

Writing at Eyrescroft



Our Intent

At Eyrescroft Primary School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the phonic knowledge, spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of purposes and audiences.

Children begin in our Early Years working well below what is expected for their age in Literacy. Many lack experience and exposure to the English language which presents a barrier which we are determined to overcome.

As a school, we understand and value the relationship between early reading and writing therefore we dedicate daily practice to spelling and using our phonetic knowledge in context, following our SSP. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

The National Curriculum

Writing at Eyrescroft Primary School is based on the EYFS Framework and National Curriculum.

The programmes of study for writing in the EYFS Framework and at Key Stages 1 and 2 are:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Teachers should refer to the National Curriculum English Programme of Study and Appendices when planning for writing. [National Curriculum English Programmes of Study for Key Stages 1 and 2](#)

Spoken Language

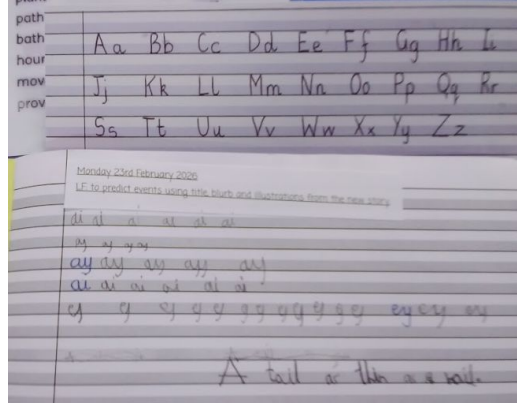
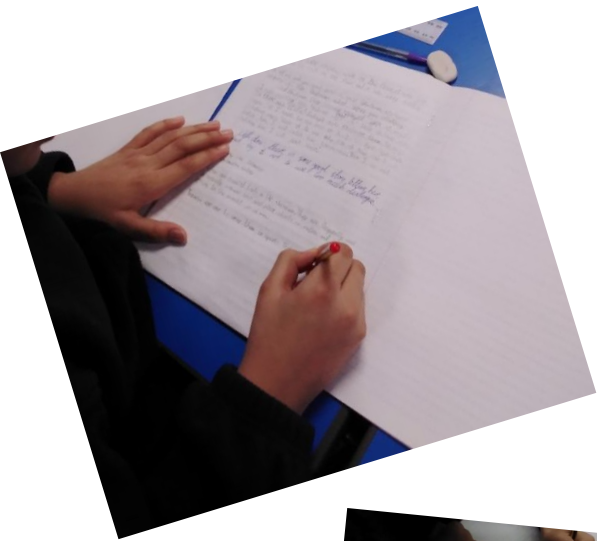
The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

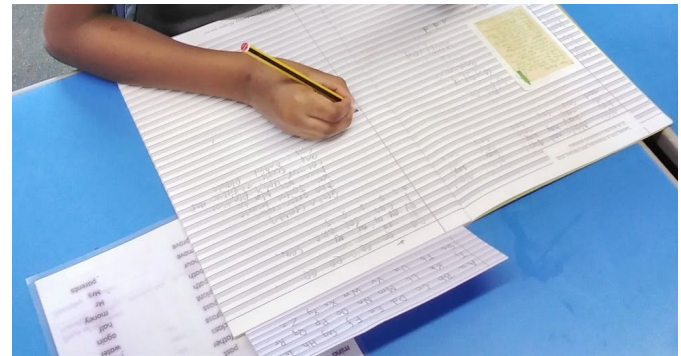
Spoken Language - Oracy

- Children with a language deficit at age 5 are 4 times more likely to have difficulties with reading when they are adults.
- Developing spoken language - including vocabulary - is essential for the academic progress of all children, and especially for those from disadvantaged backgrounds.
- It is critically important to develop vocabulary explicitly - particularly in the early years.
- Reducing the word gap in EYFS and KS1 can help disadvantaged children develop their vocabulary faster.
- A strong command of the spoken word is a vital outcome of English education: spoken language is an important goal of the curriculum.
- There is a correlation between pupils' spoken language skills and their academic outcomes, social development and emotional development.
- Talk can sometimes be undervalued because its function can be considered as being primarily social; however, in the classroom, talk can be cognitive and cultural as well.
- There should be clearly planned provision for developing pupils' spoken language across the curriculum.
- Spoken language is not just about improving speech - it is also about developing pupils' ability to collaborate through conversation.
- Pupils' success in using spoken language depends on the knowledge of the topic they are talking about.
- It cannot be assumed that pupils will learn the necessary knowledge just by being encouraged to speak more or through participating in unstructured activities.
- Teachers should always model competence as a speaker and a listener. This modelling makes a significant contribution to developing pupils' spoken language.
- There should be carefully planned opportunities for 'exploratory talk' as well as for 'presentational' talk. These require direct and explicit teaching and practice.
- Progression in spoken language is included in our Writing Overview to support teachers' understanding and planning. [Eyescroft Writing Overview 25/26](#)

source Ofsted English Review 2022

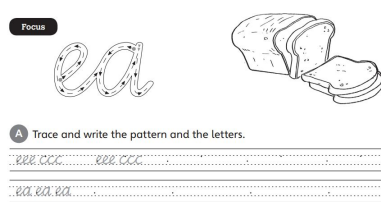


Transcription



Handwriting

[Handwriting at Eyrescroft overview](#)



At Eyrescroft Primary School, we follow the Nelson Handwriting program. This is designed to help all children develop a confident, legible and personal handwriting style and meet curriculum expectations. We do this because when children's writing is legible they can communicate their ideas effectively and when their handwriting is fluent, it frees up cognitive resources.

Individual letter formation is explicitly modelled and taught by teachers everyday and this progresses to joining letters, again modelled and taught by the teacher.

Teachers model this handwriting in all areas of learning (for example, on whiteboards, written feedback in books).

Discrete handwriting is taught daily across the school and begins in EYFS. Teachers use a visualiser and an 'I do, we do, you do' approach.

Teachers consolidate learning of a letter or join before moving on.

Handwriting expectations remain the same in all areas of children's written work.

Children identified as needing further modelling and practice in handwriting, participate in smaller group or individual activities to develop these skills.



Spelling

GPCs
ai ee igh
oa oo oo
ar or ur
ow er

-est



At Eyrescroft Primary School, we follow Little Wandle Letters and Sounds and Rising Stars Spelling. These programmes support us in explicitly teaching spellings and providing pupils with extensive opportunities to practise them.

Phonics is taught daily in EYFS and Year 1, including a write the grapheme/word/sentence element as part of the lesson.

Spelling beyond Year 1 is taught in a one hour session or split into smaller sessions across the week, focusing on phonology (sound), orthography (patterns), morphology (relationship to other words e.g. adding prefixes or suffixes to a root word) or statutory word lists.

- children are explicitly taught these,
- given opportunity to practise in school and
- focus graphemes or spellings are referred to throughout the week and beyond with an expectation that once they are learned they are used accurately

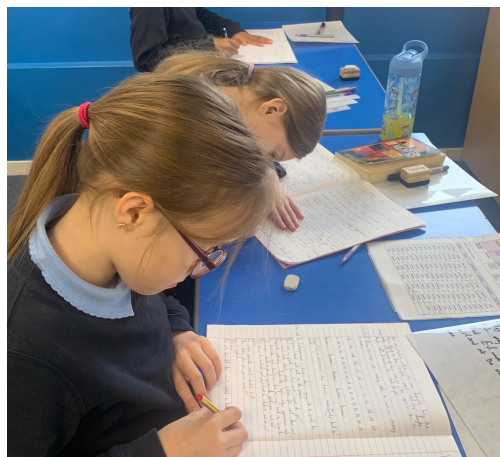


Children who are identified as needing further support with phonics are supported through continued teaching of phonics and/or phonics interventions overseen by the Phonics Lead.

Spellings may be assessed in specific tests and throughout writing activities in lessons.

Phoneme/grapheme mats and statutory spelling lists are provided as a resource in classrooms.

Dictionary use is taught and encouraged in Key Stage 2.



Composition



Audience and Purpose

When you establish your audience, purpose and form, you can make sensible choices about language, tone and structure. **Audience** refers to the reader (s), eg could be an individual, in the case of a text message, or a broader group of people in the case of a magazine article or blog. **Purpose** refers to the reason for the **writing**, eg to persuade the reader, to entertain them, to share information, to warn, to advise, to explain.

The National Curriculum states: Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

End of KS2 Teacher Assessment Framework

A pupil working at the expected standard can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader

Teachers consider this at their planning stage, making a conscious decision about who the audience and purpose are and are clear on how this impacts the vocabulary choice, level of formality. As children develop as writers, they make these decisions with greater independence.

When planning, we also consider the different ways to share the finished outcome with the chosen audience e.g. oral presentation, letter sent outside of school or work shared with another class.

Text Expectations

At Eyrescroft Primary School, we aim for our writing to link to our wider curriculum wherever possible, enabling children to make links between their learning in all areas.

Each half term, planned writing opportunities are carefully mapped out. This allows for coverage of different writing purposes and progression in skills as children move through the year and up through the school.

These may be linked to a class reading text or another writing stimulus such as an animated film. In each case, these relate to the wider curriculum that the children are learning about. For example, Year 1 children write a recount of a local walk when studying our local area in geography and a letter, in the role of an evacuee, when studying World War Two in Year 6.

Purposes



In Early Years and Key Stage One, the purposes begin with a focus on entertaining, recording and painting a picture with words. developing to include persuading, influencing and teaching by the end of Key Stage Two.

These are mapped progressionally and deliberately to allow children to practise writing purposes in a variety of contexts. Every year group writes narratives and the National Curriculum expectations will ensure these are progressively different.

In the summer term, the whole school engages in a writing project. This is around a shared text. Children's outcomes demonstrate the end of year expectations for their year group and show progression in the writing curriculum.

The Writing Journey

Pre-stage

Teacher
planning

Context setting

- drama
- reading
- models
- writer's
toolkit
- vocabulary
- AfL

During

- grammar
- mini-writes
- drama
- modelling
- vocabulary
- planning
- AfL

End

- independent
final piece
- proof-reading
- editing
- presentation

Post-stage

Teacher uses
assessment to
inform the
next journey



The Writing Journey - Pre-Stage

September - from Year One onwards, the first two weeks are used as consolidation of the previous year's National Curriculum expectations, retrieval and re-teaching.

Teachers refer to the long-term map to identify key text or texts for writing and purpose for writing.

Teachers complete the medium term overview plan and identify National Curriculum content for writing (transcription and composition including grammar and punctuation) and features to be taught.

Teachers consider the amount of time needed for each phase of the writing carefully - it will take time to do each phase well and each phase must be included.

At the beginning of every half-term (6 times a year), review and assess any new National Curriculum content already taught for writing (grammar and punctuation).

Planning and Prioritising

Collectively, we have decided on objectives from the National Curriculum which we believe should be prioritised. We think that if children can secure understanding and use of these skills, then they can successfully build upon them and become better writers.

The whole of the writing curriculum relies on knowledge of word classes and sentence structure.

When children have a sound and secure knowledge of these, they can use them effectively to communicate in writing. When they have mastered these, they can manipulate and control them for specific purposes and audiences.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Express their ideas and feelings about their experiences using full sentences</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write recognisable letters, beginning at the correct point and in the correct direction</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Spell some common exception words</p> <p>Form letters and numbers in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Leave spaces between words</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Understand what constitutes a basic sentence, composing these orally and then writing</p> <p>Join words and clauses using 'and'</p>	<p>Spell all common exception words</p> <p>Secure formation of lower and upper case letters, understanding when each form should be used</p> <p>Use and understand coordination '<i>and</i>' and subordination '<i>because</i>'</p> <p>Secure understanding of past and present verb tense.</p>	<p>Begin to join handwriting</p> <p>Spell common homophones</p> <p>Begin paragraphing</p> <p>Begin punctuating the writing of direct speech</p> <p>Use apostrophes accurately</p> <p>Begin using fronted adverbials</p>	<p>Secure legible joined handwriting</p> <p>Secure Y3/4 spelling list</p> <p>Secure paragraphing</p> <p>Secure punctuation of direct speech</p> <p>Use conjunctions, adverbs and prepositions</p> <p>Secure fronted adverbials followed by a commas</p>	<p>Secure spelling patterns taught to this point</p> <p>Use a dictionary to check spellings</p> <p>Select and use appropriate verb and tense consistently</p> <p>Use modal verbs</p> <p>Use relative clauses</p>	<p>Use a thesaurus appropriately to vary and develop vocabulary</p> <p>Secure Y5/6 spelling list</p> <p>Secure understanding and use of range of clauses and sentence types</p> <p>Secure use of punctuation taught to this point</p>
Prioritised objectives						

**Foundation Stage
(in all writing)**

Orally composing ideas in full sentences

Writing phonetically plausible phrases and sentences

**Key Stage One
(independently in all writing)**

Spelling all common exception words

Forming letters of the correct size and shape (capital and lower case)

Understanding when to use and accurately using a capital letter (beginning a sentence, proper noun, pronoun I)

Forming numbers accurately

Leaving spaces between words

Beginning all sentences with a capital letter and demarcating appropriately (. ! ?)

Expanding sentences using conjunctions

Understanding and accurately using the past and present tense

**Lower Key Stage Two
(independently in all writing)**

Using joined legible handwriting

Spelling all Y3/4 words

Using paragraphs accurately

Punctuating speech accurately

Using and punctuating fronted adverbials accurately.

Using apostrophes accurately

**Upper Key Stage Two
(independently in all writing)**

Spelling all Y5/6 words

Using a dictionary and thesaurus independently

Selecting language that shows good awareness of the reader

Selecting and using appropriate verb tense consistently

Using modal verbs, relative clauses and passive verbs

Understanding and using a range of clauses and sentence types appropriate to the purpose of writing and audience

Accurately choosing and using punctuation taught ; : ‘ ’ “ ” - ()

Writing cohesively choosing to use conjunctions, adverbials, pronouns and synonyms as appropriate

Writing at speed, using joined handwriting

End of phase expectations for most children

The Writing Journey - Context Setting

We consider context setting for audience and purpose - e.g. drama conventions that set the context and establish the audience and purpose for the piece of writing the children will complete.

Teachers read different versions of the text type with the children and create a 'writing toolkit' suitable for year group expectations as identified on medium term overview.

We keep these 'toolkits' as a reference point for each time you revisit this type of writing e.g. in Year 6, we write a non-chronological report on Alaska in the autumn term. In the Spring, we write a non-chronological report on natural disasters so we pull out the toolkit and revisit expectations for this text type. (Keep toolkits electronically on the drive or hard copies in your English planning folder).

When writing across the curriculum, we ensure we have given opportunities to collect information and for children to have sufficient knowledge before writing. When writing in another subject, we ensure we are using a text type already taught through a complete journey so that children have the tools to manage the task successfully.

If writing is based on an extended text, we carefully plan how to get to the point needed for writing.

When looking at model texts e.g. a letter, a diary, a report these should be provided and modelled by the teacher. This ensures they include all relevant GPaS content we expect and key features from our 'writing toolkit' at the appropriate pitch for our class. Ensure there is explicit talk through decisions made e.g. headings, layout, word choices, sentence structure.

The Writing Journey - Planning

Depending on what the learning focus is, this may be whole class. Planning should always involve a discussion and opportunities to talk through - does it make sense? Especially in Key Stage Two, we provide some opportunities for children to plan their own writing.

We use the working wall to support the children with their writing, carefully considering which elements to include and how to place them to support the children in their writing process.

Mapping can provide opportunities for children to really know the key elements of a story and orally rehearse before writing (especially in Early Years and Key Stage One).

Jottings provide opportunities for children to note and group ideas according to their own design.

A formal plan can provide structures and we model using these. Where appropriate, we allow children to choose their own planning format (once it has been modelled and used previously).

The Writing Journey - During

Children will need to build the skills required to complete the final piece, so there are regular mini-writes that are an opportunity for the children to write practising the skills learnt. This may look different depending on the text type e.g. it may be quicker building some non-chronological skills than building a narrative.

We keep returning to the audience and purpose, including our 'writing toolkit' expectations. Each of these elements is added to the working wall and we teach children how to use this to support their writing journey.

Throughout the journey, we are clear about the intention of the task - in terms of transcription and composition.

The Writing Journey - During

Teachers use drama conventions to support children. These can happen at any stage of the lesson (beginning, middle and end). [Glossary of drama conventions](#)

Teachers ensure children have regular opportunities within the sequence to practise their grammar and punctuation, including retrieval of previously taught skills and re-teaching when identified as necessary. (Small steps - regular practice)

Teachers regularly plan and use modelling, modelling, modelling!

Teachers provide opportunities for children to edit, including use of drama to support this, throughout the process and with a key focus. For example, words describing a character's reaction to an event supported by hot-seating the teacher as a character and then returning to writing to edit; or use of capital letters, re-teaching when capital letters are used with some worked examples and then revisiting writing to edit.

Drama

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

National Curriculum

When well-structured dramatic activity is used as a teaching tool in the English curriculum, it can develop children's reading, writing, oracy and critical thinking. Drama encourages children to be articulate individuals who are able to empathise, hypothesise, interpret and then communicate their understanding successfully.

- Drama conventions should be used as and when appropriate within the writing journey.
- They can be used at any stage of a lesson and the time taken can vary from a short burst to a more extended session.
- Language and ideas generated during drama should be placed on the working wall.

Working Walls

The purpose of our working walls is to record key elements of the writing journey e.g. models of writing; vocabulary collected through Communal Character (drama); useful grammatical features...

They should be a reference point for teaching - retrieving key information from previous lessons - and for children during the writing process.

They can take different forms e.g. a map, a story board, an annotated modelled text. Importantly, teachers need to decide how the organisation of their working wall will best support their children's understanding. Deciding what to include and who adds to it is primarily for the teacher to choose. As children develop as writers, it may be appropriate for them to have a more collaborative role in the working wall.

Importantly, teachers and adults in the classroom must teach children how to make best use of the working wall by modelling why, when and how to use it.

Deciding where to sit children in relation to the working wall and whether to take selected elements and copy these for children needing additional scaffolding is for the teacher to decide.

The Writing Journey - Writing Independently

- At least once a half-term (6 times a year), children will write a finished piece in their writing assessment book. These are mapped out in our writing overview.
- These pieces of writing are assessed by teachers using the TEFAT Writing Frameworks. [TEFAT writing assessment frameworks](#)
- These are independent pieces of writing (within the year group expectation of independence).
- These will have been edited prior to publishing in their assessment books. However, children may return to them later in the year to edit and proof-read once they have honed further skills.
- Children receive feedback from their teacher following these tasks and targets for improvement should be shared verbally.

The Writing Journey - Editing and Redrafting

Editing will look different for each year group. For example, Year 1 might have learned to use capital letters for proper nouns, so this is the focus for their editing. Whereas Year 6 will have a toolkit of skills and expectations and might use editing stations and group/partner activities to edit their writing. Children make any amendments in their own writing using a purple pen.

During mini writes, teachers can have specific focus editing and this may be different according to the needs of the child. By the end of the writing journey, children will have built up a range of elements that they have edited. Editing is taught and modelled by teachers and the more opportunities children have to do it, the more automatic it becomes for them.

When editing and redrafting, focus on discreet grammar taught within the year and from previous years with an expectation that children apply what they have learned.

Teachers must know the punctuation expectations for their year group (and those prior to their own) and expect that children are applying them. Where gaps in learning are identified, teachers will address these through targeted teaching. [Appendix 2 National Curriculum English Programmes of Study for Key Stage 1 and 2](#)

Vocabulary

Every classroom has an area dedicated to ‘Words to Investigate’. These can come from reading, the wider curriculum, discussions and teacher modelling. Teachers will explain the meanings of the word and exemplify how to use the words in context. Where appropriate, children are encouraged to make use of these words in their own writing. Over the course of the term, year, key stage, children are able to build up a bank of words and meanings that are implemented into their writing

Language should be age appropriate and linked to current learning.

The statutory spelling lists for the Year Group (and previous year group) need to be learnt, spelt correctly and embedded into the writing [Appendix 1 National Curriculum Programmes of Study for English in Key stages 1 and 2](#)

Vocabulary should challenge and stretch children but also be chosen specifically for impact on the reader. Teachers will explicitly talk about this when modelling writing and encourage children to do so with increasing independence as they move through Key Stage Two.

Teachers will revisit the words they want the children to use often as children need to be exposed to words and language on multiple occasions to be confident in using them when they speak and write.

Grammar and Punctuation

Grammar is most often taught, in context, as part of a writing journey.

Teachers also use short, focused starter activities - with whiteboards or in books - to revisit devices and features taught previously, address any identified misconceptions and so children do not forget.

Teachers initially teach the skill and provide practice activities so the children can apply the skill.

Examples may be displayed on the working wall.

Key skills are revisited regularly and for some children a specific skill may be a target of intervention.

Teachers may show SATs style questions in order to check children have remembered and understood a key concept.

An example of information that may appear on a working wall.

Relative Clauses and Relative Pronouns

- Relative clauses add extra information about a noun in the sentence.
- Relative clauses are often embedded.
- Relative clauses start with relative pronouns or relative adverbs, the most common of which are: **who, which, that, where, when**
- The sentence must still make sense without the relative clause.
- Relative clauses usually have commas before and after them when they're embedded.

Many young people, who dream of becoming professional footballers, join youth teams.

Example activities that may be used at the start of a lesson to check understanding.

Show sentences challenge children to identify the relative clauses.

Show sentences without relative clauses, can we compose a relative clause for it?

Children write own sentences that include relative clauses linked to a picture/text/topic.

Writing Across the Curriculum

As part of our wider curriculum, we aim for children to produce an extended piece of writing (with developing independence) in KS2 each half term.

This could be used to assess understanding of a topic, for example a report on contrasting localities within the UK.

The writing should be linked to a recent text type that has been taught in English lessons.

Subject leaders will support planning of this through their curriculum overviews and suggested assessment opportunities. [Example geography unit overview](#)

Assessment and Moderation

We use TEFAT writing assessments for the year group the child is currently in. A very small minority of children might have sheets from previous years/small steps if they are assessed as working below. This will be through discussion with the English Lead and SENCo.

Each term, we complete in-school moderation where teachers present collections of children's writing to the English Lead (and where appropriate SENCo) and engage in professional discussion to identify strengths and next steps.

Within TEFAT, we join moderation sessions to share writing and judgements. In year 6, colleagues meet regularly (at least once each half-term) to do this.

Year 6 teachers also engage with Local Authority moderation.

Outcomes of writing assessments are shared during Pupil Progress meetings and transition meetings to support teachers in targetting effective support.

Marking and Feedback

Marking and Feedback Policy

Hot Marking/Live Marking

Often feedback is given during the lesson as the children are working. This allows teachers to address any misconceptions, adapt teaching and showcase good examples. If teachers are live marking, there should be evidence that children have made adjustments/addressed an issue as a result of the adult's feedback.

Whole Class Feedback

Whole class feedback may be used. Teachers choose four areas e.g. what worked well (good examples using features/skills taught can be shared using the visualiser); an area for improvement; a short activity to address this; and children identified as needing further support/scaffolding.

Peer Marking and Feedback

When appropriate, children will work in pairs or small groups to share feedback with one another. The teacher may give a particular focus for this e.g. 'Has your partner carefully chosen vocabulary to describe their setting effectively?' or may be a more general proof-reading for spelling and punctuation errors. Adults model what this should look like to begin with. As children move into upper key stage two, they are expected to do this with increasing independence.

From the Ofsted English Review 2022

- Feedback should provide a 'recipe for future action' if it is to be useful and effective. It should also be specific, rather than general, and be challenging and related to the goal of the task. Pupils benefit from being able to understand their mistakes, why they made them and to prevent making such mistakes in the future.
- When pupils are learning new knowledge and skills, feedback should be immediate and precise. This can prevent them from making errors and developing misconceptions.

Writing as a Reader

Teachers know the expectations in the National Curriculum when it comes to word and sentence level knowledge. [National Curriculum English Programmes of Study for Key stages 1 and 2](#)

We use every opportunity, across the curriculum, to explore language and words.

Indirect and direct teaching of words is used to broaden children's vocabulary.

In school, we have chosen to use high-quality texts as an exemplification for how children could/should use language.

When reading, we explore the writer's craft with learners, discussing how authors create texts and what their desired impact on readers is.