

**Subject:** Writing

**Subject Summary:**

Pupils develop their writing skills through a wide range of topics and write for a variety of different purposes and audiences. A writing habit is encouraged throughout the school and writing sessions are planned so that the class teacher or teaching assistant regularly supports different ability groups in developing writing skills. As well as writing in their day to day exercise books, pupils also have a 'Gush Book', where they can write freely about a subject of their choice. Pupils are taught to join their writing and once their writing is consistently legible and fluent across all of their work, then they can earn a 'Pen Licence' and have their writing displayed on the 'Handwriting Wall of Fame'. Spelling is taught in a weekly thirty minute session and supported through daily morning registration tasks and in context during other lessons where appropriate. Each year group learns a list of words each half term based on the list of words in the National curriculum (see below), as well as other words, rules and investigations relevant to the objectives. Pupils are set a weekly Literacy homework task as well as a spelling task.

**Support:**

Within day to day sessions, writing is planned so that the class teacher or teaching assistant regularly supports different ability groups in developing writing skills. Lessons are differentiated, so that where appropriate scaffolds are provided to support those who find writing more challenging.

Some pupils attend intervention groups to support them with specific areas of writing, such as handwriting.

**Extension and Enrichment:**

More-able pupils are challenged during writing sessions with higher levels of skills. The skills used are planned for their ability in order to develop a deeper understanding. Some pupils have an 'Individual Learning Plan' which includes termly targets to enrich their experience.

Y6 more-able pupils participate in enrichment sessions at Fakenham Academy during the Spring and Summer terms.

A half termly 'Spelling Bee' competition is held in year group assemblies, where pupils can earn a 'spelling star' badge for their achievements.

Throughout the year selected pupils have the opportunity to write pieces for the school newsletter.

The following grids show the assessment statements for each year group. Year 3 and 4 work together to plan their lessons and Year 6 are working on the previous National Curriculum as required.

### Year 3

Yr	Plan & write	Draft & write	Evaluate & edit	Word	Sentence	Text	Punctuation	Spelling	Handwriting
3	<p>Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.</p> <p>Discusses and records ideas.</p>	<p>Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.</p> <p>Makes some attempt to define paragraphs by organising ideas with related points next to each other, e.g. one sentence paragraphs, or ideas loosely organised.</p> <p>In narrative creates settings, characters and plot, with some attempt to elaborate on basic information</p>	<p>Assesses the effectiveness of their own and others' writing and suggests improvements.</p> <p>Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof reads for spelling and punctuation errors.</p> <p>Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning</p>	<p>Shows understanding of formation of nouns, using a range of prefixes, e.g. super, anti, auto.</p> <p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box.</p> <p>Shows knowledge of word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver, dissolve, insoluble</p>	<p><b>Expresses time, place and cause using conjunctions, e.g. when, before, after, while, so, because.</b></p> <p><b>Expresses time, place and cause using adverbs, e.g. then, next, soon, therefore.</b></p> <p><b>Expresses time, place and cause using prepositions, e.g. before, after, during, in, because of.</b></p>	<p>Attempts to use paragraphs as a way to group related material.</p> <p>Shows awareness of headings and sub-headings to aid presentation.</p> <p>Makes some use of the present perfect form of verbs, instead of the simple past, e.g. 'He has gone out to play', contrasted with 'He went out to play'.</p>	<p><b>Limited use of inverted commas to punctuate direct speech.</b></p>	<p>Uses further prefixes and suffixes and understands how to add them.</p> <p>Spells further homophones.</p> <p>Identifies commonly misspelt words and attempts to correct them.</p> <p>Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys')</p> <p>Uses the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Writes from</p>	<p>Uses the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.</p>

		<p>or events, e.g. nouns expanded by simple adjectives.</p> <p>In non-narrative material, uses simple organisational devices, e.g. headings and sub-headings.</p>	is clear.					memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
--	--	---	-----------	--	--	--	--	---	--

#### Year 4

Yr	Plan & write	Draft & write	Evaluate & edit	Word	Sentence	Text	Punctuation	Spelling	Handwriting
4	<p>Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.</p> <p>Discusses and records ideas.</p>	<p>Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.</p> <p>Makes some attempt to define</p>	<p>Assesses the effectiveness of their own and others' writing and suggests improvements.</p> <p>Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in</p>	<p>Understands the grammatical difference between plural and possessive -s.</p> <p>Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms, e.g. 'we were'</p>	<p><b>Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases, e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.</b></p> <p><b>Uses fronted</b></p>	<p>Uses paragraphs to organise ideas around a theme.</p> <p>Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid</p>	<p><b>Uses inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</b></p> <p><b>Some correct use</b></p>	<p>Uses further prefixes and suffixes and understands how to add them.</p> <p>Spells further homophones.</p> <p>Identifies commonly misspelt words and attempts to</p>	<p>Uses the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g.</p>

	<p>paragraphs by organising ideas with related points next to each other, e.g. one sentence paragraphs, or ideas loosely organised.</p> <p>In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events, e.g. nouns expanded by simple adjectives.</p> <p>In non-narrative material, uses simple organisational devices, e.g. headings and sub-headings.</p>	<p>sentences.</p> <p>Proof reads for spelling and punctuation errors.</p> <p>Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear.</p>	<p>instead of 'we was', or 'I did' instead of 'I done'.</p>	<p><b>adverbials, e.g. 'Later that day, I heard the bad news.'</b></p>	<p>repetition.</p>	<p><b>of apostrophes to make plural possession, e.g. the girl's name, the girls' names.</b></p>	<p>correct them.</p> <p>Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys')</p> <p>Uses the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>by ensuring that down strokes of letters are parallel and equidistant.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.</p>
--	---	--	---	--	--------------------	---	---	--

## Year 5

Yr	Plan & write	Draft & write	Evaluate & edit	Word	Sentence	Text	Punctuation	Spelling	Handwriting
5	<p>Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.</p> <p>Makes notes and develops initial ideas, drawing on reading and research when necessary.</p> <p>When developing characters and settings for a narrative, the pupil considers what has been learned from their experiences of reading, listening to and watching the work of real authors.</p>	<p>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.</p> <p>In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.</p> <p>Attempts to precis longer passages.</p> <p>Uses a wide range of devices to build cohesion within and across paragraphs.</p> <p>Uses further organisational and presentational devices to</p>	<p>Assesses the effectiveness of their own, and others' writing.</p> <p>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</p> <p>Proof reads for</p>	<p>Understands how to convert nouns or adjectives into verbs using suffixes, e.g. ate, ise, ify.</p> <p>Knowledge of verb prefixes, e.g. dis, de, mis, over and re.</p>	<p><b>Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</b></p> <p><b>Indicates degrees of possibility using adverbs, e.g. perhaps, surely or modal verbs, e.g. might, should, will, must.</b></p>	<p>Uses a range of devices to build cohesion within a paragraph, e.g. then, after that, this, firstly.</p> <p>Uses a range of linking ideas across paragraphs: adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before).</p>	<p><b>Uses brackets, dashes or commas to indicate parenthesis.</b></p> <p><b>Uses commas to clarify meaning or avoid ambiguity.</b></p>	<p>Uses further prefixes and suffixes and understands the guidelines for adding them.</p> <p>Spells some words with 'silent' letters, e.g. knight, psalm, solemn.</p> <p>Continues to distinguish between homophones and other words which are often confused.</p> <p>Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically.</p> <p>Uses dictionaries to check the</p>	<p>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given a choice.</p> <p>Decides as part of their personal style, whether or not to join specific letters.</p> <p>Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</p> <p>Chooses the writing implement that is best suited for a task (e.g. quick notes, letters)</p>

		structure text and to guide the reader, e.g. headings, bullet points, underlining.	errors in spelling and punctuation.					<p>spelling and meaning of words.</p> <p>Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Uses a thesaurus.</p>	
--	--	--	-------------------------------------	--	--	--	--	---	--

Y6 - see previous National Curriculum <http://www.educationengland.org.uk/documents/pdfs/1999-nc-primary-handbook.pdf>

### Spelling Word List

Pupils will receive a spelling pack each half term to take home and will be assessed on the spelling and understanding of the words at the end of each half term.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	actual learn group heard arrive circle often build	eight caught centre century heart breath busy early	continue decide island minute difficult earth consider enough	address guard material appear guide forward fruit important	though notice quarter length library famous describe mention answer	actually extreme February certain height history imagine increase
4	accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure breathe	particular calendar popular position possess possession purpose potatoes eighth through	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose bicycle business medicine natural naughty peculiar	occasion occasionally probably knowledge experiment experience question disappear accidentally although
5	occur accompany according achieve aggressive forty	attached available average awkward bargain bruise	communicate competition conscience conscious dictionary equipped	controversy convenience correspond criticise desperate determined	especially exaggerate hindrance excellent existence explanation	guarantee immediate frequently government environment equipment

	ancient apparent	category cemetery	curiosity definite	disastrous embarrass	familiar amateur critic community	harass foreign occupy
<b>6</b>	individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege	profession programme pronunciation queue recognise identity develop twelfth variety vegetable vehicle	symbol system temperature thorough committee rhyme rhythm sacrifice secretary shoulder yacht	