WRITING Intent

Our aim at Teagues Bridge Primary is to encourage children to be independent writers and the have the opportunity to write for a range of audiences and purposes across different text types. Younger pupils are taught systematically the grapheme and phoneme correspondence along side the correct size and orientation of letters. They use these to write simple words and sentences which can be read. This readily supports applying new skills in different contexts.

Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed to support the children of Teagues Bridge. Texts which are chosen are carefully linked to our theme drivers. E.g., 'Goodnight Mr Tom, links to the History strand 'How did World War II affect life on the home front?

We strive for pupils to write clear, accurately, and coherently, adapting their language and style for a range of contexts, purposes and audience. They will select vocabulary and grammatical structures that reflect what the type of writing requires.

We want children to make well-informed and considered word choices to produce confident writers, who can compose, edit and improve their writing and have the skills needed for the future.

The Overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluent and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage

- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Composite ~ End Goal
Composition							
Do they write simple sentences that can be read by others?	Do they orally rehearse sentences and sequence them to form short narratives? Do the read their own writing aloud clearly for others to hear and discuss?	Do they write simple, coherent narratives about personal experience and those of others (real or fictional)? Do they write about real events, recording these simply and	Do they write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g., letter, report writing).	Do they write for a range of real purposes and audiences with an increasing awareness of appropriate language and form (e.g., description of a school event, poetry to evoke feelings)?	Do they write effectively for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g., clarity of explanations; appropriate level of	Do they write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., the use of the first person in a diary; direct address in instructions and	Do they write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences?

		clearly?	Do they create setting, character and plot in narrative? Do they use speech punctuation corrected when following modelled writing?	Do they create settings, character and plot in narrative? Do they use speech punctuation correctly most of the time?	formality in speech writing)? In narratives, do they describe settings, characters and atmosphere? Do they begin to convey character and advance the action through dialogue, maintaining a balance of speech and description?	persuasive writing)? In narratives, do they describe settings, characters and atmosphere? Do they integrate dialogue in narratives to convert character and advance action?	
Deepening Learning							
Do they write short narratives	Do they begin to write effectively	Do they write effectively and coherently	Do they write effectively and coherently	Do they write effectively and coherently	Do they begin to select the appropriate	Do they write effectively for a range of	

(real or fictional) which can be read by others?	and coherently for different purposes?	for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing?	for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing?	for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing?	form and draw on what they have read as models for their own writing (e.g., rhetorical questions; interactions between characters; range of sentence constructions and types)?	purposes and audiences, selecting the appropriate for and drawing independently on what they have read as models for their own writing (e.g. literary language, characterization, structure)?	
Vocabulary and Grammar							
Do they begin to form simple sentences sometimes using punctuation? Do they write	Do they write clearly demarcated sentences?	Do they write different kinds of sentence: statement, question, exclamation, command?					Do they select vocabulary and grammatical structures that reflect what the time what the writing

graphemes for each of the 44 phonemes?		Do they use expanded noun phrases to add description and specification?					requires, doing this mostly appropriately.
	Do they use 'and' to join ideas?	Do they use conjunctions to join sentences (e.g. so, but)? Do they write using subordination (when, if, that, because).	Do they use conjunctions (when, so, before, after, while, because)? Do they use adverbs (then, next, soon)? Do they use prepositions (e.g. before, after, during, in, because of)? Do they experiment with adjectives	Do they vary sentence's structure, using different openers? Do they use adjectival phrases (e.g. biting cold wind)? Do they select appropriate choice of noun or pronoun?	Do they vary sentence structure, using different openers? Do they use adjectival phrases (e.g. biting cold wind). Do they select appropriate choice of noun or pronoun?	Do they use subordinate clauses to write complex sentences? Do they use passive voice where appropriate? Do they use expanded noun phrases to convey complicated information concisely? Do they demonstrate	
	Do they use standard forms of verbs, e.g. go/went?	Do they write the correct use of verb tenses?					

			to create impact? Do they correctly use verbs in 1st, 2nd and 3rd person? Do they use perfect form of verbs to mark relationships of time and cause?			appropriate use of vocabulary and grammar to suit both formal and informal situations ~ recognize subjunctive?	

Do they use verb tenses with accuracy?	Do they accurately join words and clauses with a variety of commonly used conjunctions (and, but, so,	Do they write effectively and coherently for different purposes, drawing on their reading to inform the	Do they use detail and vocabulary to interest and engage the reader?	Do they consistently make choices about using sentences of different lengths and types?	Do they use detail and vocabulary to interest and engage the reader?	Do they exercise an assured and conscious control over levels of formality, particularly through manipulating	

	because)?	vocabulary and grammar of their writing?				grammar and vocabulary to achieve this?	
			Punctuation				
Do they write their name with a capital letter?	Do they show evidence of: -capital letters -full stops -Questions Marks? -Exclamation mark? Do they use capital letters for names and personal pronoun 'I'?	Do they use correct and consistent use of: -Capital Letters? -Full stops? -Questions Marks? -Exclamation mark? -Commas in a list? -Apostrophe (contractions)? -Begin to use inverted commas?	Do they use correct use of inverted commas for direct speech?	Do they use: -Apostrophe for singular and plural possession? -Comma after fronted adverbial (e.g. later that day, I heard bad news.)? -Use commas to mark clauses?	Do they use brackets, dashes, commas? Commas to clarify meaning or avoid ambiguity? Link clauses in sentences using a range of subordinating and coordinating conjunctions? Use verb phrases to create subtle	Do they use: Semi-colon, colon, dash to mark the boundary between independent clauses? Correct punctuation of bullet points? Hyphens to avoid ambiguity? Full range of punctuation matched to requirements of text type?	Do they use the full range of punctuation taught at Key stage 2 mostly accurately?

					differences (e.g. she began to run)?		
Deepening Learning							
Do they demarcate a sentence with a capital letter and full stop independently?	Are they consistently accurate in the use of the above?	Are they consistently accurate in the use of the above?	Are they consistently accurate in the use of the above?	Are they consistently accurate in the use of the above?	Do they begin to independently use punctuation and sentence contractions to show the difference between formal and informal writing (e.g., contractions in speech)?	Do they use the range of punctuation taught at Key stage 2 correctly (e.g., semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity?	
Paragraphing							
Do they write their own first names	Do they clearly sequence sentences?	Do they write under headings (as	Do they group ideas into paragraphs	Do they use connectives to link	Do they consistently organise ideas	Do they use a wide range of devices to build	Do they write effectively for a range of

(beginning to attempt surname) and other things such as labels and captions?		introduction to paragraphs)?	around a theme? Do they write under headings and subheadings?	paragraphs? Do they organise paragraphs around a theme?	into paragraphs? Do they link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)?	cohesion within and across paragraphs? Do they use paragraphs to signal change in time, scene, action, mood or person?	purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)?
Deepening Learning							
Do the sequence a simple narrative?	Do they sequence a complex narrative/non-fiction?	Do they group ideas into paragraphs around a theme?	Do they consistently use paragraphs?	Do they develop character through description, actions and dialogue?	Do they begin to independently use punctuation and sentence constructions to show the	Do they exercise an assured and conscious control over levels of formality, particularly through manipulating	

					difference between formal and informal writing (e.g. contractions in speech)?	grammar and vocabulary to achieve this?	
Writing Process							
Do they write simple sentences which can be read by themselves and others? Some words spelt correctly and others are phonetically plausible?	Do they include a simple beginning, middle and end in writing? Do they re-read what has been written to check it makes sense? Do they read aloud their own writing clearly enough to be heard by	Do they write for different purposes (including poetry)? Do they proof read to check for errors in spelling and grammar and punctuation? Do they re-read writing to check for correct and consistent	Do they assess the effectiveness of their own and others' writing? Do they proof-read for spelling, grammar and punctuation errors and self-correct?	Do they create settings, characters and plot in narratives? Do they write non-narratives using appropriate organizational devices? Do they assess the effectiveness of their own and others'	Do they use their own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere? Do they proof-read own work for spelling and punctuation	Do they use drafting? Do they Precis longer passages appropriately? Do they proof-read writing for wider audience to ensure accuracy of spelling and punctuation?	Do they plan, draft, edit and re-draft when writing for an audience?

	peers and the teacher?	tense?		writing and suggests improvements?	errors?		

Do they write about personal experiences with a clear sequence of events?	Do they begin to write effectively and coherently for different purposes?	Do they make simple additions and revisions and proof-reading corrections to their own writing?	Do they improve the quality of their writing by making changes when editing (e.g., re-ordering sentences and adapting vocabulary)?	Do they write effectively and coherently for different purposes, drawing in their reading to inform vocabulary and grammar of their writing?	Do they choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect?	Do they write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g., literary language, characterization structure)?	

Handwriting

Do they handle equipment and tools effectively, including pencils for writing?	Do they sit correctly at the table and hold a pencil comfortably and correctly? Are spaces evident between words? Is there correct formation of lower case _ finishing in the right place and capital letters? Do they form digits 0-9 correctly?	Is there evidence of diagonal and horizontal strokes to join? Are words almost always appropriately and consistently spaced in relation to the size of letters?	Is handwriting legible and joined? Do they use diagonal and horizontal strokes to join letters and understand which letters when adjacent to one another are best left unjoined?	Is handwriting legible, joined and of consistent quality (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so ascenders and descenders of letters do not touch)?	Is there a legible and fluent style?	Is there a legible, fluent and personal style with increasingly efficient speed? Do they know which letters join and which writing implement is best suited to a task?	Is there a legible and fluent style?
			Deepening Learning				
Do they use a pencil and hold it effectively to	Do they form most letters correctly?	Do they use the diagonal and horizontal strokes needed					

form recognizable letters, most of which are formed correctly?		to join letters in most of their writing?					

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<tr><td colspan="8" align="center">Spelling</td></tr>
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Do they use their phonics knowledge to write words in ways that match their spoken sounds? Do they also write some irregular common words?	Do they segment spoken words into phonemes and represent these by graphemes, spelling any words in a phonetically plausible way?	Do they apply phonics knowledge to spell an increasing number of complex words? Do they recognize phonics irregularities?	Do they use prefixes and suffixes? Do they spell unusual spellings e.g. –ure, ch (k), gue, que. Do they spell some homophones accurately? Do they spell many words from the words lists 3 and 4?	Do they use prefixes and suffixes? Do they spell unusual spellings e.g. –ure, ch (k), gue, que. Do they spell some homophones accurately? Do they spell many words from the words lists 3 and 4?	Do they apply word endings to root words e.g. –cious, tious, cial etc? Do they begin to apply use of hyphens to avoid ambiguity? Do they spell many homophones accurately? Do they spell some words from the word	Do they apply word endings to root words e.g. –cious, tious, cial etc? Do they begin to apply use of hyphens to avoid ambiguity? Do they spell many homophones accurately? Do they spell some words from the word list 5 and 6?	Do they spell most words from year 3 and 4 words list and most words from the year 5 and 6 word list?

					list 5 and 6?		
Deepening Learning							
Do they apply phonemes taught consistently and with accuracy in their own writing?	Do they spell most year 1 common exception words accurately and make phonetically plausible attempts at spelling unfamiliar words?	Do they spell most common exception words?	Do they accurately apply spelling rules to unfamiliar words? Do they spell most common exception words?	Do they accurately apply spelling rules to unfamiliar words? Do they spell most common exception words?	Do they accurately apply spelling rules to unfamiliar words? Do they spell most common exception words?	Do they accurately apply spelling rules to unfamiliar words? Do they spell most common exception words?	