



Writing at Waverley Primary

At Waverley, the development of writing is a core curriculum priority that carries across our programme of learning.

- Writing is developed from EYFS through to Year 6 by building on key skills sequentially, allowing the children to cement their existing knowledge whilst acquiring new understanding. (The writing and grammar skills progression can be seen in **Table A** below).
- In accordance with the National Curriculum, our writing syllabus covers a range of fiction, nonfiction, drama and poetry, offering a great breadth of writing opportunities. We are also committed to ensuring that the children have opportunities to write for a purpose, and to harness their subject knowledge in cross-curricular writing projects (genre and text coverage can be found in the **Curriculum Overviews** for each year group).
- Early writing in EYFS and KS1 is supported by the Read, Write Inc scheme. In the classroom, the children develop their sentence formation through oral rehearsal, whole-class learning of high-quality texts, story mapping and structured independent tasks.
- From KS1, when sentence-level and paragraph-level writing is becoming established, writing units at Waverley are based on a five-part structure. This is founded on an understanding that writing requires exposure to high-quality models and a process of planning and redrafting to be successful (the model unit planner for KS2 can be seen in **Table B** below).
- In order to raise aspiration and engagement with the skill of writing, there are annual opportunities for our pupils to take part in competitions and events that celebrate and encourage their writing development, such as poetry competitions, themed event weeks and spelling bees.
- Writing is marked and assessed in line with our wider school policies; intervention and targeted teaching follow from an informed identification of areas for reinforcement.

Table A

N & R	Early Learning Goal: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.			Gives meaning to marks they draw and paint.	Ascribes meaning to marks they see.	Chn supported to write their own names.	Links sounds to letters.	Sounds out the alphabet.	Begins to experiment with writing.	Continues a rhyming string.
				Breaks the flow of speech into words.	Correctly uses some clearly formed letters.	Represents letter sounds in sequence.	Hears and says initial sound in words.	Segments and blends simple words.	Writes other things, eg. labels.	Attempts to write short sentences.
Y1	Form capital letters.	Form digits 0-9.	Form lower case in the correct direction.	Leaving spaces between words.	Using 'and' to link words and clauses.	Sentence: capital letter and full stop.	Sentence: question mark.	Sentence: exclamation mark.	Capital letters for proper nouns and 'I'.	Correct use of plurals ('-s' and 'es')
	Year 1 overarching goals: talking about what will be written; rehearsing sentences orally; sequencing sentences into short narratives; re-reading to check for sense.									
Y2	Form lower case letters at the correct size.	Form capital letters and digits at the correct size.	Begin joining with diagonal strokes.	Sentence: question marks.	Sentence: commas for lists.	Apostrophes for contraction & possession.	Use of expanded noun phrases.	Sentence forms: comm., state., exclam., ques.	Past and present tense, including progressive.	Subordinating and coordinating conjunctions.
	Year 2 overarching goals: developing writing stamina through writing narratives, about real events, and in different forms; orally planning; proof-reading; reading aloud.									
Y3	Correct joining of lower case letters.	Increased legibility and consistency of handwriting.	Main and subordinate clauses.	Use of subordinating conjunctions (complex).	Use of coordinating conjunctions (compound).	Use of adverbs to express time and place.	Use of conj. and prep. to express time and place.	Use of the present perfect tense.	Correct use and structuring of direct speech.	Correct use of inverted commas for direct speech.
	Year 3 & 4 overarching goals: discussing model texts to understand their form; planning orally and with notes; using paragraphs; including characters, setting and plot in narratives; including headings and subheadings in nonfiction; peer-reviewing written work; proof-reading and suggesting changes; reading own work aloud.									
Y4	Correct joining of lower case letters.	Increased legibility and consistency of handwriting.	Using fronted adverbials, including the comma.	Standard English for verb forms.	Use of nouns and pronouns for clarity.	Correct punctuation for plural possession.	Possessive pronouns.	Understanding the role of the determiner in a sentence.	Expanding noun phrases with adj., nouns & prep.	Fully correct punctuation for direct speech.
Y5	Write legibly, fluently, and at speed.	Modal verbs.	Relative pronouns & clauses.	Parenthesis (brackets, dashes & commas).	Building cohesion between paragraphs.	Using adverbs to indicate possibility.	Use of commas to avoid ambiguity.	Using a thesaurus.	Maintaining consistent tenses & proof-reading.	Summarising.
	Year 5 & 6 overarching goals: identifying audience and purpose; noting and discussing planning ideas; analysing model texts; developing characters and settings; using dialogue to advance action in narratives; selecting appropriate grammar and vocab to support meaning; summarising; using cohesive devices between paragraphs; using presentational devices such as bullet points; self-evaluating and peer-evaluating; proof-reading; suggesting improvements; performing original compositions.									
Y6	Write legibly, fluently, and at speed.	Synonyms & antonyms.	Subject, object and verb within a sentence.	Passive and active form.	Subjunctive form.	Adverbials for cohesion in argument.	Ellipsis as punctuation and technique.	Semicolons for complex lists and to link sentences.	Colons to introduce lists and link clauses.	Hyphens for compound terms.

Table B



A model KS2 writing unit

Discussion and analysis

Introduce the form of writing you will be working on. Discuss its nature, for instance whether it is fiction or nonfiction, and what its purpose is, then look at model examples.

Analyse the features of the model as a class.

Record discussion outcomes for the working wall.

Research and planning

Leading on from the examples studied, explain the specific original project that the class will be working on. If necessary, for instance in the case of an information text, carry out any research required. After discussion and research, a written plan should be created, using an organisational tool like a paragraph planner.

Record main points and paragraph headings for the working wall.

Co-write and drafting

From the preparatory work carried out, introduce the success criteria for writing in this form. Begin a first draft together, starting with a co-write: a scaffolded opening paragraph that is led by the teacher, with children contributing suggestions under the teacher's guidance on form and features. This will serve as a model, enabling the children to independently record further paragraphs from their plans.

Use mini-plenaries to share good original ideas for inspiration.

Editing and improving

The children need to be able to re-read, evaluate and amend their work. Model this process first, using an example of a paragraph containing GPS and formal errors in Smart Notebook. This can be edited by the class in discussion. Using a purple pen for edits, the children should then return to their first drafts to correct mistakes.

If there are stubborn mistakes in a given piece, children can peer-mark and work in 'editing stations' to overhaul their drafts.

Redrafting and proof-reading

In order for the children to meaningfully redraft, they need photocopies of their edited drafts to work from. Ensure these are prepared beforehand. Children can then transcribe their amended drafts, continuing to look for errors and opportunities for improvement as they proceed. The redraft should then be finally proof-read.