



Harbertonford C of E Primary School

Writing 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)

Vocabulary

Children'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.

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.

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.

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.

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.

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.

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.

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.

Interventions

Intervention is used when pupils need further support as identified by ongoing assessment. Specific interventions may include Nesy, Toe-by-Toe and support relevant to achieve individual targets.

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'.

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.

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 Diptford 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

EYFSP	KS1	Years 3-5	Year 6
Observations of writing behaviour including through Tapestry.	Statutory writing evidence for Year 2 SATS - evidence gathering grids (Babcock)	Optional SATS writing evidence – evidence gathering grids for moderation (Babcock)	Statutory writing evidence for Year 6 SATs - evidence gathering grids for moderation (Babcock)
Talking to pupils and parents.	SIMs – in-house data and progress tracking	SIMs – in-house data and progress tracking	SIMs – in-house data and progress tracking
Writing books/evidence	Teacher assessment - observations of writing behaviour and discussion	Teacher assessment - observations of writing behaviour and discussion	Teacher assessment - observations of writing behaviour and discussion
Running records to assess fluency and accuracy	English/writing books	English/writing books	English/writing books
Ongoing phonics assessments and checks for application to segmenting to spell.	Phonics checks	Spelling books and weekly tests	Spelling books and weekly tests
	Written responses to activities across the curriculum	Written responses to activities across the curriculum	Written 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.

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 (<i>Not a Babcock sequence</i>)	Instructions, commas in a list (<i>Not a Babcock sequence</i>)	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. (<i>Not a Babcock sequence</i>)
Topic	Are We There Yet?			People and Places			Once Upon a Time		

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		

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 (<i>Biography of women in history</i>)	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) (<i>Not a Babcock sequence</i>)	Formal, impersonal writing, multi-clause sentences, noun phrases, commas brackets and dashes, subjunctive.	Relative clauses, modal verbs, commas to avoid ambiguity. (Dialogue)	Persuasive language Vocabulary	Expanded noun phrases, hyphens, vocabulary choices, punctuation to avoid ambiguity, poetic devices (onomatopoeia, alliteration, sibilance, assonance)
Topic	Out of this World			Remarkable Romans			Rule Britannia!			

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. <i>(Not a Babcock Sequence)</i>	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) <i>(Not a Babcock Sequence)</i>	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.

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:

Read it? Now edit!

Zone	0	1	2	3	4	5	6
Punctuation	Finger spaces	Capital letters to start a sentence Capital 'I' Capital letters for names Full stops to end a sentence	Question marks Exclamation marks Commas in a list Apostrophes -where letters are missing (it's) and -for possession (the girl's house)	Inverted commas for speech (speech marks)	Punctuate speech correctly, e.g. <i>The driver shouted, "Sit down!"</i> Apostrophe for plural possession e.g. <i>The girls' names.</i> Comma after a fronted adverbial	Parenthesis: brackets, dashes, commas Commas to clarify meaning (carefully and thoughtfully placed)	Separate clauses with: -semi-colons -colons -dashes Colon to introduce a list and semi-colons within a list Bullet points to list information Hyphens
Sentence	Say sentence before write it	Use 'and' to join sentences	Write interesting sentences using: <i>when, if, that, because, or, and, but</i>	Show time, place and cause using <u>Conjunctions:</u> <i>after, while, so</i> <u>Adverbs:</u> <i>soon, therefore</i> <u>Prepositions:</u> <i>in, next to, during</i>	Fronted adverbials	Relative clauses beginning with: <i>who, which, where, when, whose, that</i>	Passive voice
Text	Can read back writing to an adult	Writing is in order and makes sense	Correct tense, used consistently	Beginning to use paragraphs	Choose noun or pronoun to improve cohesion and avoid repetition	Build cohesion within each paragraph Link ideas across paragraphs? e.g. using: -adverbials of time/place/number -connected ideas/words/phrases -ellipsis	
Spellings	Sound out to spell words, use your phonics and spelling patterns		Use your word list and word bank, spell correctly the words you practice	Use your word list and word bank, spell correctly the words you practice		Use your word list and word bank, spell correctly the words you practice	
Handwriting	Form letters correctly, use flicks and kicks ready to join		Join your handwriting	Join your handwriting		Join your handwriting	