

## The Teaching of Writing

To best meet the needs of our pupils in writing, we provide high quality stimuli that grow our children’s writing diet, ensuring that they have opportunities to write for different purposes.

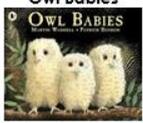
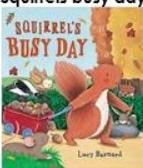
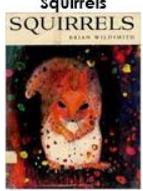
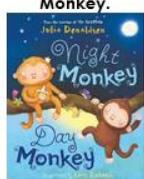
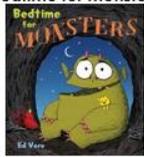
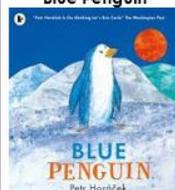
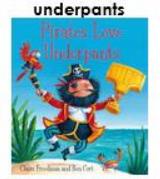
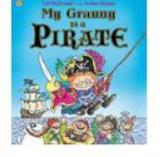
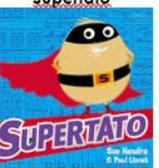
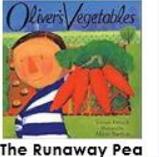
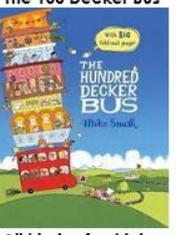
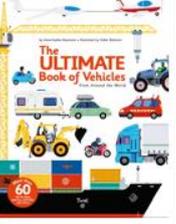
We offer daily writing lessons, of at least forty-five minutes, that build towards a published outcome, over the course of a two-week unit. Throughout each unit, imagination, independence, compositional understanding, presentation and writing stamina are fostered.

Our writing lessons are taught whole class, with our less confident writers being supported/ scaffolded effectively to access the same text/stimuli and our rapid graspers being provided with opportunities to extend and develop their authorial skill-set with greater independence and control.

A range of stimuli (considering diet of rich texts, contextual topic links and other stimuli) are used to ensure high pupil engagement. See the ‘Key Stimulus Map’ below:

HERON PARK PRIMARY ACADEMY: WRITING KEY STIMULUS MAP 2022/23

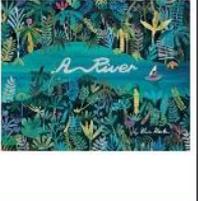
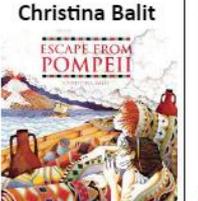
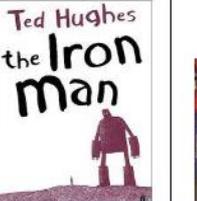
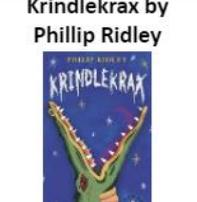
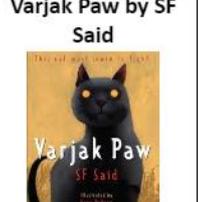
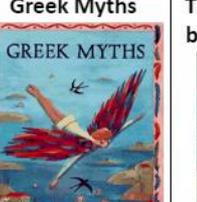
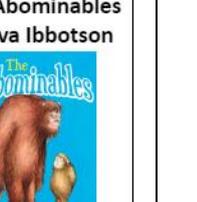


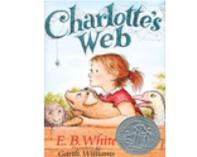
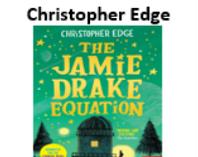
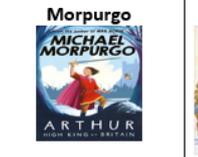
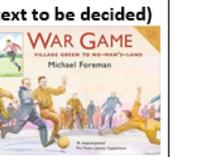
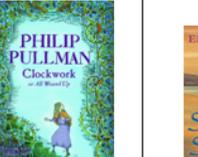
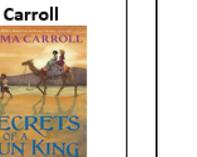
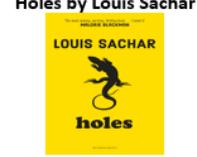
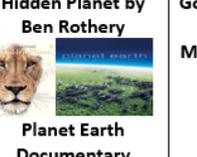
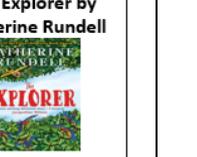
Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Owl Babies</b>  <b>Squirrels busy day</b>  <b>Squirrels</b> 	<b>Whatever, Aweel!</b>  <b>Day Monkey, Night Monkey.</b>  <b>Bedtime for monsters</b> 	<b>Blue Penguin</b>  <b>Lost and Found</b> 	<b>On the way home</b>  <b>Pirates love underpants</b>  <b>My Granny is a Pirate</b> 	<b>Supertato</b>  <b>Oliver's Vegetables</b>  <b>The Runaway Pea</b> 	<b>The 100 Decker Bus</b>  <b>All kinds of vehicles</b> 
<p>Reception is where we begin to invest in our children's love of reading and writing. We use a variety of texts to inspire play, oracy and written outcomes through both whole-class inputs and continuous provision stations. Our writing at the start of the year focuses predominantly on letter and word formation, relating to our phonics, but as we progress through the year, we explore whole sentence writing through both dictation and construction to further children's outcomes.</p>						

Year 1	<p>Lost in the toy museum</p> <p>Toy Story clip</p>	<p>Traction man</p> <p>Toy poem.</p>	<p>Beegu</p> <p>Planetarium experience</p>	<p>Man on the moon</p>	<p>Non-Fiction Siege - can you capture a castle?</p> <p>Trip to a local castle</p>	<p>Poetry Unit</p> <p>Castle trip photos</p>
	<p>Writing to entertain Story</p> <p>Writing to inform Letter</p>	<p>Writing to entertain Description</p> <p>Writing to entertain Spine Poem</p>	<p>Writing to inform Letter</p> <p>Writing to inform Recount about the planetarium experience</p>	<p>Writing to entertain Story</p> <p>Writing to inform Instruction</p>	<p>Writing to inform Instructions</p> <p>Writing to inform Recount of trip</p>	<p>Writing to entertain Location poem</p> <p>Writing to entertain Description</p>
	<p>In year one, we begin to explore writing for two key purposes: writing to entertain and inform. Investing time into sentence construction is the foundation for all year one writing, which then advances into producing our outcomes above. Children even begin to explore poetry through two units and can link their writing to both fictional and real life events.</p>					

Year 2	<p>Tell me a Dragon</p> <p>How to Catch a Dragon</p>	<p>Drama: Visit to the Queen</p> <p>(Paddington Queen video)</p>	<p>Great Women in History</p> <p>Amelia Earhart - what happened next?</p>	<p>Explorers artefacts and roleplay.</p> <p>Peruvian animal poetry</p>	<p>Lighthouse Keepers Lunch</p> <p>Hello Lighthouse</p>	<p>School trip to Battle Abbey</p> <p>The Day the Crayons Quit</p>
	<p>Writing to inform Recount</p> <p>Writing to inform Instructions</p>	<p>Writing to entertain Narrative</p> <p>Writing to entertain Poetry</p>	<p>Writing to inform Letter</p> <p>Writing to entertain Narrative</p>	<p>Writing to entertain Poetry</p> <p>Writing to entertain Description</p>	<p>Writing to entertain Narrative</p> <p>Writing to inform Instructions</p>	<p>Writing to inform Recount</p> <p>Writing to inform Letters</p>
	<p>In year two, we are even more aspirational with our chosen texts and outcome ideas so that all children are given opportunity to write for a range of purposes in order to reach the end of key stage expectations. Children's writing skills advance rapidly in this year group, as they are introduced to more advanced grammatical and organisational features and are given more independence as they move through their units.</p>					



<b>Year 3</b>	<b>Stone Age Boy by Satoshi Kitamura</b> 	<b>A River by Marc Martin</b> 	<b>Escape from Pompeii by Christina Balit</b> 	<b>The Iron Man by Ted Hughes</b> 	<b>Leon and the Place between by Angela McAllister</b> 	<b>Nim's Island by Wendy Orr</b> 
	Writing to entertain Narrative	Writing to inform Recount	Writing to entertain Poetry	Writing to inform Explanation	Writing to persuade Poster	Writing to persuade Advert
	Writing to inform Biography	Writing to inform Explanation (fact file)	Writing to inform Newspaper	Writing to entertain Narrative	Writing to entertain Poetry	Writing to entertain Narrative
<b>Year 4</b>	<b>Krindlekrax by Phillip Ridley</b> 	<b>Varjak Paw by SF Said</b> 	<b>Kensuke's Kingdom by Michael Morpurgo</b> 	<b>Greek Myths</b> 	<b>The Wild Robot by Peter Brown</b> 	<b>The Abominables by Eva Ibbotson</b> 
	Writing to persuade Letter	Writing to entertain Setting description	Writing to entertain Poetry	Writing to entertain Character description	Writing to inform Recount	Writing to persuade Advertisement
	Writing to entertain Character description	Writing to entertain Narrative	Writing to persuade Poster	Writing to inform Newspaper	Writing to entertain Narrative	Writing to inform Biography
Across our lower key stage two, children's writing is diversified through an exposure to a range of rich texts and writing for a new purpose: persuading. Children hone their construction skills and begin to work towards longer outcomes, with a broader insight to grammatical, structural and authorial features.						

<b>Year 5</b>	<b>Charlotte's Web by E.B. White</b> 	<b>The Jamie Drake Equation by Christopher Edge</b> 	<b>Arthur, High King of Britain by Michael Morpurgo</b> 	<b>War Game (plus alternative poetry text to be decided)</b> 	<b>Clockwork by Phillip Pullman</b> 	<b>Secrets of a Sun King by Emma Carroll</b> 
	Writing to persuade Advertising (farm website)	Writing to persuade Persuasive argument (Is travelling to space a good or bad thing?)	Writing to entertain Description (setting and character)	Writing to inform Letter from the Front	Writing to inform Instructional writing around mechanical or clockwork items	Writing to entertain Narrative - creating tension in writing
	Writing to entertain Narrative (alternative chapter)	Writing to entertain Moving narrative forward with dialogue	Writing to entertain Poetry (Tales of the Knights of the Round Table)	Writing to entertain Poetry	Writing to entertain Description of a villainous character & narrative adaptation	Writing to inform Newspaper report about the discovery of King Tut's tomb?
<b>Year 6</b>	<b>Holes by Louis Sachar</b> 	<b>Street Child by Berlie Doherty</b> 	<b>Wolf Brother by Michelle Paver</b> 	<b>Hidden Planet by Ben Rothery</b> 	<b>Goodnight Mister Tom by Michelle Magorian</b> 	<b>The Explorer by Katherine Rundell</b> 
	Writing to inform Non-chronological report about a yellow-spotted lizard	Writing to persuade Advertisement for a Greek Tourist Destination	Writing to inform Newspaper article about Fa's death	Writing to inform David Attenborough style speech	TBC	TBC
	Writing to entertain Description of setting and characters	Writing to entertain Francis - narrative (Literacy shed)	Writing to entertain Narrative demonstrating shift in perspectives and formality	Writing to inform Biography of David Attenborough & futuristic biography	TBC	TBC
Within upper key stage two, our pupils explore writing for all four purposes, to: entertain, inform, persuade and discuss. They hone their extensive knowledge of text features and begin to explore authorial intent and conscious control over formality and word choice. We set high expectations for outcomes and all pupils work to edit and refine their work, before publishing pieces that they are proud of.						

Our curriculum also considers the purpose for writing and gives students ample opportunity to write for different purposes, honing their understanding of different genres of writing. Each primary phase focuses on the following:

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
<b>Year 1 &amp; 2 (KS1)</b>	Story Description Poetry	Recount Letter Instruction		
<b>Year 3 &amp; 4 (LKS2)</b>	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
<b>Year 5 &amp; 6 (UKS2)</b>	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Two different writing cycles are planned across a half-term with a longer outcome being written at the end of each.

## Our Teaching Sequence

Each writing unit follows a two-week cycle, which supports the children in constructing a piece of writing, as an outcome, known as an 'author write'. The sequence of lessons supports children to:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.
- use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas.

Towards the end of the unit, children should be given time to edit their work in a pink pen to improve content, grammar, spellings, punctuation, etc. We focus on both editorial editing (CUPS) and authorial editing (ARMS), looking for:

C - capitalisation for proper nouns

U - usage of noun-verb-tense agreements

P - punctuation

S - spellings

A - adding words or sentences

R - removing unneeded words of sentences

M - moving a word or a sentence

S - substituting or uplevelling words or sentences for others

The author writes at the end of the cycle are a chance for the children to put into practice all their learning into one cohesive piece. Children write at length, in a quiet and calm class environment. Children are encouraged to take pride in these outcomes, presenting them to the best of their ability. They start each 'author write' on its own page and a dual-margin border should be used, as per these examples:



EYFS



Year 1



Year 5

## Writing in our Early Years Foundation Stage

For our children to achieve well in writing in the foundation stage, we teach writing daily through our phonics sessions, Literacy sessions and in our continuous provision. This ensures that they are both building the physical skills needed for writing and that they can write for different purposes.

Our writing literacy sessions are always based on a high-quality text that encourages the children to engage, use their imagination, expand their vocabulary and build their independence. These sessions develop in time and skills as the children progress through the year. Our literacy sessions are taught as a whole class and when we come to writing we work in small groups using scaffolding to start building independence.

We follow the Read Write Inc scheme in our phonics writing lessons. These sessions are taught to the whole class at the start of the year and as the year progresses, we break into small groups.

There are always opportunities for children to explore writing independently within our classroom environment. We have a writing area that is equipped with a variety of writing equipment that the children are free to use. We encourage children to include writing in their play for example writing a list, labelling a plan.

## Writing Across the Curriculum



In addition to our English lesson writing, we promote writing across the curriculum; a key opportunity for foundation subject writing is planned each half-term to address our concept questions. This can take on the form/ purpose for writing that has been previously covered and should showcase a range of genres. We expect teachers to deliver this writing opportunity using the same pedagogy as a core English unit.

*Example: Y5 science concept question: Why are some changes reversible or irreversible?*

*Outcomes could include:*

- a) writing to entertain - producing a story about a detective character who has to identify as many reversible and irreversible changes as possible throughout the day*
- b) writing to inform - producing a science information poster to raise awareness of changes that happen all around us*
- c) writing to persuade - producing a scientific journal article to convince other scientists that you have found a brand new reversible and irreversible change.*
- d) writing to discuss - writing a balanced argument about which is more important in our lives, reversible or irreversible changes.*

## Target Cards

Every child has a target card, placed in the back of their book, which is referred to whenever they are in their writing lessons. The targets are based on specifics that the children are currently working to include in their writing.

KS1 Writing Targets for _____		
Term 1	Writing	•
	Spelling	
	Handwriting	
Term 2	Writing	•
	Spelling	
	Handwriting	
Term 3	Writing	•
	Spelling	
	Handwriting	

KS2 Writing Targets for _____		
Term 1	Writing	•
	Spelling	
	Handwriting	
Term 2	Writing	•
	Spelling	
	Handwriting	
Term 3	Writing	•
	Spelling	
	Handwriting	

## Assessment

Across the school, each year group is provided with core writing attainment strands to achieve and focus on, specifically for their year group, so that children remain 'on track' to reach the end of key stage descriptors, in both key stage 1 and 2. Expectations for what 'on track' looks like in Autumn, Spring and Summer are detailed so that teachers can check where their pupils are at:



## NATIONAL STANDARDS TRACKER FOR WRITING

### WORKING AT 'EXPECTED'

A simple way to check pupils 'on track' for ARE in writing within the key stage using the national end of key stage materials

	AUTUMN	SPRING	SUMMER
Y1	Beginning to demonstrate some elements of KS1 WTS	Demonstrates at least half of the KS1 WTS elements and has secured some	Demonstrates all of the KS1 WTS elements and has secured more than half
Y2	Has secured all elements of KS1 WTS and is beginning to show evidence of some KS1 EXS elements	Demonstrates at least half of the KS1 EXS elements and has secured some	Has secured all elements of KS1 EXS
Y3	Has mastered all elements of KS1 EXS and is beginning to demonstrate some elements of KS1 GDS	Demonstrates at least half of the KS1 GDS elements and has secured some	Has secured all elements of KS1 GDS
Y4	Has mastered all elements of KS1 GDS and beginning to demonstrate some elements of KS2 WTS	Demonstrates about half of the KS2 WTS elements and is beginning to secure some	Demonstrates at least half of the KS2 WTS elements and has secured some
Y5	Demonstrates all of the KS2 WTS elements and has secured more than half	Has secured all elements of KS2 WTS	Has mastered all elements of KS2 WTS and is beginning to demonstrate some elements of KS2 EXS
Y6	Demonstrates at least half of the KS2 EXS elements and has secured some	Demonstrates all of the KS2 EXS elements on occasion and has secured at least half	Has secured all elements of KS2 EXS

**NOTE:** This is an assessment tool to support teachers in identifying where pupils are and to identify the gaps between where they are and where they need to be at the end of the key stage. This tool aims to support teachers in deciding whether pupils are: On track/ Not on track/ Above ARE.



## NATIONAL STANDARDS TRACKER FOR WRITING

### WORKING ABOVE 'EXPECTED'

A simple way to check pupils who are exceeding ARE remain 'on track' for GDS in writing within the key stage using the national end of key stage materials

	AUTUMN	SPRING	SUMMER
Y1	Securely demonstrates all elements of KS1 WTS and is beginning to show evidence of some KS1 EXS elements	Demonstrates at least half of the KS1 EXS elements and has secured some	Has secured all elements of KS1 EXS
Y2	Has mastered all elements of KS1 EXS and is beginning to demonstrate some elements of KS1 GDS	Demonstrates at least half of the KS1 GDS elements and has secured some	Has secured all elements of KS1 GDS
Y3	Has mastered all elements of KS1 GDS and beginning to demonstrate some elements of KS2 WTS	Demonstrates about half of the KS2 WTS elements and is beginning to secure some	Demonstrates at least half of the KS2 WTS elements and has secured some
Y4	Demonstrates all of the KS2 WTS elements and has secured more than half	Has secured all elements of KS2 WTS	Has mastered all elements of KS2 WTS and is beginning to demonstrate some elements of KS2 EXS
Y5	Demonstrates at least half of the KS2 EXS elements and has secured some	Demonstrates all of the KS2 EXS elements on occasion and has secured at least half	Has secured all elements of KS2 EXS
Y6	Has mastered all elements of KS2 EXS and is beginning to demonstrate some elements of KS2 GDS	Demonstrates all of the KS2 GDS elements on occasion and has secured at least half	Has secured all elements of KS2 GDS

**NOTE:** This is an assessment tool to support teachers in identifying where pupils are and to identify the gaps between where they are and where they need to be at the end of the key stage. This tool aims to support teachers in deciding whether pupils are: On track/ Not on track/ Above ARE.

## Handwriting

In Key Stage 1, children are taught handwriting in both their RWInc and whole-class writing sessions. Our teachers explicitly teach letter formation and joins so that children are able to learn a mature style of writing, which will lead to cursive writing. There are three handwriting stages and details of the progression can be found here (the only exception is the letter 'f' - see exemplification below):

### Stage 1

[https://cdn.oxfordowl.co.uk/2016/07/22/08/59/12/314/rwi\\_RPhO\\_HW\\_1a.pdf](https://cdn.oxfordowl.co.uk/2016/07/22/08/59/12/314/rwi_RPhO_HW_1a.pdf)

[https://cdn.oxfordowl.co.uk/2016/07/22/08/59/20/970/rwi\\_RPhO\\_HW\\_1b.pdf](https://cdn.oxfordowl.co.uk/2016/07/22/08/59/20/970/rwi_RPhO_HW_1b.pdf)

### Stage 2

[https://cdn.oxfordowl.co.uk/2016/07/22/08/59/28/461/rwi\\_RPhO\\_HW\\_2.pdf](https://cdn.oxfordowl.co.uk/2016/07/22/08/59/28/461/rwi_RPhO_HW_2.pdf)

### Stage 3

[https://cdn.oxfordowl.co.uk/2016/07/22/08/59/35/352/rwi\\_RPhO\\_HW\\_3.pdf](https://cdn.oxfordowl.co.uk/2016/07/22/08/59/35/352/rwi_RPhO_HW_3.pdf)

We teach the children that when we use the handwriting signal they automatically go into the perfect handwriting position:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip



In Key Stage 2, children are expected to use cursive handwriting. This is taught explicitly through teacher modelling and pupil practice, in both discrete handwriting sessions and transcription opportunities within our writing sessions.

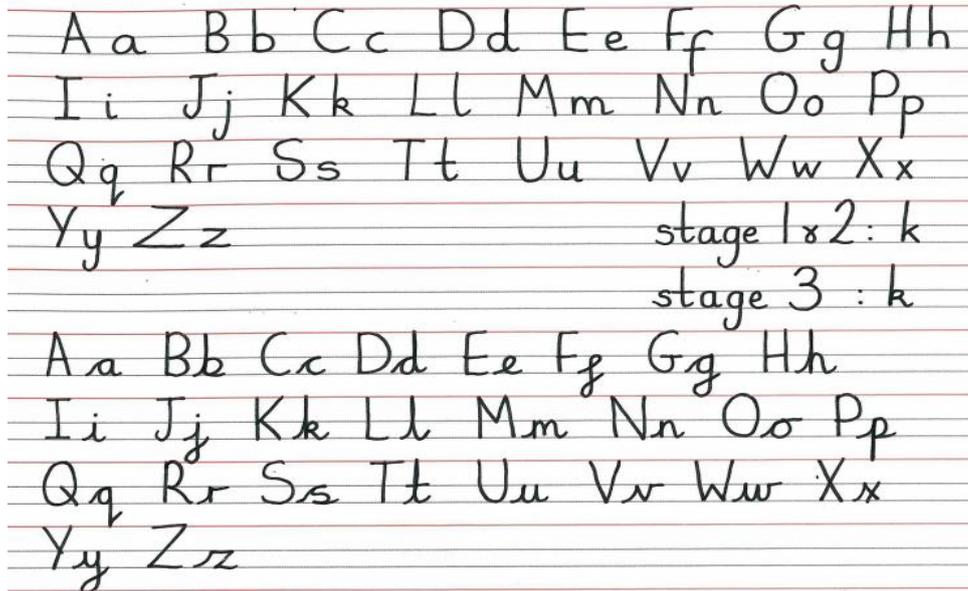
Our English books have guidelines in them which ensure that letter formation and size is consistent and progressive across EYFS, KS1 and KS2. We expect or staff member to model our handwriting policy accurately

# Heron Park Primary Academy

Quality, excellence and passion



within their classroom environments, modelling, feedback and marking and for children to aspire to meet our expectations below:



During each writing cycle, children also look at handwriting for individual letters and this can be linked to spelling their phase's common exception words or end of phase word lists (appendix 2 of the National Curriculum).

As soon as children have mastered their cursive letter formation and joins, can write legibly and neatly with high standards of presentation in line with our pen licence rubric, they are awarded a pen licence and can write in pen in all subjects except maths.



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Our writing curriculum supports pupils to control their speaking and writing consciously, using Standard English. They are taught to use elements of spelling, grammar, and punctuation, learning key grammatical terms for our English language as listed in each year group's progression document. This equips our pupils with the tools needed to construct grammatically accurate pieces of writing. The learning of these elements is entwined in our two-week cycles of writing and are supported in key stage two with discrete grammar, punctuation and spelling teaching too.

During each writing cycle, teachers identify grammar, punctuation, handwriting, and spelling focuses. For grammar, each year group is responsible for covering their year group's objectives.

For spelling, this includes the teaching of spelling patterns (sometimes prefixes/suffixes/common word endings) as well as common exception words and/or homophones.

Within our handwriting and transcription sessions, children also link together letter formation and spelling of common exception words or their end of phase expectation word lists (years 3&4 and years 5&6 - Appendix 2 of the National Curriculum).