

# Writing at St Mary's C of E Primary School



## Intent

At St Mary's Primary School, the teaching of English is the foundation of our curriculum. Our main aim is to ensure every child becomes literate and progresses in the areas of reading, writing, speaking and listening. Staff at St Mary's are aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success. English at St Mary's will not only be a daily discrete lesson, but is at the centre of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at St Mary's will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening. At St Mary's our vision is for the creativity to be at the heart of our English curriculum and for children to learn new skills in a fun and engaging way.

## Progression in the children's writing skills

- Over time, children learn how to work within, and contribute to, a community of writers.
- As their knowledge surrounding the purposes of writing increases, so does their skill in combining, manipulating and using them.
- Children become more self-regulating and adaptable in their use of the different writing processes, including how they plan, draft, revise, edit, publish and perform the writing intentions.
- Children are able to apply author's techniques and become skilful appropriate applicators.
- Children's ability and skill to proof read, use a dictionary, and use other spell checking devices increases over time resulting in fewer errors in their final drafts.
- Children's ability to use a thesaurus skilfully increases which in turn broadens their vocabulary.

### Preparing children for life after school and tackling social disadvantage

- Children learn about the different ways in which we are moved to write and by developing as writers, they can fully engage with society in a variety of ways.
- They learn how to share their knowledge, opinion, imaginative creativity and artistry. They also learn how to influence and to be persuasive using their own thoughts.
- By developing independent writers, we ensure children can discuss, debate, independently research and explore their own ideas, develop their own writing projects and have an independent response, through writing, to material and subjects taught. They are also able to entertain a variety of audiences through stories and personal anecdote.
- Children are keen and able to write in personal response to what they are reading.
- We decrease the risk of school failure which results from a pupil's inability to share their knowledge and to 'write to learn'.
- We appreciate that business leaders, the job market and academic disciplines require strong writers and so we develop them.

### Cultural Capital

- We believe that, by teaching children to become life-long independent motivated writers, we are providing them with the ability to turn their thoughts, knowledge, opinions and artistry into powerful writing.
- Within the community of writers, children have the opportunity to learn from others' cultural capital.
- We teach children how writing is a powerful tool for understanding new knowledge, reorganising it and having a personal response to it.

### Implementation

By understanding the importance of reading, each teacher has an allocated set time for guided reading which has been incorporated into three morning sessions per week for all years from 3 to 6. Year 1 to 2 are receiving guided reading sessions at least once per week. Vulnerable groups are highlighted and support staff are used to support these groups further to ensure progression and specific year group skills were secure. Each child is heard read at least once a week by an adult in school. Reading is not only celebrated in classrooms at St Mary's, around school you will find displays which celebrate authors - in the library, a range of children's current books on display in classrooms and reading reward schemes for children who read 5 times at home. In addition, throughout the school year the importance of reading is enhanced

visits when possible, parent reading afternoons and a range of trips and visits which enrich and complement children's learning. As we believe consistency and well-taught English is the bedrock of a valuable education, at St Mary's we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In all classrooms an immersive corner is on display which is a scene taken directly from the class novel that is being studied. The children use these corners to perform drama which leads onto quality writing. In line with the new national curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age group. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is robust with teaching marking to objectives secured in the children's writing books. All year groups use the same format for assessing writing which has been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education. In order to expose children to a variety of genres the class novel is used to plan from so that their writing has meaning and most importantly, context. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child.

**Spellings:**

At St Mary's, spelling is taught weekly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Some of the high frequency words are referred to as 'tricky words', as the children are unable to use their phonic knowledge to decode every part of the word.

The Headstart Spelling Scheme is used throughout school giving the children a way to practise the spellings rules that they are taught and the children are encouraged to apply these rules in their writing. Class teachers use the aligned spelling scheme to support with the teaching of the different spelling rules and this can be worked on in class for during early morning sessions. Spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests

**Grammar and Punctuation:**

Grammar and punctuation knowledge and skills are taught through English writing lessons, often linked to our class novels and also as stand-alone sessions. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

**Presentation:**

Handwriting is very important at St Mary's and is taught discretely in Reception to Year 4; it is an integral part to any lesson and is reinforced daily. Children are expected to use joined, legible handwriting by the end of Key Stage Two and work towards achieving their pen licence, where they can then write in a handwriting pen.

**Supporting SEND children as developing writers**

Children with SEND are supported in the following ways:

- They are provided with word banks of vocabulary and have the opportunity to develop these with their own ideas.
- They are encouraged to plan using storytelling, drawing and talk.
- Over time, they are moved towards a more formal structure for planning, revising and basic editing.
- They write alongside an adult who models writing.
- They have a range of resources to support writing (sound mats, talking tens, counters to represent words etc).
- They are provided with writing frames to support the structure and organisation of their writing.

Ensuring key knowledge and skills about being a writer become part of children's long term memory

Our commitment to a reassuringly consistent writing approach means children repeatedly practise the craft of writing, are repeatedly moved to write in a variety of genres, and because the genres are repeated and built upon throughout the school, children begin to place this knowledge into their long-term memory. Children become experts in the writing processes as they move through the school. The repetition of the writing processes and the self-regulated writing strategies enables children to undertake their writing efficiently, effectively, and mostly independently.



## Genre coverage topic map-Foundation

Stories related to All **About Me! (see MTP for details)**

Name writing

Labelling

Simple sentence writing

Stories related to **People Who Help Us**

Developing sentence writing

Writing words and captions

Labelling

Letter writing

Stories related to **Superheroes and Princesses**

Sentence writing

Menus

Description

Speech Bubbles

Factual writing

Stories related to **How does your garden grow!**

Description

Story sequencing

Labelling

Rewrite

Extended sentences

Stories related to **Adventures Near and Far!**

Labelling

Instructions

Poems

Postcards

Story retell

Stories related to **Mini-beasts and Mega-beasts!**

Life-cycle books

Signs

Explanations

A visitor's guide

Recount of trip

## Genre coverage topic map

Year 1	<p>Sign, Captions and Labels</p> <p>Instructions</p> <p>Recounts (diary, reports, experiences)</p> <p>Non-Chronological reports</p> <p>Letters</p> <p>Persuasion</p> <p>Biography/Autobiography</p> <p>Argument/Balanced Argument/Debate</p> <p>Newspaper report</p> <p>A traditional tale</p> <p>A story from another culture</p> <p>Contemporary fiction from own experience</p> <p>Story set in a fantasy world</p> <p><b>Visual poems</b></p> <p>Shape poems</p> <p>Calligrams</p>	Year 2	<p>Instructions</p> <p>Recounts (diary, reports, experiences)</p> <p>Non-Chronological reports</p> <p>Letters</p> <p>Persuasion</p> <p>Biography/Autobiography</p> <p>Argument/Balanced Argument/Debate</p> <p>Newspaper report</p> <p>A story based on a traditional tale</p> <p>A story from another culture</p> <p>Animal story</p> <p>Story set in a fantasy world</p> <p><b>Visual poems</b></p> <p>Shape poems</p> <p>Calligrams</p> <p><b>Free verse</b></p> <p>List poem</p> <p>Acrostic</p>
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<b>Year 3</b>	<p> Instructions  Recounts (diary, reports, experiences)  Non-Chronological reports  Letters  Persuasion  Biography/Autobiography  Argument/Balanced Argument/Debate  Newspaper report  Explanation  Story with a historical setting  Fable  Adventure story  Playscript  <b>Free verse</b>  Simile poem </p>	<b>Year 4</b>	<p> Instructions  Recounts (diary, reports, experiences)  Non-Chronological reports  Letters  Persuasion  Biography/Autobiography  Argument/Balanced Argument/Debate  Newspaper report  Explanation  Story with a historical setting  Playscript  Story from another culture  Story set in an imaginary world  <b>Structured poems</b>  Cinquin </p>
	<p> Personification  Sound poem  <b>Structured poems</b>  Rhyming couplets </p>		<p> Limerick  Kenning  Haiku </p>



<b>Year 5</b>	Instructions Recounts (diary, reports, experiences) Non-Chronological reports Letters Persuasion Biography/Autobiography Argument/Balanced Argument/Debate Newspaper report Stories that raise dilemmas Mystery story Sci-fi Historical setting Playscript <b>Structured poems</b> Ballad Rap Question and answer Conversation poem	<b>Year 6</b>	Instructions Recounts (diary, reports, experiences) Non-Chronological reports Letters Persuasion Biography/Autobiography Argument/Balanced Argument/Debate Newspaper report Classic fiction/Classic novel Sci-fi Myths and legends Flashback Unexpected ending/cliff hanger <b>Structured poems</b> Formula poem Renga Ballad <b>Free verse poems</b> Monologue
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*The topic map is adapted to suit the class structure at St Mary's. and where classes are mixed we ensure differentiation is effective across the year groups. Careful consideration of genres ensures all genres are covered before the children leave St Mary's C of E Primary School.*

At St Mary's we follow a novel based English curriculum linking writing, grammar and reading together whilst studying a novel. Please see below the range of titles that we study over a two year rolling cycle. All of the writing is based upon a novel. The immersive corners in each classroom help the children gain a better understanding of the book. The corners are used for drama which leads onto writing as the children become the characters or onlookers of each novel.



A Victorian classroom from 'Street Child' by Berlie Doherty



The Arable's kitchen from 'Charlotte's Web' by E.B. White

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
<b>YEAR F</b>	Stories related to All <b>About Me!</b> (see MTP for details) Name writing Labelling Simple sentence writing	Stories related to <b>People Who Help Us</b> Developing sentence writing Writing words and captions Labelling Letter writing	Stories related to <b>Superheroes and Princesses</b> Sentence writing Menus Description Speech Bubbles Factual writing	Stories related to <b>How does your garden grow!</b> Description Story sequencing Labelling Rewrite Extended sentences	Stories related to <b>Adventures Near and Far!</b> Labelling Instructions Poems Postcards Story retell	Stories related to <b>Mini-beasts and Mega-beasts!</b> Life-cycle books Signs Explanations A visitor's guide Recount of trip	
<b>YEAR 1/2 A</b>	<b>Oi Frog</b> Stories with predictable and patterned language	<b>The Squirrel Who Squabbled</b> Alliteration Description Speech Book Review Recount <b>The Gunpowder Plot</b> Firework poetry	<b>Way Home For Wolf</b> Non-chronological reports Explanations	<b>Off and Away</b> Using the sense Poems on a theme Patterns on a page Looking at the sounds of words	<b>Percy the Park Keeper-Percy's Bumpy Ride</b> Lists Character descriptions Wanted poster Setting	<b>The Lighthouse Keeper's Lunch</b> Drama Newspaper report Dialogue Alternative endings	

<p><b>YEAR 1/2</b></p> <p><b>B</b></p>	<p><u>Dogger</u></p> <p><u>Traction Man</u></p> <p>Narrative with familiar setting</p> <p>Lost Poster</p> <p>Retelling</p> <p>Description</p>	<p><u>The Scarecrow's Wedding</u></p> <p>Lists</p> <p>Character description</p> <p>Speech</p> <p>Alternative endings</p>	<p><u>Papa Piccolo</u></p> <p>Sequencing</p> <p>Retell the main events of a story</p> <p>Character Description</p>	<p><u>Vlad and The Florence Nightingale Adventure</u></p> <p>Fact finding</p> <p>Questions</p> <p>Recount</p> <p>Reading</p> <p>Comprehension</p>	<p><u>Jack and The Beanstalk</u></p> <p>Traditional tales</p> <p>Dialogue</p> <p>Diary entry</p> <p>Alternative ending</p>	<p><u>Tuki and Moka: A tale of two tamarins</u></p> <p>Comparing settings</p> <p>Character descriptions</p> <p>Writing in the first person</p> <p>Letter writing</p>
<p><b>YEAR 3/4</b></p> <p><b>A</b></p>	<p><b>The Battle of Bubble and Squeak</b></p> <p>Playscript</p> <p>Descriptive writing</p> <p>Diary writing</p> <p>Stories that raise issues and dilemmas</p>		<p><b>The Lion, The Witch and The Wardrobe.</b></p> <p>Description</p> <p>Dialogue</p> <p>Recounts</p>		<p><b>The Iron Man</b></p> <p>Fantasy</p> <p>Reports</p> <p>Newspaper reports</p>	
<p><b>YEAR 3/4</b></p> <p><b>B</b></p>	<p><b>How To Train Your Dragon</b></p> <p>Stories set in imaginary worlds</p> <p>Film narrative</p> <p>Debate/argument</p>		<p><b>Charlotte's Web</b></p> <p>Novels and stories by significant children's authors</p> <p>Play scripts</p> <p>Recounts</p> <p>Description</p>		<p><b>101 Dalmations</b></p> <p>Older literature</p> <p>Stories that raise issues and dilemmas</p> <p>Novels and stories by significant children's authors</p> <p>Instructions</p> <p>Explanations</p>	

<b>YEAR 5/6</b>  <b>A</b>	<b>Stig of The Dump</b>  Adventure and mystery  Letters  Newspaper reports  Information texts  Explanation texts  Persuasive texts	<b>Clockwork</b>  Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Persuasive text  Narrative  Recounts	<b>Street Child</b>  Stories with historical settings  Stories that raise issues and dilemmas	<b>Poetry</b>  Classic/narrative poems  Choral and performance  The power of imagery	<b>Danny The Champion of The World</b>  Adventure and mystery  Stories that raise issues and dilemmas  Play scripts  Novels and stories by significant children's authors	
	<b>YEAR 5/6</b>  <b>B</b>	<b>Holes</b>  Stories that raise issues and dilemmas  Journalistic writing  Debate/argument  Formal and informal writing	<b>Private Peaceful</b>  Biography and autobiography  Stories with historical settings  Stories that raise issues and dilemmas		<b>Harry Potter and The Philosopher's Stone</b>  Stories set in imaginary worlds  Novels and stories by significant children's authors	<b>Greek Myths</b>  Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction and books from other cultures and traditions

## Impact

The impact on our children is: progress, sustained learning and transferrable skills. As children progress through school they are becoming more confident readers and writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. As all aspects of English are an integral part of the curriculum, cross curricular writing and reading standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.