Longthorpe Writing
Intent

At Longthorpe Primary School, our intent is to provide children with a rich and purposeful education in English. We will ensure all of pupils have the skills to enable them to speak and write clearly, coherently and confidently so they are able to communicate their thoughts and feelings effectively.

We aim for all children to have the skills to independently follow a writing process: to plan, create, edit, evaluate and adapt their writing style to meet the needs of their intended purpose and across a wide range of different genres. In order to do this, they have an awareness of the context, purpose, audience and formality before they write through sharing a range of writing texts. Across school, grammar, transcription and composition are key areas for development and skills which the children will continually revisit and develop. We believe that all children should have a good level of stamina and will be able to sustain their standards across a longer piece of writing.

It is important that all children are encouraged to take pride in their work and its presentation, part of which is developing fluent, legible and joined handwriting. We believe that a rich vocabulary is key and it is imperative that our children have a wide vocabulary, being confident to explore and choose specific words for effect. It is also our aim for all children to be competent and confident spellers, understanding the rules, patterns and relationships between words. Oracy is a key part of our learning and it is important that the children are confident in speaking aloud to their peers and the adults around them. Children are encouraged to share their ideas, as well as question and suggest changes to improve.

Implementation

Classroom Organisation

Writing is taught as a whole-class lesson where age-related skills and knowledge are taught based on the National Curriculum. The lessons follow the Writing Unit Essentials (appendix 1) and enable pupils to be supported and challenged to create their very best writing. Support takes the form of targeted teaching from a teacher or teaching assistant, additional resources, additional questioning or amended resources which may be more scaffolded with additional questions or resources which have been broken down further with additional examples. . Challenge is given in the form of changing the formality (the audience and purpose tell you whether the writing should be chatty or formal), view point (whose perspective it is written in/from) or developing the effect (how it makes the reader feel or think) the writing has on the reader. In all classes, children are given the tools they need to succeed: word mats, templates/proformas, WAGOLLs (What A Good One Looks Like – a model example of the specific piece of writing) and up-to-date working walls (the writing display which shows the genre, purpose, audience, tone/formality, vocabulary, banned words and specific features amongst other useful information for the children). Where children have additional needs, the curriculum provision is adapted so they can access similar learning in a smaller, more focused group.

Writing Process and Lesson Sequence

All lessons follow the Longthorpe Writing Unit Essentials, which always starts with a purpose and audience, these underpin and guide all of the work in any writing unit, which can last for two weeks. Examples of purposeful writing at Longthopre include: letters to the town council to seek permission to put posters up in Longthorpe to raise awareness of the consequences of water pollution, short stories created for a teacher

to share with her baby whilst on maternity leave and a non-chronological report for year three to inform them about the effects the Romans still have on us today. There is heavy emphasis on narrative (story) writing and as a result every other unit is a narrative piece or linked to the skills needed, e.g. a setting description (a shorter piece of writing which focuses on describing a particular location or situation). Within a unit of writing, children will be exposed to a high quality WAGOLL which highlights the key features of the genre as well as any specifics expected by the teacher for the piece of writing, for example in a letter we would expect to see: an address, a date, who the letter is to, a short introduction which outline the purpose of the letter, the main text, a conclusion which outlines what you would like to happen and then the appropriate sign off.

Grammar and punctuation which link to the genre must be taught within each unit, this could be a single objective or multiple; it can also be taught as a stand alone lesson or as part of other lessons. Every day, children must complete a short grammar activity as outline in the writing essentials (appendix 1). Editing and evaluating is a really important part of the writing journey and all children are given the opportunity to reread and amend their work, using the scoring matrix to do so (except in Year 6). In the first half term in Autumn, all classes revisit and secure the terminology and key grammatical features taught in the previous year (appendix 2).

Spellings

We follow the Headstart spelling scheme. In this, children are given new words each week. These words follow the National Curriculum spellings rules. Additionally, two of the words are taken from the Phase spelling lists from the National Curriculum. We do not test each week because research has shown that children retain the spellings for a test in the short term but they are not secure in their long term memory. Instead they are tested each term on a range of different spellings. All children are encouraged to include their spelling words in their writing.

Handwriting

In EYFS, children are beginning to join specific digraphs such as *sh* and *ng* and trigraphs such as *igh* and *air.*this is to help prevent children from flipping their letters and to help with sizing. This is now being followed through school. For the rest of the school, teachers follow the scheme Penpals. Teachers are not expected to teach every lesson from the scheme, this is to enable them to choose words which link to their L2L or other learning, however they must follow the joining rules and ensure they are covered over the course of the year.

Marking and Feedback (Appendix 3)

At Longthorpe, we believe that verbal feedback, given in the moment, is most valuable and so we are developing the use of conferencing. Teachers and teaching assistants are encouraged to work with children 1:1 or in small groups, to feedback and give more in-depth explanations of key elements to improve writing and deepen understanding. When children make an error in their writing, a pink dot is placed in the margin to highlight this. A pink dot could mean a mistake with spelling, punctuation, tense, capital letter, a missing word or it doesn't quite make sense. For children who need more support, multiple dots might be placed on a single line, alternatively some codes might be used to indicated what type of mistake has been made. All children are given a next step in their writing so they know what they need to do next to improve. *Marking in Year 6 changes in December to align with the requirements for SATs marking.*

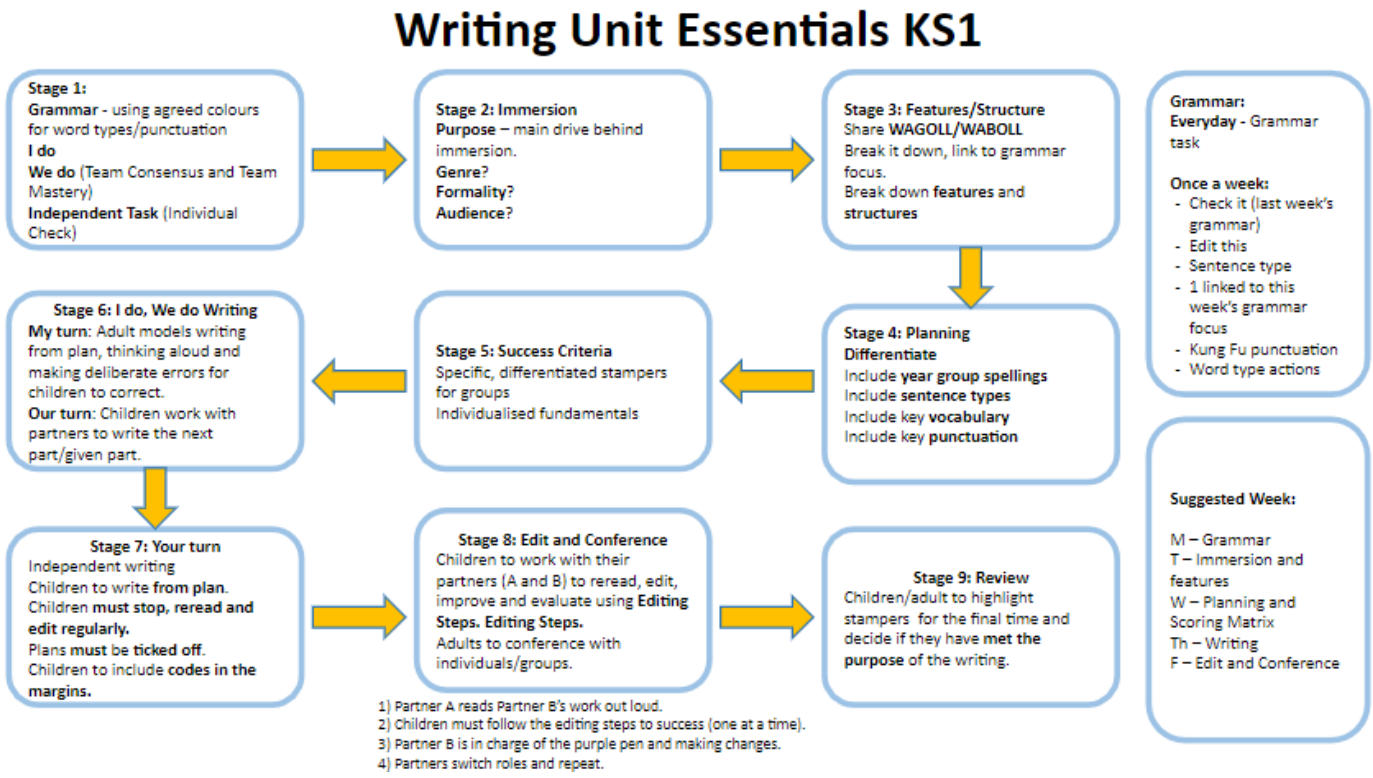
Assessment

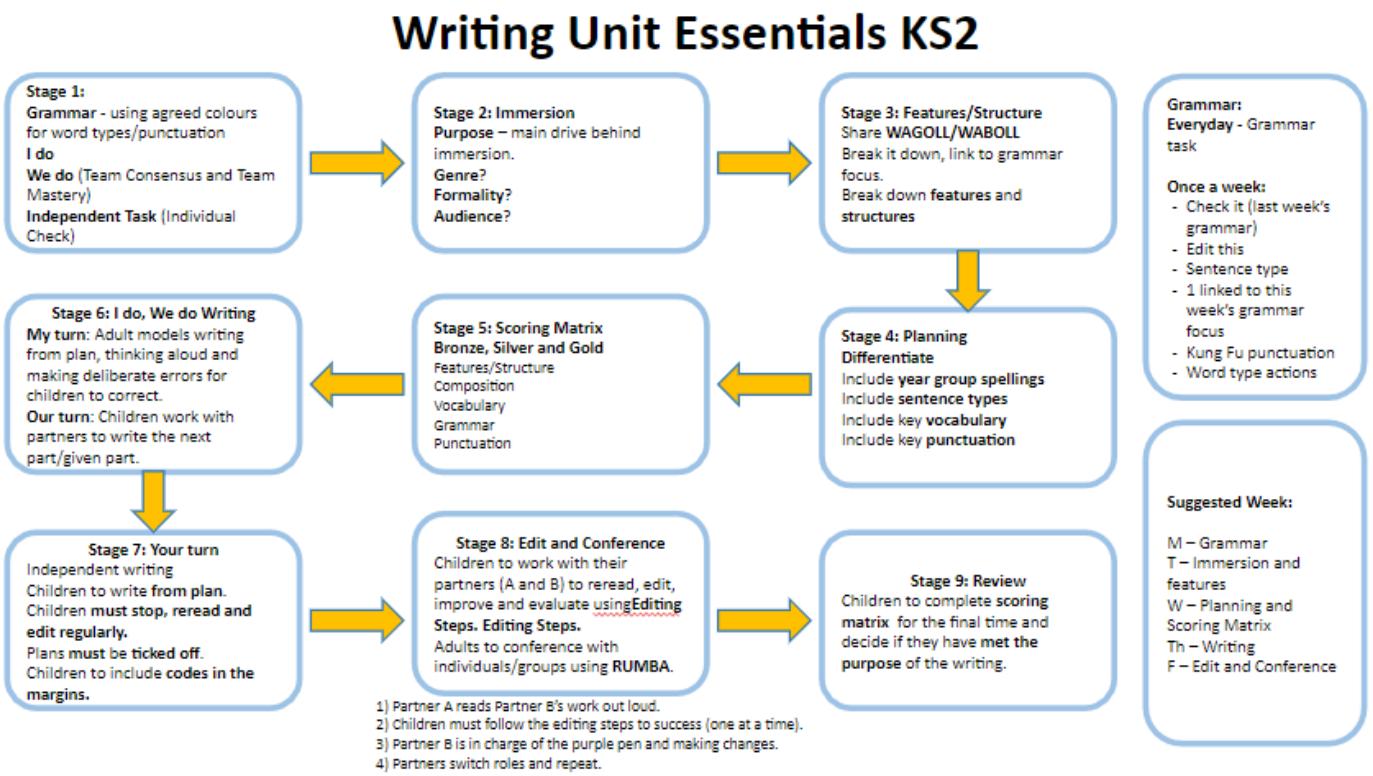
Teachers formally assess children at the end of each term, looking at a range of writing in their writing lessons but also the writing across the curriculum. To help with this, teachers use the writing fundamentals (appendix 4) at the front of children's book to regularly highlight what the children can do, and then use this to guide their planning moving forwards.

Intended Impact

- All pupils will succeed in their writing
- All children will be given the appropriate support and challenge to write successfully
- Children will become confident and enjoy writing across a range of genres and subjects
- Children will have an understanding of different punctuation and grammatical features
- Children will understand the features and skills required for specific genres
- All children will write for a range of purposes, contexts and audiences
- Children will have a rich and wide vocabulary
- Children will be aware and secure in a range of spelling rules
- The number of children achieving Expected and Greater Depth will be in line with national standards
- There will be no significant gaps in progress for any group of pupils

Appendix 1: Writing Unit Essentials





Appendix 2: Grammatical features within each year group

<table>
<tr><th colspan="4">Year 1</th></tr>
<tr><th>Sentence</th><th>Punctuation</th><th>Terminology</th><th>Handwriting</th></tr>
<tr><td>• Short and simple, starting with a CL and ending with a full stop (finger spaces used)
• Phonetically plausible spelling
• Spelling tricky words

Introduce year group sentence type:
1Ad, All the W's</td><td>CL
Full stop
Finger space</td><td>capital letter phoneme grapheme diagraph trigraph full stop word sentence</td><td>• sit correctly at a table, holding a pencil comfortably and correctly
• begin to form lower-case letters in the 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 practise these.
• Join digraphs/trigraphs (as have been taught in EYFS)</td></tr>
<tr><th colspan="4">Year 2</th></tr>
<tr><th>Sentence</th><th>Punctuation</th><th>Terminology</th><th>Handwriting</th></tr>
<tr><td>• Join words and sentences using 'and'
• Understand how words can combine to make sentences

Introduce year group sentence type:
BOYS, 2:Ad, BIT, LIST</td><td>• CL for proper nouns
• CL for start of sentence
• Ending sentences with . ? !</td><td>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</td><td>• Form lower case letters relative to one another
• CLs and digits correct size in relation to lower case
• Begin to use diagonal and horizontal strokes to join
• Space between words</td></tr>
<tr><th colspan="4">Year 3</th></tr>
<tr><th>Sentence</th><th>Punctuation</th><th>Terminology</th><th>Handwriting</th></tr>
<tr><td>• Subordination when, if, that, because
• Coordination or, and, but
• Expanded noun phrases to describe and specify
• Sentences form:
○ Statement
○ Question
○ Exclamation
○ Command
Introduce year group sentence type:
All the Ws, … like a … as a …., Power of 3, Double ly ending</td><td>• CL . ! ?
• Apostrophes for:
- contracted forms
- possessive (singular)
• Commas for lists</td><td>noun noun phrase statement question exclamation command compound adjective adverb verb tense(past/present) apostrophe comma suffix</td><td>• Legible and fluent handwriting is maintained at speed
• - Appropriate choice of letter shape
• Whether or not to join letters
• Choice of writing implement</td></tr>
<tr><th colspan="4">Year 4</th></tr>
<tr><th>Sentence</th><th>Punctuation</th><th>Terminology</th><th>Handwriting</th></tr>
<tr><td>• More than one clause sentence
• Using a wider range of conjunctions inc. when, if, because, although
• Using conjunctions, adverbs and prepositions (time and cause)

Introduce year group sentence type:
VP, VAP, Emotion word, action, Short sentences, Nwww, -ing, -ed</td><td>Inverted commas to punctuate direct speech</td><td>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas</td><td>• Use diagonal and horizontal strokes
• Understand which letters need to be joined and which do not
• Increasing legibility
• Consistent and high quality writing
• Sufficient spacing so that ascenders and descenders do not touch</td></tr>
<tr><th colspan="4">Year 5</th></tr>
<tr><th>Sentence</th><th>Punctuation</th><th>Terminology</th><th>Handwriting</th></tr>
<tr><td>• Fronted adverbials</td><td>• Inverted commas for direct speech with other correct ending punctuation</td><td>determiner, pronoun, possessive pronoun, adverbial</td><td>• Legible and fluent
• Choice of letter shape
• Know when to join</td></tr>
</table>

• Expanded noun phrases to convey complicated information concisely Introduce year group sentence type: Ad, same as, The more, the more, Personification of weather, O. (i), 3 bad dash	• Possessive apostrophe for plural nouns • Commas for fronted adverbials		• Choice of writing implement
Year 6			
Sentence	**Punctuation**	**Terminology**	**Handwriting**
• Modal verbs or adverbs to indicate degrees of possibility • Relative clauses (who, which, where, when, whose, that)	• Parenthesis ( ) - - , , • Commas to clarify meaning and avoid ambiguity	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	• Choose which shape of a letter • Decide when to join • Choose the writing implement which is best suited to the task
Next: • Passive verbs to affect the presentation of information in a sentence • Recognising vocabulary and structures that are appropriate for formal speech an writing (inc. subjunctive form)	**Next**: • Hyphens • Bullet points • Colon to introduce list • Semi-colon or dash to mark boundaries between clauses	**Next**: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	

Appendix 3: Writing Feedforward policy

Marking of Writing

Conferencing is used with each child at least once a fortnight to allow adults to provide specific feedback to individual or small groups of children in the lesson. Children will be grouped with others who require similar precision teaching, acting on feedback there and then, before applying this into their own, more independent work. Staff use RUMBA to structure their conferencing:

Read and praise
Unpick and clarify
Model
Boost vocabulary
Aclear next step

Conferencing C

Verbal Feedback V

A matrix is created and used in all extended writing pieces in years 1 - 5. The template for which is as follows:

KS1: Specific elements taken from the following:

In addition, a specific objective focusing on composition is included.

KS2:

Code:		Me	Peer	Adult
	Specific features/structural elements linked to the genre			
	Composition			
	Vocabulary			
	Grammar			
	Punctuation			

The number of each of these objectives may vary.

The features in these are hierarchically order, with the trickiest elements being placed at the bottom of each section. Children in the class reflect on their own writing, as well as collaborate with a peer on assessing theirs. The adult will highlight what the children have successfully included using a tick and will also provide a next step in the matrix by using:

Whole class feedback sheets are created by the adults for each unit or for a specific objective within a unit. They record who they have conferenced with, work to share, who needs further support, any comments about presentation, basic skill errors and any misconceptions. For pupils with SEND or other additional needs, the adults may use more in-depth marking to highlight their next steps.

Whilst writing, children are to identify specific features of their writing in their margin using the following codes (specific codes are used in specific year groups in line with the National Curriculum):

KS1 and KS2 ***KS2 only***

?	**Question mark**	**N**	**Noun**
!	**Exclamation mark**	**Ad**	**Adjective**
“ ”	**Inverted Commas**	**V**	**Verb**
,, and	**Commas in a list**	**Adv**	**Adverb**
, c	**Commas for clauses/Sentence types**	**Con**	**Connective/Conjunction**
`c	**Apostrophe for contraction**	**NP**	**Noun phrase**
` p	**Apostrophe for possession**	**ENP**	**Expanded noun phrase**
( ) - - , ,	**Parenthesis**	**FA**	**Fronted adverbial**
- h	**Hyphen**	**MV**	**Modal verb**
: L	**Colon to introduce a list**	**RQ**	**Rhetorical question**
: B	**Colon to separate boundary**	**RC**	**Relative clause**
; L	**Semi-colon for detailed list**	**N**	**Noun**
; B	**Semi-colon to separate linked boundary**		

Children will identify **one** example of these features in the margin. Adults will tick in green to agree or dot in pink if an incorrect grammar term has been selected. If a child has not identified a key piece of grammar (as specified in the scoring matrix or input), the teacher will input the code in the margin. Where errors are made within the writing piece, adults will show these with a pink dot in the margin.

Year 1 Writing Fundamentals

O Autumn O Spring O Summer

Vocabulary, Grammar and Punctuation

- O I can use capital letters and full stops correctly.
- O I am starting to use question marks or exclamation marks.
- O I can use capital letters for names of people, places and days of the week and I.
- O I understand and use plurals.
- O I can add ing, ed or er to verbs .

Composition

- O I can construct a sentence out loud before writing it.
- O I can sequence sentences to form short stories.
- O I can reread what I have written to check it makes sense.
- O I leave spaces between words.
- O I can use 'and' to join sentences.
- O I talk about writing with my teacher and peers
- O I can use the sentence types: 1Ad, All the Ws

Transcription

Handwriting

- O I can form my lower case and capitals correctly.

Spelling

- O I know and understand different digraphs and trigraphs
- O I can add the ending 'ing, ed and er
- O I can add s or es to make words plural
- O I can break words into syllables
- O I can understand and apply the rules in the Year 1 spelling list

Spoken Language

- O I can read aloud my writing clearly, in front of my teacher and peers.

Year 2 Writing Fundamentals

O Autumn O Spring O Summer

Vocabulary, Grammar and Punctuation

Word, Sentence, Text

- O I correctly and consistently use present and past tense.
- O I can use when, if, that because to join a subordinate clause.
- O I can use and, but, or to extend my sentences.
- O I can turn adjectives into adverbs

I know and can use:

- O Statements
- O Questions
- O Exclamation sentences
- O Commands

Punctuation

I can use and understand:

- O Full stops
- O Capital letter
- O Exclamation marks
- O Question marks
- O Commas for lists
- O Apostrophes for contracted forms (don't)
- O Apostrophes for singular possessive forms (Eesa's)
- O I am starting to use noun phrases to add description and detail.

Composition

Draft and Write

- O I can write about real events and experiences.
- O I use the vocabulary linked to the theme or book we are doing.
- O I use sentence types: BOYS, 2:Ad, BIT, LIST

Organisation and Planning

- O I plan and say aloud what I am going to write.

Evaluate, Edit and Discuss Writing

- O I can evaluate my writing with peers and the teacher, to make corrections
- O I can self-evaluate my writing, looking for sense and verbs to indicate time

Transcription

Handwriting

- O I am starting to join my handwriting.
- O The size and spacing of my letters is appropriate.

Spelling

- O I can spell some words that sound the same, but are spelled differently. (homophone)
- O I can spell more words that are shortened.
- O I can spell words that end with ment, ness, full, less and ly.

Spoken Language

- O I can read aloud my writing with appropriate intonation to make the meaning clear.

Year 3 Writing Fundamentals

O Autumn O Spring O Summer

Vocabulary, Grammar and Punctuation

Word, Sentence, Text

- O I use conjunctions to join clauses (when, so, before, after, while, because)
- O I am beginning to use nouns and pronouns for clarity and cohesion.
- O I use time connectives (then, next, soon).
- O I can use apostrophes to show possession and in plural nouns.
- O I am beginning to use inverted commas for direct speech.
- O I can add prefixes to words (super-, anti- auto etc)
- O I can use the correct form of 'a' and 'an'.
- O I use the correct tense.
- O I use word classes (word families) to understand and clarify new words.
- O I use adverbs (then, next, soon, therefore).
- O I can use prepositions to express time (before, after, during, in, because of).
- O I can use the present perfect form of verbs (e.g. he has gone out to play).

Punctuation

I can understand and use:

- O Full stops
- O Capital letters
- O Commas for lists and clauses
- O Exclamation marks
- O Question marks
- O Commas within sentence types
- O Apostrophes for contraction and possession

Composition

Draft and Write

- O I can group ideas into paragraphs around a theme.
- O I can create settings, characters and plot in stories.
- O I can use headings and sub-headings to organise my writing.
- O I can experiment with different adjectives to create impact.
- O I use noun phrases to add detail
- O I can use sentence types: All the Ws, … like a … as a …, Power of 3, Double ly ending

Organisation and Planning

- O I discuss and plan my ideas before writing.

Evaluate, Edit and Discuss Writing

- O I can read my own and others' work and make suggestions for improvement.

Transcription

Handwriting

- O My handwriting is neat and consistent.
- O I can join my handwriting.

Spelling

- O I can explain what a prefix and a suffix are.
- O I can check words in a dictionary.
- O I can write sentences that have been dictated to me.
- O I can spell homophones and near homophones.
- O Ican apply the rules of the words on the Year 3/4 spelling list.

Spoken Language

- O I can read aloud to the whole class with tone and volume.

Year 4 Writing Fundamentals

O Autumn O Spring O Summer

Vocabulary, Grammar and Punctuation

Word, Sentence, Text

- O I use fronted adverbials with appropriate punctuation.
- O I use the correct tense.
- O I can use expanded noun phrases to add specific detail.
- O To aid cohesion, I use the appropriate noun and pronoun choices.
- O I can use prepositions to express time (before, after, during, in, because of) I use the correct noun-verb agreement (we were, she was, I did etc)

I can use cohesive devices:

- O Conjunctions
- O Adverbial phrases
- O Prepositional phrases to express time and effect

Punctuation

I know and consistently use:

- O Full stops
- O Capital letters
- O Commas for lists
- O Exclamation marks
- O Question marks
- O Commas within sentence types (see above)
- O Apostrophes to indicate possession and contractions
- O All punctuation to show direct speech

Composition

Organisation and Planning

- O I can plan ideas to organise writing across a range of genres

Draft and Write

- O I create settings & characters within cohesive plots.
- O I can use simple organisational devices (subheadings, bullet points)
- O I use a wide range of vocabulary to enhance meaning and effect.
- O I can vary sentence structure by using different openers.
- O I can use sentence types: VP, VAP, Emotion word,action, Short sentences, Nwww, -ing,-ed

Sharing and Discussing Writing

- O I can discuss ideas to organise writing across a range of genres

Evaluate and Edit

- O I can proof-read my own writing to check for spelling and punctuation errors.
- O I can evaluate my own and others' writing to make changes for effect.

Transcription

Handwriting

- O I can produce legible, joined handwriting which is consistent

Spelling

- O I can explain what a prefix and a suffix are.
- O I can check words in a dictionary.
- O I can write sentences that have been dictated to me.
- O I can spell homophones and near homophones.
- O I can apply the rules of the words on the Year 3/4 spelling list.

Spoken Language

- O I can read aloud to the whole class with appropriate intonation, tone and volume.

Year 5 Writing Fundamentals

O Autumn O Spring O Summer

Vocabulary, Grammar and Punctuation

Word, Sentence, Text

- O I use modal verbs and adverbs to indicate degrees of possibility.
- O I use cohesive devices to link ideas within a paragraph.
- O I can use cohesive devices to link ideas across a paragraph (adverbials: time, place, number, tense choice).
- O I use pronouns to avoid repetition.
- O I show parenthesis using commas, brackets or dashes.

I use conjunctions:

- O Coordinating (FANBOYS)
- O Subordinating (HANDS)

Punctuation

I know and consistently use:

- O Full stops
- O Capital letters
- O Commas for lists
- O Exclamation marks
- O Question marks
- O Commas to clarify meaning and avoid ambiguity
- O Apostrophes to Indicate possession and contractions.
- O All punctuation to show direct speech

Composition

Draft and Write

- O I use organisational and presentational features.
- O In narratives, I develop the character, setting and atmosphere.
- O I can use expanded noun phrases to add precise detail in a concise way.
- O I can use relative clauses (who, which, where, when, whose).
- O I choose different structures of sentences to have impact.
- O I can use sentence types: Ad,same ad, The more,the more, Personification of weather, O. (I), 3 bad dash

Organisation and Planning

- O I can plan, draft and write for a range of purposes.

Evaluate and Edit

- O I proof-read my own and peers' writing and make amendments to spelling, punctuation, word choice and sentence structure.

Transcription

Handwriting

- O My handwriting is legible and fluent in style.

Spelling

- O I can use prefixes and suffixes (as stated in the National Curriculum)
- O I can spell some words with 'silent' letters
- O I can distinguish between homophones by their spelling
- O I can use a hyphen
- O I can use a dictionary to check the spelling and meaning of words.
- O I can use a thesaurus.
- O I can apply the rules of the words on the Year 5/6 spelling list.

Spoken Language

- O I can perform using intonation, volume, tone and with appropriate hand gestures.