, against age-related writing skills targets.</p>			
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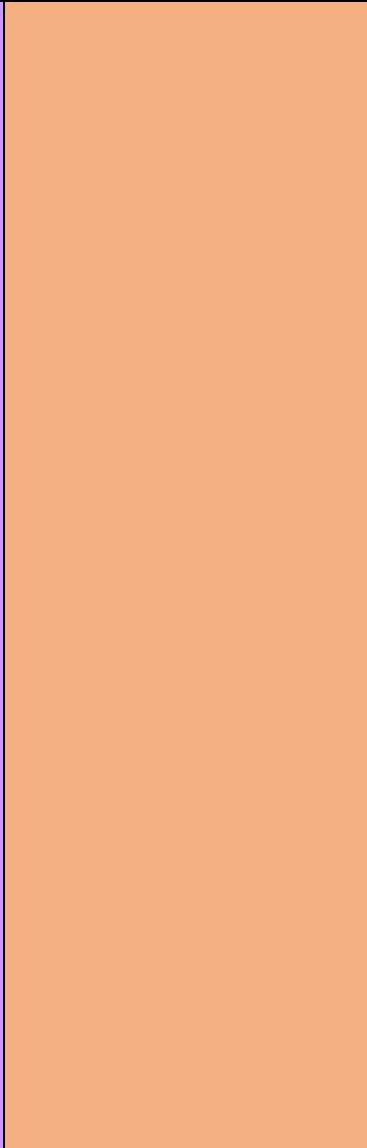
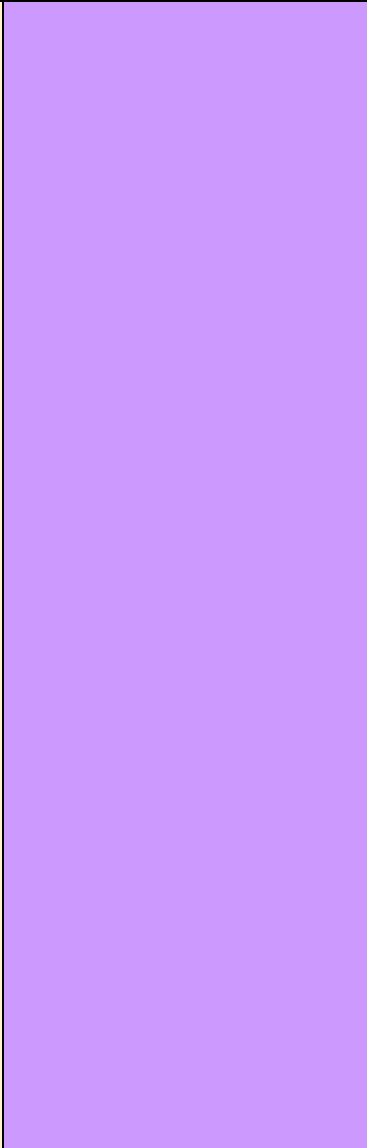
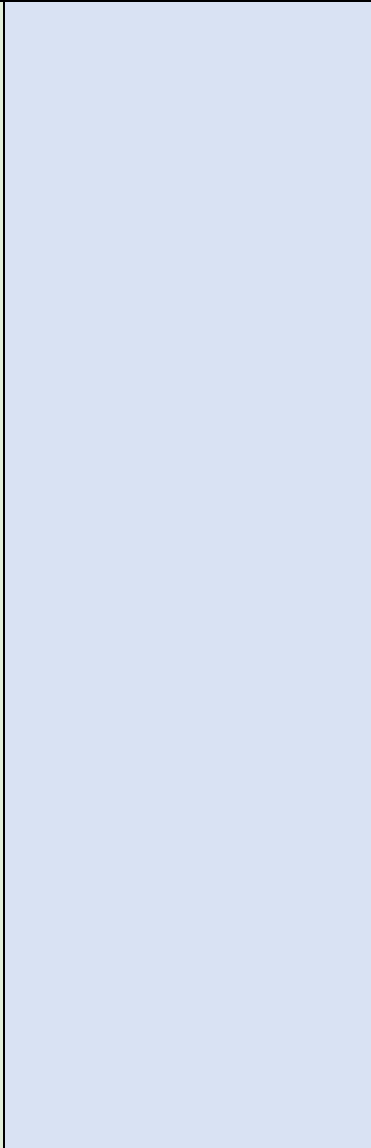
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sentences that begin with fronted adverbial starters for manner (how), time (when) and place (where) and use commas to demarcate the fronted adverbials. They should also use a wide range of conjunctions within their sentences (including for reason and time).

Year 5 – children should be able to write complex sentences by using relative clauses with relative pronouns (who, which, where, whose, when and that). They should also be able to write and correctly punctuate complex sentences using -ed openers, -ing openers and simile openers. Complex sentences should be correctly demarcated with a comma.

Year 6 – children should be able to use a wide range of clause structures, sometimes varying their position in their sentences (relative clauses, clauses to begin sentences,



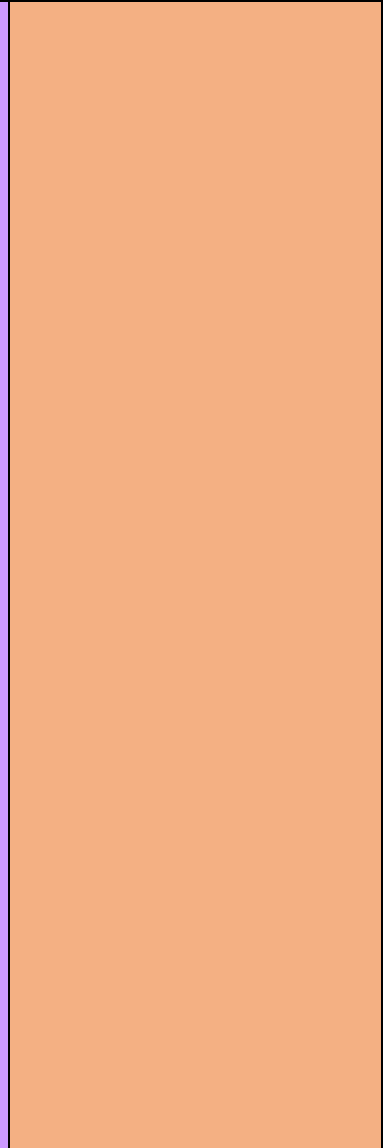
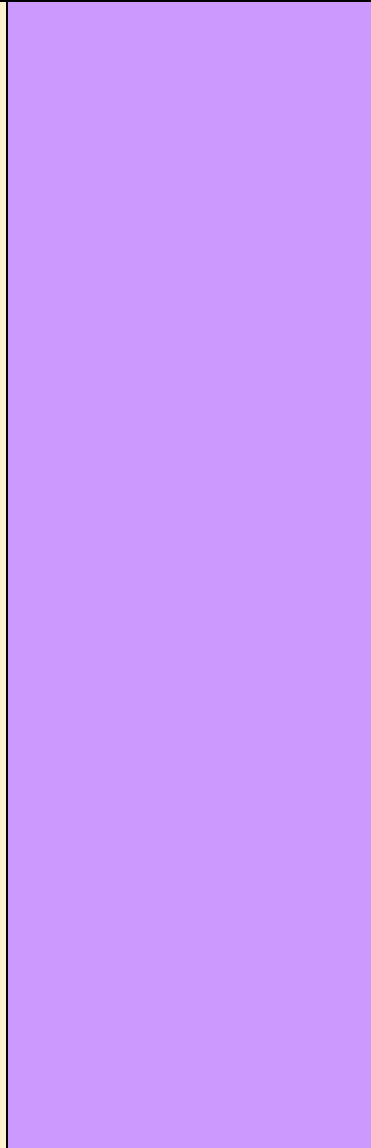
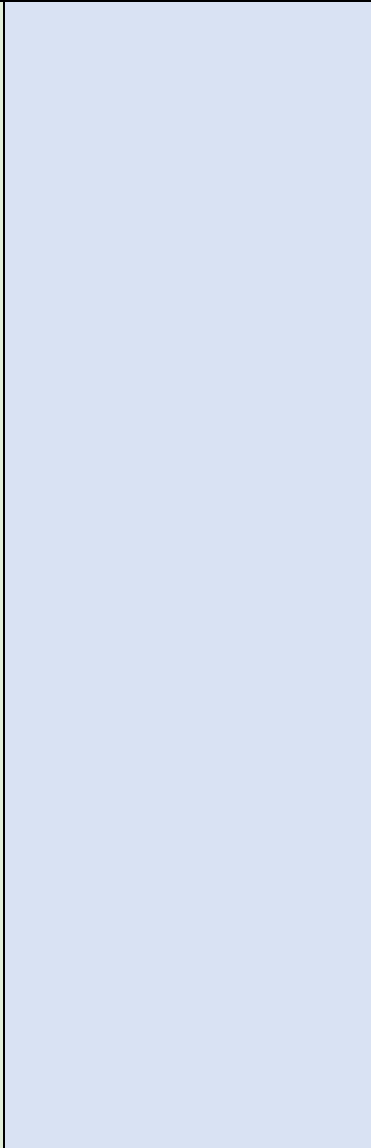
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embedded clauses) correctly demarcated with a comma. They should be able to use a range of cohesive devices (adverbials of time, manner and place, conjunctions and pronouns) within and across paragraphs.

**The importance of prior learning to support current learning.**

Grammar skills are developed and become increasingly more complex as children move through each year group. Children need to be confident to use the grammar skills from the prior year groups in order to progress with their sentence constructions.

Genres and text types are high quality and are challenging for each year group. These get increasingly more difficult as the children move through school. It is important that children are exposed to high quality,





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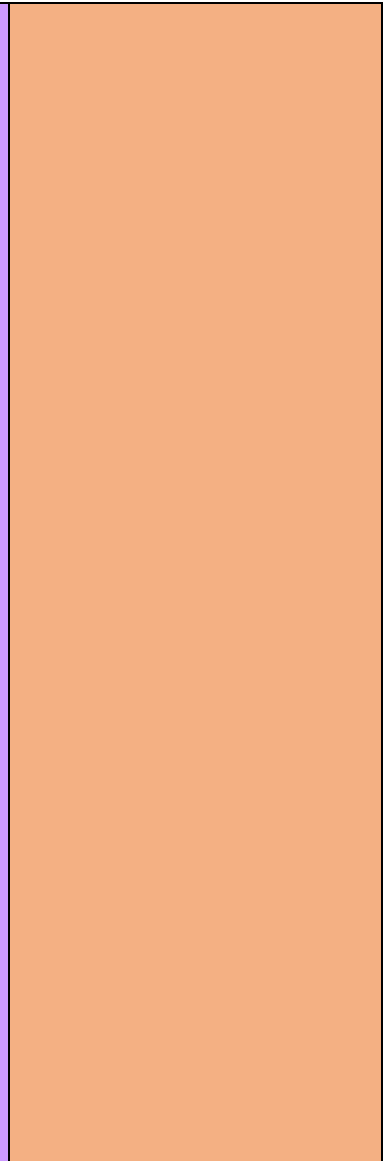
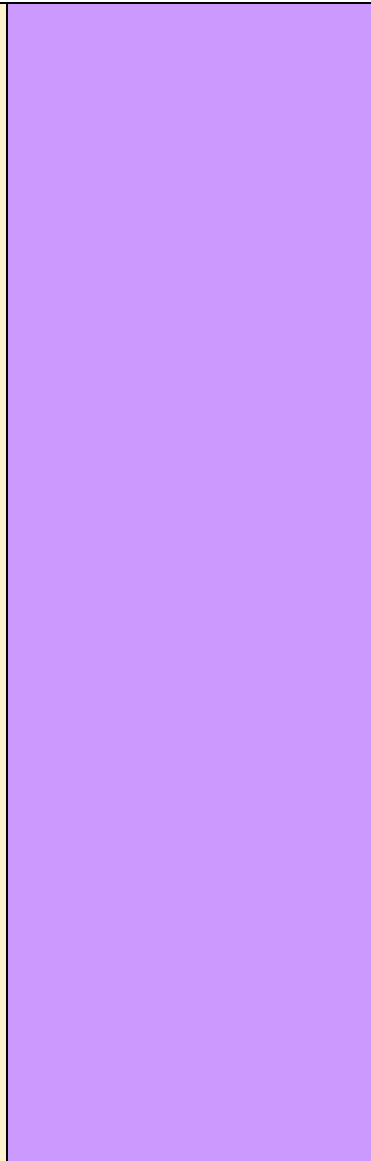
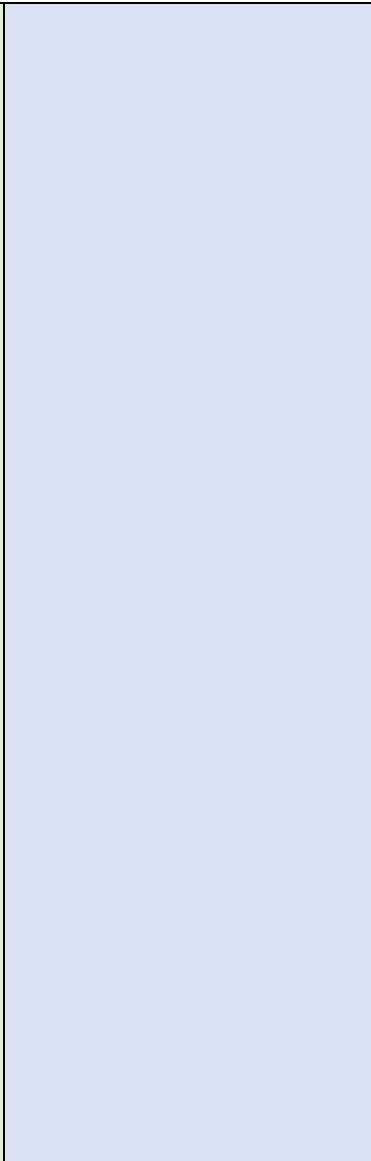


challenging texts in each year group.

Writing outcomes become increasingly more difficult as children move through the year groups.

Children need to have had exposure to certain text types, genres and writing outcomes from prior year groups in order for their written outcomes to become increasingly more complex.

(Example: EYFS – single words to describe a character/ Year 1 – wanted posters with key words and simple sentences. Year 2 and 3 to write character descriptions using noun phrases and expanded noun phrases to add detail. Year 4 and 5 to write character descriptions that may introduce more than one character, use noun phrases and expanded noun phrases to add detail and use other cohesive devices to further explain





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about the character. Year 6 to use a range of sentence types and more precise noun phrases and expanded noun phrases to introduce characters.

