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| Stoke Gabriel Primary SchoolWriting Statement EYFS – Year 6 |
| Intent |
| It is our intent, based on action research, children’s interests and our study as part of The Link English Hub, to provide children with clear progressive skills and strategies in order to build secure foundations in writing for a purpose. Children will develop the stamina and skills to write at length with accurate spelling and punctuation. They will be taught the correct use of grammar and shown how to apply it to a range of writing contexts. They will build on what they have been taught to expand the range of their writing and the variety of the grammar they apply to their own work with growing independence. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations. Such writing supports them in rehearsing, understanding and consolidating what they have heard or read. Children will work with knowledge, confidence and a passion for writing.*A writer at our school will:** Write in a variety of contexts including in discreet English lessons, through topics and cross-curricular writing and through the Foundation Stage curriculum.
* Study language through shared texts.
* Learn compositional skills and apply them with accuracy – drafting, editing, grammar, punctuation and spelling
* Benefit from writing that is planned so that children can follow the process through incorporating modelling, scaffolding, independence, editing and producing a final draft (Talk for writing)
* Through elicitation tasks and prior learning outcomes, children have writing targets and are expected to work on these in their writing. These targets will be linked to teaching sequences as well as individual or cohort need. Targets are monitored by the teacher and pupil on a regular basis and new targets will be set when necessary according to individual needs.
* Threaded through all writing across the school we use conferencing and coded feedback (verbal and written) to enable children to edit, improve and demonstrate their mastery of writing (see codes below)

VocabularyChildren’s command and application of vocabulary is fundamental to their learning and progress across the whole curriculum. Teachers develop vocabulary actively and specifically, building systematically on children’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) in order to increase pupils’ store of words. Simultaneously, pupils should also make links between known and new vocabulary and apply the shades of meaning in similar words. In this way, they will expand and apply vocabulary choices that are available to them. |
| Implementation |
| *English sequences*English teaching is underpinned by the principles of Talk for Writing, supported by Babcock Texts that Teach. Texts are selected primarily to address focused learning needs, including SPaG (see suggested texts below) but should be engaging and ‘hook’ pupils into learning. Pupils start and end each sequence with an independent writing task to generate targets. | *Target setting*Targets are set in a number of ways. Cohort-based targets identify focused teaching and learning within the next sequence of English. Personal targets identify specific gaps in learning – the ‘thing’ that will moving their learning on next. They are approached in a fluid way and updated regularly through teacher/pupil collaboration.  | *Guided Writing (GW)*Guided writing is the time where the teacher really gets to unpick and move children’s learning on. Children will work in a focused way on specific learning outcomes or targets. GW may be undertaken as a whole class, in small groups or at times individually based on need and context. GW may also be used to address year-group specific learning within our mixed classes. | *Shared writing (SW)*Teachers and children collaborate to unpick the text used in the teaching sequence. They look at specific features, such as: author intent, vocabulary choices, grammatical devices, shades of meaning, composition, effect and impact of writing on the reader. They rehearse ‘writing as a reader’ so that they can ‘read as a writer’. |
| *Vocabulary*We use *WEEE* (word, explain, explore, exemplify) as a strategy to learn and explore new, more ambitious vocabulary. It helps to define, understand and contextualise new vocabulary in order to then apply it to their writing. Key vocabulary is identified in teacher’s planning. | *Progression in editing*We take a meticulous approach to editing, ensuring that we teach specific editing skills progressively according to our ‘progression in editing’ document (see below). Pupils use this document to develop independence in editing in an age (or stage) appropriate way. | *Writing across the curriculum*Writing is not restricted to English lessons or writing books. You should expect to see good quality writing across all curriculum subjects where standards and expectations of writing are the same as in English lessons. Evidence can then be gathered from a wide range of sources. | *Feedback and marking*Feedback is given verbally and in written form. It is always timely and designed to move learning on at speed. For written feedback we use the codes below to structure and support comments to elicit a response from pupils. Feedback is designed to support independent learning. |
| *SPaG*Spelling, punctuation and grammar is taught with the support of ‘No Nonsense’ spelling and grammar. This supports a progressive approach particularly within our mixed-age classes. | *Quality First Teaching*Q1T determines that we approach writing with mastery in mind. Teachers ensure that pupils have the opportunity for pre-teaching and ‘mop up’ (follow up) to ensure they understand feedback before moving on.  | *Interventions*Intervention is used when pupils need further support as identified by ongoing assessment. Specific interventions may include Nessy, Toe-by-Toe and support relevant to achieve individual targets. | *Handwriting*We use *‘Letter-join’* to support the development of a cursive handwriting style. This is introduced from Reception. KS2 pupils may apply for a ‘pen licence’ when suitably proficient. |
| Impact |
| Children at Stoke Gabriel will develop a secure knowledge, understanding and enjoyment of writing including the many different purposes, styles and applications for writing. Children will develop a rich vocabulary. They will be confident to rise to the challenge of applying their writing skills across the curriculum and beyond into wider life as a lifelong skill. |
| Children talk positively about writing; editing and improving confidently to achieve quality outcomes. | By investigating high quality, engaging texts, children understand what it means to be a writer and how to appeal to the right audience. They apply their ever growing vocabulary, grammatical patterns and ideas in their writing. | Writing is taught progressively and covers National Curriculum objectives. English NC appendices and our ‘writing progression’ document support a structured approach to ensure that learning makes sense to pupils and builds on their skills. | Attainment is measured using the statutory tests in Year 2 and Year 6. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention. |
| Assessment evidence in order to assess impact |
| EYFSPObservations of writing behaviour including through Tapestry.Talking to pupils and parents.Writing books/evidenceRunning records to assess fluency and accuracyOngoing phonics assessments and checks for application to segmenting to spell. | **KS1**Statutory writing evidence for Year 2 SATS - evidence gathering grids (Babcock)SIMs – in-house data and progress trackingTeacher assessment - observations of writing behaviour and discussionEnglish/writing booksPhonics checksWritten responses to activities across the curriculum | **Years 3-5**Optional SATS writing evidence – evidence gathering grids for moderation (Babcock)SIMs – in-house data and progress trackingTeacher assessment - observations of writing behaviour and discussionEnglish/writing booksSpelling books and weekly testsWritten responses to activities across the curriculum  | **Year 6** Statutory writing evidence for Year 6 SATs - evidence gathering grids for moderation (Babcock)SIMs – in-house data and progress trackingTeacher assessment - observations of writing behaviour and discussionEnglish/writing booksSpelling books and weekly testsWritten responses to activities across the curriculum |

Suggested Texts

Texts will be selected to support the teaching and learning of specific writing skills appropriate to the needs of pupils - links to topic can then be made if the text does so.

Selected texts should ‘hook’ pupils into learning and be engaging. This list is not definitive and may need supplementing with additional units.

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| Year R/1 |
|  | **Autumn term** |  **Spring term**  | **Summer term** |
| **Text type** | Fiction | Non-Fiction | Poetry | Fiction | Non-Fiction | Poetry | Fiction | Non-Fiction | Poetry |
| **Year A****Suggested texts**  | Super Duper You | Recipes | What I like! | Mrs Armitage and the Big Wave | Hot and Cold | The Train Ride | A Dog’s Day | Could a Penguin ride a bike? | Tell Me a Dragon  |
| **SPaG** | Capital letters, nouns, verbs, adjectives*(Not a Babcock sequence)* | Instructions, commas in a list *(Not a Babcock sequence)* | Verbs | Noun phrases, linking events using subordinating and coordinating conjunctions, past progressive tense | Sentences and simple subordination | Questions | Noun phrases, punctuation, questions, possessive apostrophe | Questions, statements, conjunctions | Noun Phrases |
| **Topic** | Who’s who? | Sail the Seven Seas | Amazing Animals |
| **Year B****Suggested texts**  | Naughty Bus | Transport | On the Road | The High Street | Usborne: Look Inside Space | I Love Bugs | Mixed Up Fairy Tales | Knights | Nursery Rhymes(exploring different types of poem) |
| **SPaG** | Verbs, present tense, font, colour, range of sentence types | Punctuating sentences, presentation and layout | Punctuation, positional language  | Noun phrases, tenses, possessive apostrophe, commas in a list | Sentence construction, using ‘and’, writing questions and answers | Joining words and phrases, noun phrases | Simple and compound sentences, using ‘and’, verbs, noun phrases, punctuation | Sentences, capital letters, full stops, questions | Structure, layout, vocabulary, rhyme, performance.*(Not a Babcock sequence)* |
| **Topic** | Are We There Yet? | People and Places | Once Upon a Time |

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| Year 2/3 |
|  | **Autumn term** |  **Spring term**  | **Summer term** |
| **Text type** | Fiction | Non-Fiction | Poetry | Fiction | Non-Fiction | Fiction | Non-Fiction | Fiction | Poetry |
| **Year A****Suggested texts**  | Paddington Goes to Town | Until I met Dudley | Poetry Pie | Lord of the Forest | Fantastically Great Women who Change the World | The Beasties | Dr K. Fisher | Chalk | A range of shape poems including calligrams and acrostics. |
| **SPaG** | Adverbs, dialogue, clauses. | Complex sentences, second person, present tense, wider range of punctuation. | Introduction to a range of poetry types, performance. | Noun phrases, prepositional phrases, verbs and verb choices, speech. | Expanded noun phrases, adverbials of time and place, paragraphing. | Adverbials, fronted adverbials, complex sentences, main and subordinate clause, punctuation within sentences. (Speech recap) | Complex sentences, subordinating conjunctions, main and subordinate clause. | Expanded noun phrases, multi-clause sentences, layout and framing images.Vocabulary.(Possessive apostrophe recap) | Structure, layout, vocabulary, rhyme, performance.*(Not a Babcock sequence)* |
| **Topic** | Dartmoor Rocks! | Incredible India | Greece is the Word - Olympics |
| **Year B****Suggested texts**  | Paperbag Prince | Outdoor Wonderland | A River | Meerkat Mail | Great Fire of London | Grendel | Penguins | 13 words | A range of outdoor poems including kennings. |
| **SPaG** | Adverbials, fronted adverbials, noun phrases, sentences with more than one clause, perfect form (verbs) | Layout of pages, contractions, conjunctions, prepositional phrases. | Adverbials, sentence construction. | Revision of simple and compound sentences, revision of punctuation, possessive apostrophe. | Adverbs, adverbial phrases, clauses including subordinating conjunctions. | Dialogue to show character. | A wider range of subordinating conjunctions, complex sentences. | Vocabulary. | Structure, layout, vocabulary, rhyme, performance.*(Not a Babcock sequence)* |
| **Topic**  | Wild Weather | Fire, fire! | Roots, Shoots and Muddy Boots |

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| Year 4/5/6 |
|  | **Autumn term** |  **Spring term**  | **Summer term** |
| **Text type** | Fiction | Non-Fiction | Fiction/Poetry | Non-fiction | Fiction | Non-Fiction | Non-Fiction | Fiction | Poetry |
| **Year A****Suggested texts**  | The Tear Thief | Everything You Need to Know About Snakes  | Cloud Busting | Women in Science *(Biography of women in history)* | The Ice Bear | The Nameless Holiday from Tales of Outer Suburbia.  | Incredible Edibles | Flood | Rubato(video) | The Call |
| **SPaG** | Prepositions, prepositional phrases, adverbial phrases, power of 3, dialogue to convey character, atmosphere. | Verb tense and choice, noun phrases, layout for meaning. | Poetic form, punctuation, speech, noun phrases. | Cohesion from multi-clause sentences, adverbials, punctuation for parenthesis, presentation and layout. | Paragraphing for impact, expanded noun phrases, subject object.(Sentence construction) | Passive voice, adverbs for possibility, expanded noun phrases, complex lists, parenthesis, colons.(Register) | Synonyms, brackets, dashes, commas, revision of sentences, choice about audience and presentation. | Atmosphere, vocab, multiclause sentences, passive voice. | Vocabulary, monologue, first person, emotion. | Poetic techniques, expanded noun phrases, similes, metaphors, atmosphere, commas for clarity. |
| **Topic** | Vicious Vikings | Walk Like an Egyptian | Chocolate |
| **Text type** | Fiction | Non-Fiction | Poetry | Fiction | Non-Fiction | Fiction | Non-Fiction | Fiction | Poetry |
| **Year B****Suggested texts**  | Black and White  | Animalium | Earth Verse(Haiku and non-fiction overlap) | The Day the Crayons Quit | Ripley’s Mighty Machines | Tins | Dragonology  | Story path | Room 101/ letter | Lost Words |
| **SPaG** | Adverbial phrases, fronted adverbials, expanded noun phrases. | Expanded noun phrases, relative clauses, dashes, complex sentences, passive voice. | Noun phrases, precise verb choices, hyphenated adjectives | Noun phrase, adjectives, clauses, complex sentences.(Personification) | Relative clauses, relative pronouns, linking paragraphs. | Paragraphing for impact, expanded noun phrases, subject object.(Sentence construction)*(Not a Babcock sequence)* | Formal, impersonal writing, multi-clause sentences, noun phases, commas brackets and dashes, subjunctive. | Relative clauses, modal verbs, commas to avoid ambiguity. (Dialogue) | Persuasive languageVocabulary) | Expanded noun phrases, hyphens, vocabulary choices, punctuation to avoid ambiguity, poetic devises (onomatopoeia, alliteration, sibilance, assonance) |
| **Topic** | Out of this World | Remarkable Romans | Rule Britannia! |

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| Year 4/5/6 |
|  | **Autumn term** |  **Spring term**  | **Summer term** |
| **Text type** | Fiction | Non-Fiction | Poetry | Fiction | Non-Fiction | Fiction | Non-Fiction | Fiction | Poetry |
| **Year C****Suggested texts**  | Chitty Chitty Bang Bang and the Race Against Time | My War Diary | War poems | Swallows and Amazons | Wallace and Gromit’s Contraptions  | Why the Whales Came | Anatomy – A Cut Away Look Inside the Human Body  | Tuesday | Dust Bunnies(Video) | I Am Cat |
| **SPaG** | Dialogue, pattern of sentences, noun phrases, dashes. | Adverbials, sentence constructions, dashes, different levels of formality.(Verb forms and tenses) | Poetic techniques, expanded noun phrases, similes, metaphors, atmosphere, commas for clarity.*(Not a Babcock Sequence)* | Degrees of possibility, adverbs and modals, parenthesis, colons, device to build cohesion. | Passive and active, noun phrases, multi-clause sentences. | Adverbials, subordination. | Expanded noun phrases, relative clauses, prepositional phrases, adverbials, cohesion. | Relative clauses, modal verbs, (Dialogue)*(Not a Babcock Sequence)* | Personification, vocabulary, speech, atmosphere. | Power of 3, complex sentences and clauses. |
| **Topic**  | World at War | Coasts and Caverns | You Are What You Eat |

**Feedback and marking codes**

Feedback and marking should be purposeful and elicit a response that moves learning on. Refer to our Feedback Policy on our website for more information.

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| Feedback Code | Meaning |
| PP | Indicates that pupils are required to edit their work independently in purple pen, often linked to a specific focus. |
| Cap | There are errors with capital letter use.Pupils are encouraged to identify these independently as far as possible. |
| fs | There are errors with full stop use.Pupils are encouraged to identify these independently as far as possible. |
| // | A new paragraph is needed.Pupils are encouraged to identify these independently as far as possible. |
| sp | There are spelling errors that need to be addressed. Pupils are encouraged to identify and edit age-appropriate spellings independently but also may be asked to rehearse commonly misspelt words.For idiosyncratic words, pupils may be asked to rehearse them specifically, e.g. yacht x3 \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ |
| vf | Verbal feedback. This indicates that the teacher has discussed the learning or responses to marking with the child. (The teacher can choose to record aspects of the dialogue or not, if purposeful.) |
| Green highlighter | Green exemplifies good examples of learning, including where learning objectives, targets or objectives have been achieved. |

Progression in editing:

