

**Writing at Sunnyside Primary Academy**

**Our Intent**

Learning to write at primary school has its own fundamental value. Our vision is to create a curriculum that nurtures a passion for our pupils to become lifelong learners and reflects on the knowledge and interest that pupils bring to school with them. We aim to take children on learning journeys beyond their everyday experiences. English writing has the power to do this as it is central to all areas of children’s development, including emotional and social. Through a text rich writing curriculum, we will expose children to new worlds, experiences and ideas, expanding their horizons. These texts will enable children to become vocabulary rich and inspire children to emulate writing styles they are exposed to. We will make links with other subjects to provide meaningful contexts and purposes for writing. Children will identify as writers and will develop their own writing voices, learning that through writing they can articulate their thinking, express themselves effectively and creatively and communicate with others.

**Our Implementation**

<b>The Teaching of Skills</b>	<b>The Application of Skills</b>	<b>Vocabulary</b>
<p>All pupils are expected to succeed and make progress from their starting points. Teachers teach the skills needed to succeed in English providing inspiring examples of good practice.</p>	<p>Pupils apply English skills with ease throughout the entire curriculum.</p>	<p>Ambitious vocabulary is encouraged in all areas of the curriculum and is expected to be applied in everyday situations.</p>
<b>Writing</b>	<b>Reading</b>	<b>Phonics</b>
<p>We teach pupils to orally rehearse sentences and give our pupils the opportunity to imitate before becoming independent writers using their own style. Writing is taught across the whole curriculum to ensure that the skills taught in English are applied across all other subjects.</p>	<p>Teachers teach reading skills at all levels, which are then practiced independently. Reading is taught during discreet lessons through individual reading and across other curriculum areas to ensure reading skills are applied to other subjects. In key stage two, this is a mastery approach focusing the key domains. We offer a huge variety of books for the pupils to read, including those from reading schemes and a variety of ‘real’ books in our well stocked library.</p>	<p>We teach phonics daily in Reception and Key Stage 1 through the Letters and Sounds programme. It is a systematic and fast paced approach to teaching phonics.</p>
<b>Speaking and Listening</b>	<b>SPAG</b>	<b>Reading for Pleasure</b>
<p>We encourage pupils to express themselves confidently and to communicate fluently and articulately, with clarity and purpose, in an interesting and varied manner. Similarly, they are encouraged to listen and to appreciate other speakers.</p>	<p>Spelling, punctuation and grammar are taught as part of writing lessons. Correct use of SPAG is encouraged across all subject areas.</p>	<p>Staff read to our pupils daily. They model the excitement and expression that story telling brings. Once a week, different year groups join together for mixed age paired reading. This will resume once restrictions are lifted.</p>

**Essential Characteristics of Writers**

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing which includes a variety of sentence structures.
- Excellent transcription skills that ensures their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

**Our Essential Domains**

- Transcription
- Composition
- Performance

**Our Key Concepts**

<b>Transcription</b>	<b>Composition</b>	<b>Performance</b>
Phonics and Spelling	Context for Writing – Audience & Purpose	
Handwriting	Planning	
	Drafting	
	Editing	
	Grammar	
	Punctuation	

Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	Phonics and Spelling Rules	See Phonics and Spelling Rules Long Term Plan						
	Handwriting	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> <li>Form lower-case and capital letters correctly.</li> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand which letters belong to which handwriting ‘families’ and to practise these (kinetic letter family trails).</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> <li>Begin to use the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of their handwriting.</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which are best left unjoined.</li> <li>Increase the legibility, consistency and quality of their handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</li> <li>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> </ul>	<ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>

Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Context for Writing (Audience and Purpose)			<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purpose</li> </ul>	<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>To write effectively for a range of purpose and audiences, selecting the appropriate form (level of formality) and using other similar writing as models for their own</li> <li>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> </ul>
	Planning		<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>

	<b>Drafting</b>		<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot                             <ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul> </li> </ul>	<p>organising paragraphs around a theme</p> <ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot                             <ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning                             <ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> </ul> </li> <li>using a wide range of devices to build cohesion within and across paragraphs                             <ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning                             <ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> </ul> </li> <li>using a wide range of devices to build cohesion within and across paragraphs                             <ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> </li> </ul>
		<b>Editing</b>		<ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning                             <ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</li> </ul> </li> </ul>

								choosing the appropriate register • proofread for spelling and punctuation errors	choosing the appropriate register • proofread for spelling and punctuation errors
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Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Grammar		<ul style="list-style-type: none"> <li>regular plural noun suffixes (-s, -es)</li> <li>verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>un- prefix to change meaning of adjectives/adverbs</li> <li>to combine words to make sentences, including using and</li> <li>Sequencing sentences to form short narratives</li> <li>separation of words with spaces               <ul style="list-style-type: none"> <li>sentence demarcation (. ! ?)</li> <li>capital letters for names and pronoun 'I')</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)               <ul style="list-style-type: none"> <li>some features of written Standard English</li> <li>suffixes to form new words (-ful, -er, -ness)</li> </ul> </li> <li>sentence demarcation               <ul style="list-style-type: none"> <li>commas in lists</li> <li>apostrophes for omission &amp; singular possession</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense               <ul style="list-style-type: none"> <li>form nouns using prefixes (super-, anti-)</li> </ul> </li> <li>use the correct form of 'a' or 'an'</li> <li>word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>using fronted adverbials               <ul style="list-style-type: none"> <li>difference between plural and possessive -s</li> <li>Standard English verb inflections (I did vs I done)</li> </ul> </li> <li>extended noun phrases, including with prepositions</li> <li>appropriate choice of pronoun or noun to create cohesion</li> </ul>	<ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>converting nouns or adjectives into verbs               <ul style="list-style-type: none"> <li>verb prefixes</li> <li>devices to build cohesion, including adverbials of time, place and number</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>differences in informal and formal language</li> <li>synonyms &amp; Antonyms               <ul style="list-style-type: none"> <li>further cohesive devices such as grammatical connections and adverbials</li> <li>use of ellipsis</li> </ul> </li> </ul>
	Punctuation		<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>using and punctuating direct speech (i.e. Inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns               <ul style="list-style-type: none"> <li>using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing               <ul style="list-style-type: none"> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses               <ul style="list-style-type: none"> <li>using a colon to introduce a list punctuating bullet points consistently</li> </ul> </li> </ul>

Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance			read their writing aloud clearly enough to be heard by their peers and the teacher	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear	To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

### Milestones –

	Milestone 1	Milestone 2	Milestone 3
<b>Composition</b>			
Context for Writing (Audience and Purpose)	Say first and then write to tell others about ideas. Write for a variety of purposes. Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used. Write, review and improve.	Use the main features of a type of writing (identified in reading). Use techniques used by authors to create characters and settings. Compose and rehearse sentences orally.	Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas.
Grammar	Write so that other people can understand the meaning of sentences. Sequence sentences to form clear narratives. Convey ideas sentence by sentence. Join sentences with conjunctions and connectives. Vary the way sentences begin Discuss writing with the teacher and other pupils.  Use and understand grammatical terminology in discussing writing:	Use a mixture of simple, compound and complex sentences. Write sentences that include: conjunctions adverbs direct speech, punctuated correctly clauses adverbial phrases  Use and understand grammatical terminology when discussing writing and reading:	Write sentences that include: relative clauses modal verbs relative pronouns brackets parenthesis a mixture of active and passive voice a clear subject and object hyphens, colons and semi colons bullet points Use and understand grammatical terminology when discussing writing and reading:

	<b>Year 1</b> <ul style="list-style-type: none"> <li>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <b>Year 2</b> Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	<b>Year 3</b> word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. <b>Year 4</b> pronoun, possessive pronoun, adverbial.	<b>Year 5</b> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. <b>Year 6</b> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
<b>Punctuation</b>	Leave spaces between words. Use the word 'and' to join words and sentences. Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. Use sentences with different forms: statement, question, exclamation and command. Use extended noun phrases to describe and specify (e.g. the blue butterfly). Use subordination (when, if, that or because). Use coordination (or, and, but). Use some features of standard written English. Use the present and past tenses correctly, including the progressive form.	Develop understanding of writing concepts by: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Indicate grammatical and other features by: Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech.	Develop understanding of writing concepts by: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Indicate grammatical and other features by: Using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using brackets, dashes or commas to indicate parenthesis.
<b>Editing</b>	Use well-chosen adjectives to add detail. Use names of people, places and things. Use well-chosen adjectives. Use nouns and pronouns for variety. Use adverbs for extra detail.	Create characters, settings and plots. Use alliteration effectively. Use similes effectively. Use a range of descriptive phrases including some collective nouns. Plan, write, edit and improve.	Guide the reader by using a range of organisational devices, including a range of connectives. Choose effective grammar and punctuation. Ensure correct use of tenses throughout a piece of writing.  Plan, draft, write, edit and improve.
<b>Performance</b>	Read aloud writing clearly enough to be heard by peers and the teacher.  Read aloud writing with some intonation.	Read aloud writing to a group or whole class, using appropriate intonation.	Perform compositions, using appropriate volume and intonation.
<b>Transcription</b>			
<b>Spelling</b>	Spell words containing 40+ learned phonemes. Spell common exception words (the, said, one, two and the days of the week). Name letters of the alphabet in order. Use letter names to describe spellings of words. Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).	Use prefixes and suffixes and understand how to add them. Spell homophones correctly. Spell correctly often misspelt words. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). Use the first two or three letters of a word to check its spelling in a dictionary.	Use prefixes appropriately. Spell some words with silent letters (knight, psalm and solemn). Distinguish between homophones and other words that are often confused. Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.

	<p>Use the prefix un.</p> <p>Use suffixes where no change to the spelling of the root word is needed: <b>helping</b>, <b>helped</b>, <b>helper</b>, <b>eating</b>, <b>quicker</b>, <b>quickest</b>.</p> <p>Use spelling rules.</p> <p>Write simple sentences dictated by the teacher.</p> <p>Spell by segmenting words into phonemes and represent them with the correct graphemes.</p> <p>Learn some new ways to represent phonemes.</p> <p>Spell common exception</p> <p>Spell contraction words correctly (can't, don't).</p> <p>Add suffixes to spell longer words (-ment, -ness, -ful and -less).</p> <p>Use the possessive apostrophe. (singular) (for example, the girl's book)</p> <p>Distinguish between homophones and near-homophones.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use dictionaries to check spelling and meaning of words.</p> <p>Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</p> <p>Use a thesaurus.</p> <p>Spell the vast majority of words correctly.</p>
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