

Our Writing Curriculum



Enstone Primary School

Putting children at the heart of all we do

We aim to inspire children to develop a love of writing and to be confident and effective writers who are ready for the next stage of their education and life-long learning. We do this by ensuring that our curriculum is exciting and relevant to our children, that they have a real purpose for writing and have the knowledge and skills needed to write effectively.

We follow Jane Considine's 'The Write Stuff' scheme of work, which aims to provide children with a wealth of vocabulary, grammar and punctuation knowledge needed to write in a variety of genres. Experience lessons immerse children in the knowledge, experiences and vocabulary they will need to be successful when writing. Sentence stacking lessons model the writing process for children and enable them to write independently.

We recognise the importance of nurturing a culture where children take pride in their work, can write clearly and accurately and adapt their language and style for a range of contexts.

Research has found that children who read extensively become better writers. This is why our reading and writing curriculum are carefully considered. We ensure that our children are exposed to a wide range of authors, styles and genres as these help children to learn different text structures and language that they then use in their own writing.

This document will outline how writing is structured and embraced across our school.



Writing Aims

- To promote a love of writing in our children.
- For children to be able to read as a writer, “magpie-ing” ideas and vocabulary from established authors.
- To ensure our children can write effectively and competently in a range of genres.
- To give our children a purpose to write and an audience to write for.
- To support our children in decision making when writing, so that they make language, structure and presentational choices which impact the reader.
- To develop the language of our children, widening and deepening their vocabulary knowledge and application.
- To teach our children the strategies they need to become successful, independent spellers.
- To ensure that our children take pride in the presentation of their work.



**How our
writing
curriculum is
structured**



How our writing is structured

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily writing lessons following <i>The Write Stuff</i> approach						
Children have opportunities to write in many curriculum areas throughout the week, applying and embedding their skills.						
Letter formation is practised daily as part of phonics sessions, as well as fine motor skills work.			Children take part in twice weekly handwriting sessions using the <i>Nelson Handwriting</i> scheme.			
Daily phonics and word lists.			Spelling lessons using “No Nonsense Spelling” to learn and practise spelling patterns. Focus on National Curriculum word lists. Phonics continues where appropriate.			



Early Years Foundation Stage

- Our children in EYFS are exposed to a wide-range of mark making activities and provision choices that support writing and develop fine and gross motor skills.
- They begin to learn phonic sounds and develop their sound discrimination.
- They listen to stories to develop patterns of language and sentence structures they can use in their own writing and/or oral story telling.
- They begin by writing phonemes, then words and eventually sentences to retell stories and non-fiction texts using the letter formation they have been taught.
- As part of a mixed Reception and Year 1 class, our Reception pupils also benefit from exposure to elements of the Year 1 curriculum, sharing stories and themes and joining in with the emersion days for the Jane Considine units that are taught in Year 1.



Key Stage 1 and 2

KS1 Overview

- Children experience writing across a range of genres, which focus on the purposes of writing to inform and to entertain. They write about both real events, supported by real-life experiences, and fictional events, supported by high-quality texts. Cross-curricular links are made with the year group topics, so that children connect different areas of learning together.
- In KS1, children build on their phonic knowledge from Foundation Stage and learn different graphemes to represent the phonemes they already know. They extend their knowledge of how to read and spell common exception words and begin to learn rules for common prefixes and suffixes. Children are introduced to homophones and apostrophes for contractions and possession.
- Teachers in KS1 begin to use the 'No Nonsense Spelling' scheme to structure their teaching of spellings. In KS1, children are taught to create sentences that are punctuated accurately in either the simple past or present tense. They are taught to extend their sentences using subordination and coordination in order to add detail to their initial ideas. They begin to learn basic grammatical terminology, and this is built on in KS2 as sentence structures become more complex.
- We continue to use the Jane Considine approach to teaching writing - 'The Write Stuff', further developing their understanding from EYFS. Two new layers of the Writing Rainbow are introduced – GRAMMARISTICS and BOOMTASTICS.

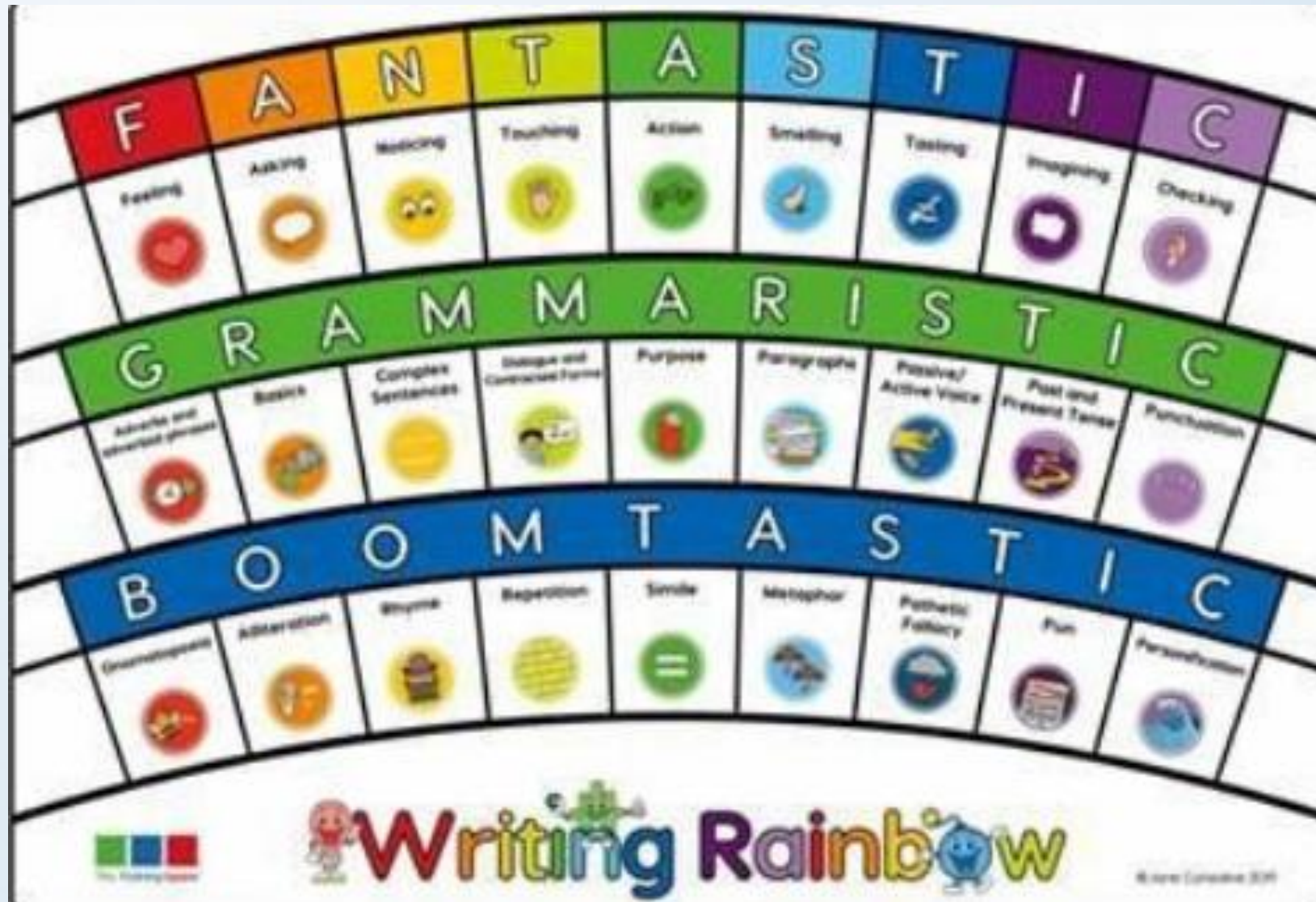
KS2 Overview

- In years 3 and 4, teachers continue to use the 'No Nonsense Spelling' scheme to extend children's knowledge of spelling rules. High-quality texts are used as a stimulus for writing and children are taught to discuss the writing and use the content, structure and grammar as ideas for their own work. They build on the grammar and punctuation learned in KS1 and become more confident at creating characters, setting and plot. They develop their sentence structures by using conjunctions and fronted adverbials and are taught a wider range of punctuation. Again, a clear whole-school plan of genre coverage ensures that children are given a variety of writing opportunities and taught the features of a variety of text types. Their ability to write to inform and entertain is developed from KS1 and they are also taught devices to help them write in other genres.
- In years 5 and 6 children are taught to consider their audience and purpose carefully and to make increasingly more sophisticated choices about their writing. Key texts are allocated to year groups to ensure that children are being immersed in high-quality writing examples by a range of quality authors. In addition to the key grammatical content from the National Curriculum, we also want our children to be able to develop as creative writers, which means teaching children to assess the effectiveness of writing as they propose changes. For this to happen, it is important that children understand the full range of grammatical terminology for KS2. Giving children time to edit their own work is extremely important and in years 5 and 6, children become increasingly independent at this. Advanced sentence structures with multiple clauses are taught alongside the full range of KS2 punctuation. In Upper Key Stage 2, children write in a range of genres and are able to write to inform, entertain, persuade and discuss. They are able to use writing as a way of communicating their ideas and knowledge about other areas of the curriculum.

The Write Stuff – Jane Considine

- In KS1 and KS2, we continue to use Jane Considine's 'The Write Stuff' to help scaffold children's writing and teach them about sentence structure, central character writing and features of different genres. 'The FANASTICS' are used to structure children's ideas and 'The BOOMTASTICS' and 'The GRAMMARISTICS' are used to support children in using literary devices and accurate/appropriate sentence structures to enhance their writing. We focus on the language authors use and the way that sentences are structured, thinking about how they impact on the reader.
- Modelling is used throughout school to support planning and writing and teachers plan these models carefully in advance of the lesson, so that the model includes the teaching points from the unit.
- *The Write Stuff* focuses on quality and not necessarily quantity.

Writing Rainbow Year 1 to 6



The FANTASTICs



THE FANTASTICs categorise writing ideas into nine key areas.

We and authors structure sentences around one of these nine ideas whenever we write, in both narrative and non-fiction writing.

When modelling or reading a text, teachers discuss these with the children so that they become familiar with what a 'feeling' sentence is, or an 'action' sentence. In EYFS, we begin by orally generating sentences around the nine lenses and gathering vocabulary related to them until children are ready to write.

We focus on both positive and negative 'mood' in sentences and ensure that we teach children to carefully select language that creates the right impact on the reader, using the nine ideas.

GRAMMARISTICs teach the skills of grammar



Adverbials



Basics



Sentence
Structures



Dialogue &
contracted forms



Purpose



Paragraphs



Passive/active
voice



Past/present
tense



Punctuation

BOOMTASTICs – literacy devices



Onomatopoeia



Alliteration



Rhyme



Repetition



Personification



Similie



Metaphor



Pathetic fallacy



Pun

Writing unit

- A writing unit consists of lessons which are either:



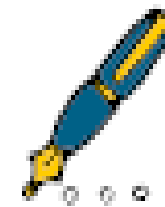
Experience Lessons

These lessons develop children's knowledge, vocabulary and experiences and link directly to the sentence stacking lessons.



Sentence Stacking

Sentence stacking lessons are where the teacher models how to carefully craft sentences for pupils and provides them with an insight into the writer's mind.



Independent Writing Sequence

When children write independently they apply all the knowledge, skills, language and teaching about text cohesion built up over the unit to their independent work.

A typical teaching sequence across a writing unit

Teaching Sequence

 DAY 1  Class boat building	 DAY 2  Boy makes paper boat	 DAY 3  Class storm soundscape	 DAY 4  Racing into a storm
 DAY 5  Rain stops play	 DAY 6  The launch & puddle-jumping	 DAY 7  Speeding away	 DAY 8  A sorrowful search
 DAY 9  Dreams down the drain	 DAY 10  Sunken spirits	 DAY 11  Home and dry	 DAY 12  Cosy blankets & hot chocolates
 DAY 13  Happily ever after	 DAY 14  Independent Writing Sequence	 DAY 15  Independent Writing Sequence	 DAY 16  Independent Writing Sequence

Key:



English Lesson



Sentence Stacking Lesson



Experience Lesson



Independent Writing Sequence (see appendix)

Stages of a sentence stacking lesson

Initiate

The purpose of this part of the lesson is to generate vocabulary for writing. Children are given a stimulus from which to gather language that has either a positive or negative intent. 'Chotting' (a mix of chatting and jotting) is used in pairs to generate language children can use in their writing.

Model

Using the language created in the initiate part of the learning chunk, the teacher exposes their writer's mind to the children and models a well crafted sentence based on success criteria e.g. a negative feelings sentence including an adverb.

Enable

This is the part of the learning chunk where children apply their skills to crafting their own sentence or paragraph around a plot point, using the teacher's sentence as a model and the language generated in the initiate part of the lesson.

There are 3 learning chunks in each lesson so this process is repeated 3 times.

Vocabulary

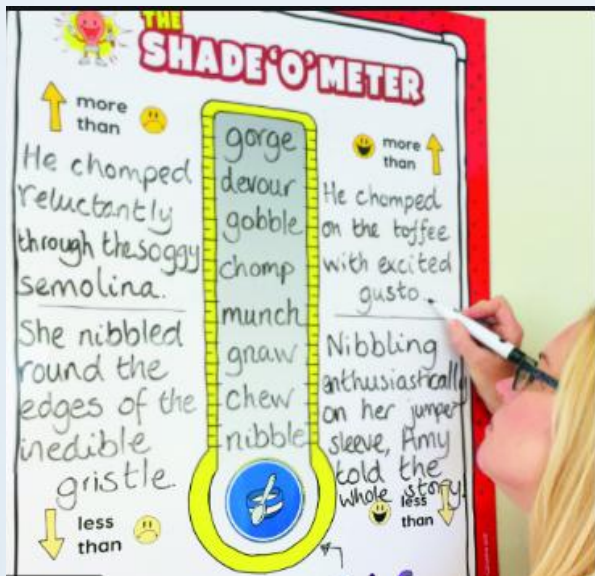
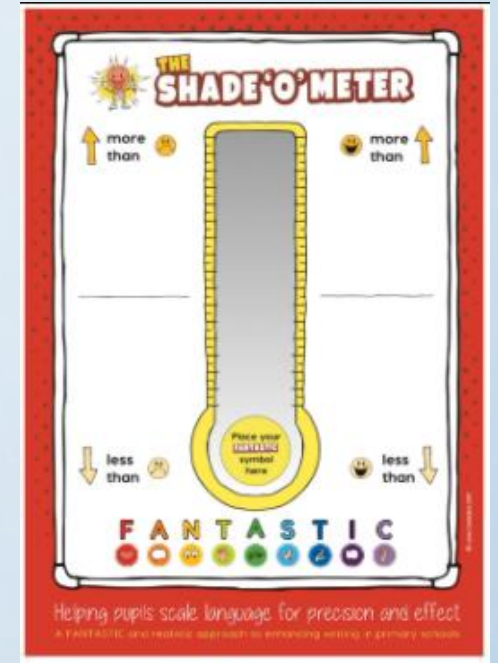
- Some children enter school with extremely limited vocabulary, so it is important that we support children's vocabulary development. We know the impact a language deficit can have on a child's development and future life chances, so we aim to bridge this gap.
- Vocabulary development is the main focus of the 'initiate' part of each of the 3 learning chunks in a sentence stacking lesson.
- Vocabulary is a focus in each lesson; teachers ensure that children are exposed to a wide range of challenging vocabulary in the correct context.
- Vocabulary specific to a topic is displayed in classrooms.

Shade'o'meters are used to gather positive and negative scales of vocabulary

Children need to strengthen their vocabulary but ensure that their word choices are effective and well chosen for the impact they will have on the reader.

The art of great writing is to select the just-right shade of meaning for the word required.

Teachers discuss vocabulary with children and scale the words.



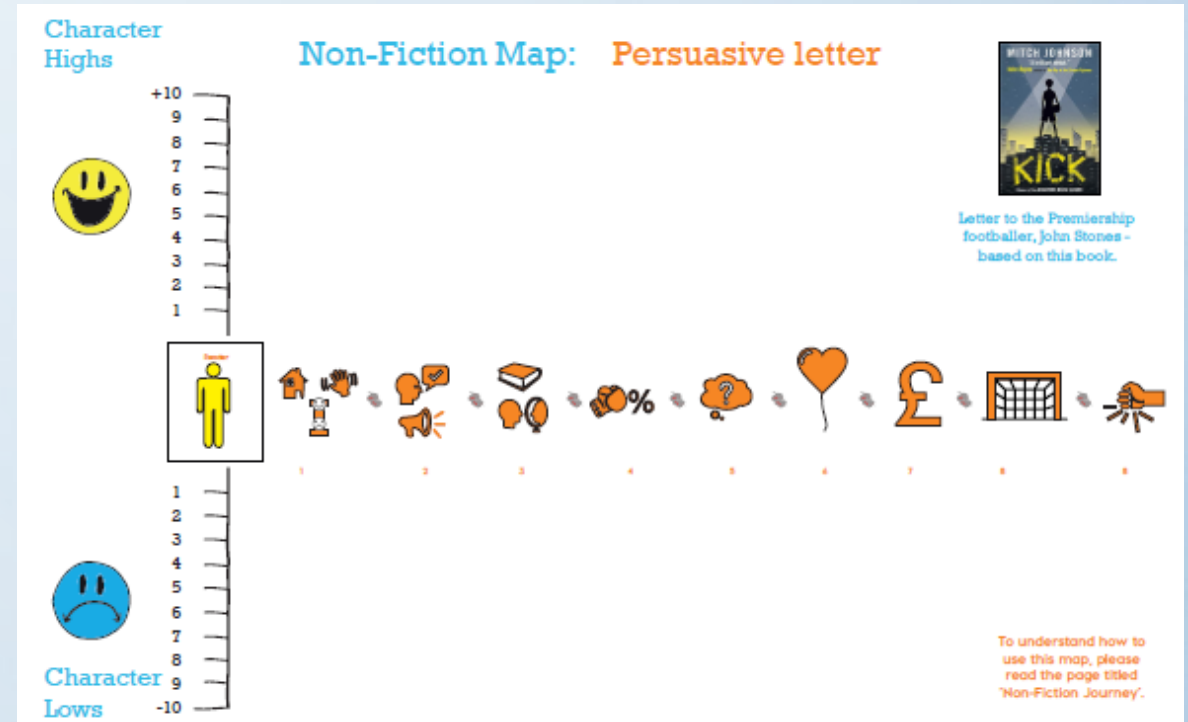
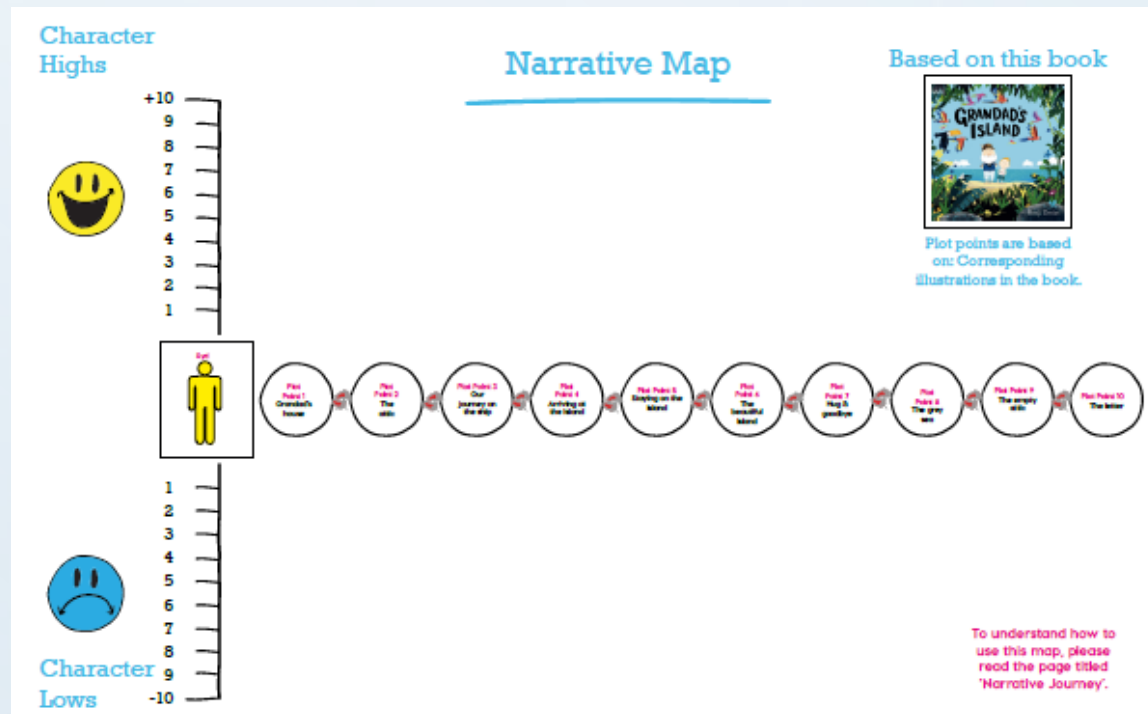
Teachers also ensure that children understand if vocabulary is positive or negative. For example, 'He *grimaced*' creates a negative view of the character or situation.

All classrooms have a 'Shade O'Meter' displayed and this is used throughout the writing unit.

KCO – 'kind calling out' is used to share the vocabulary after children have taken part in 'chotting'.









Narrative map

Narrative maps are used in the sentence stacking lessons and independent writing to plan the plot points of a story or the structure of a non-fiction piece of writing. They are presented as a graph so that the highs and lows of the central character, or the positive and negative language can be mapped out.



Teaching Sequence for Independent Writing

(Reference to STA: 2018 Teacher Assessment Guidance KS2)

1	2	3	4	5	6	7	8
							
RECAP SENTENCE STACK – “AUDIENCE + PURPOSE”	DRAW OUT SUCCESS CRITERIA	EXPERIENCE	PLAN WRITING	INDEPENDENT WRITING	TEACHER MARKS FOR EDITING	PUPILS EDIT WORK	FINAL JUDGEMENT
Key features: Clarify writer’s intent. Sharpen purpose. Consider overall impact – effective aspects. “The national curriculum is clear that writing should also be produced through discussion with the teachers and peers.”	Key features: Co-construct success criteria from unit of work. Do provide examples. Story – 9 plot points = 9 success criteria/non- fiction. 8 shapes = 8 success criteria. “Using success criteria does not mean that a pupil’s writing is not independent; they would simply need to avoid modelling or over scaffolding the expected outcome.”	Key features: Memorable. Stimulates imagination (story). Build knowledge (non-fiction). “Emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about.”	Key features: Use maths paper. Plot success criteria. Consider writing ideas, techniques and grammar. “Enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves.”	Key features: Paced out chunks of time. In silence. Chance to build stamina. “Pupils writing upon which teachers base their judgements must be produced independently.”	Key features: All work marked through the three ways of editing. Pupils not told how to improve. Teacher models good editing processes with an exemplified piece. “...not independent when the pupil has been directed to change specific words.. or when incorrectly spelt words have been identified.”	Key features: Interrogate work through five lenses e.g. Spelling, punctuation, re-read, rewrites, add more. Provide quality time to make amendments. Pupils are clear about different strategies for improvement. “has been edited, if required by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation.”	Key features: Quick comparative judgement. Intensive assessment of ‘grey’ area writing. Weaknesses fed into next teaching cycle. “ a degree of subjectivity is needed to assess it. Teachers are therefore afforded more flexibility in reaching a rounded judgement.”

How writing is assessed?

In Reception (EYFS) we continually assess the children's progress in relation to the Development Matters statements. We observe the children in the areas of provision, during adult led tasks and in small group/whole class activities. We keep samples of their writing in their profiles.

From Years 1 to 6, children produce "short writes" and "end of unit" extended texts which are assessed against the objectives for each year group. The children have an "Extended Writing" book which travels up through the school with them and clearly demonstrates their progress and achievements.

Year 6 pupils are assessed against the end of Key Stage Teacher Assessment Frameworks and data is reported to the DfE.

Self-editing

Children are taught the skill of proof-reading their own and other children's work from an early age. From Year 1, children will be taught to check back through their work to look for missing capital letters, punctuation and spellings that they have been taught.

From Year 2, children take this further, checking their work for a range of punctuation, checking that each sentence makes sense and using strategies to help to spell any words that they are unsure of. The children use "editing pencils" that identify the non-negotiables of writing for each year group. They use editing stations to encourage them to focus on specific objectives. At each station, they are able to use resources to help them to check their writing.

In KS2 during the editing process, the children will check their secretarial skills against the non- negotiables, visit editing stations which direct them to scrutinise defined skills and techniques, and then consider the composition and effect of their writing by up-levelling their sentences using editing flaps to re-write parts.



Spelling No Nonsense



No Nonsense Spelling Scheme

No Nonsense is a spelling programme designed to meet the requirements of the National Curriculum. It provides sufficient guidance to implement an effective spelling teaching programme from Year 2 to Year 6.

It is also important that we fill any gaps in knowledge so we ensure that children have been tested on high frequency words and previous year group spellings and develop a personalised catch-up programme if required.



Handwriting



Practice and expectations

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practised in handwriting lessons will be used in all writing activities.

Handwriting is a taught skill that develops at different rates for different children. All teachers in the school place a high priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school ensures that:

- The importance of handwriting is recognised and given appropriate time.
- Support is provided to children who experience difficulties.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole-body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- High levels of presentation are expected across school.
- Adults use correctly and neatly formed handwriting when writing in children's books, on the whiteboard or when shown on displays / other handwritten resources.

Non-Negotiables



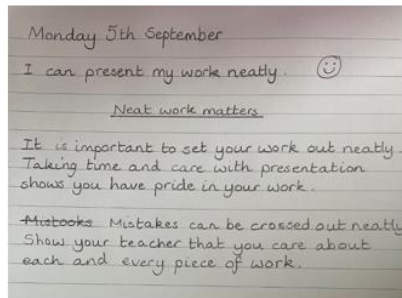
To ensure that we have consistency throughout school, we have developed a set of Non-Negotiables for handwriting and presentation. All staff and children are familiar with these, and they are displayed in classrooms.

Non-negotiables for writing and presentation

Key Stage 1



- I will write the date on the left hand side at the top of my work.
- I will miss a line before writing my learning objective on the left hand side.
- I will write the long date e.g. Monday 5th September 2022 in my Literacy book.
- I will write the short date e.g. 05.09.22 in other books or on worksheets.
- I will write neatly on the lines in my book and use finger spaces between my words.
- When writing the date, I will copy the spelling carefully.
- I will not leave blank pages in my book.
- If I make a mistake, I will not scribble, I will cross it out neatly.
- I will not draw on the front of my book or on my book label.
- I will do my editing using a purple pencil.



Non-negotiables for writing and presentation

Key Stage 2



- I will write the date on the left hand side at the top of my work.
- I will miss a line before writing my learning objective on the left hand side.
- I will write the long date e.g. Monday 5th September 2022 in my Literacy books.
- I will write the short date e.g. 05.09.22 in all my other books or on worksheets.
- I will underline titles, if required, using a ruler.
- I will not leave blank pages in my book (except in writing, when needed). Where I start a new piece of work, I will leave 2 lines and draw a line using a ruler and a pencil.
- I will use my neatest handwriting and make sure it is of an appropriate size. This is important in all books, not just my Literacy book.
- I will write on the lines in my book and will always start next to the margin.
- If I make a mistake, I will put one neat line through it with a ruler.
- I will ensure that I use pencil, not pen, to draw any diagrams or tables.
- I will not draw or write on the front of my book or my book label.
- I will not doodle in margins or other spaces on my page.
- I will use capital letters and the correct punctuation at the end of my sentences.
- I will ensure that I spell the date, learning objective and any given spellings correctly.
- I will ensure that I use word cards, word mats, dictionaries and classroom displays to help with spelling.
- When I respond to my feedback, I will do so in purple pen.
- When editing my work, I will do so neatly, using purple pen or another strategy as directed by my teacher.

Remember: presentation matters!

Writing Environment

Every year group has a classroom that promotes a love of writing.



Displays

In every class we will have:

- Working Wall
- Spelling Wall
- Vocabulary Line
- “3 Before Me” guidance
- The Writing Rainbow
- Shade ‘o’ meter
- Sentence stacking examples
- Editing guidance
- Handwriting heroes
- A good selection of dictionaries and thesauruses
- Examples of children’s writing