



Slyne-with-Hest St Luke's C of E Primary School.

'Listen, Learn, Love and Laugh as Part of God's Family'

Writing

Writing at Slyne-with-Hest St Luke's C of E Primary School

Intent

At Slyne-with-Hest Primary School our English curriculum is designed to develop our pupils into confident, proficient, and passionate writers who can effectively communicate their ideas across different genres and purposes. We are committed to providing a rich and diverse range of writing opportunities that are relevant to pupils' experiences and to engage them with real-world purposes for writing.

Implementation

To ensure that our children become confident writers we have a clear knowledge and skills progression for each year group linked to the Lancashire KLIPs. Furthermore, we make explicit references to the intended purpose and audience for their writing so the children know why they are studying a particular text type and the intended outcome. At Slyne-with-Hest Primary School we ensure that opportunities for writing are rich, varied, and engaging. Through high-quality teaching and learning experiences, pupils are provided with ample opportunities to explore and experiment with different forms of writing. Teachers model writing effectively, provide explicit instruction on writing techniques, and offer regular feedback that supports pupils in improving their work. We integrate writing across all aspects of the curriculum, enabling pupils to apply their skills in different contexts. We ensure that children are given opportunities for extended writing, collaborative writing, and cross-curricular writing projects to foster a love for writing and showcase its relevance in the real world.

Our approach to planning and delivering our English units follows Lancashire's 'Teaching Sequence and Skills' approach. This allows our writers to: develop the desire to write; respond to and analyse texts on the genre being taught to identify the relevant features and skills; plan and gather appropriate content, knowledge and subject specific vocabulary; observe, take part in and create modelled, shared, guided, paired and independent pieces of writing; and finally present their work through a written piece or an oral piece.

Impact

At Slyne-with-Hest primary school our children make excellent progress in their writing skills, demonstrating fluency, accuracy, creativity, and an ability to adapt their writing for different purposes and audiences. Assessment data, book looks, and pupil voice feedback are used to measure the impact of the writing curriculum on pupils' outcomes. Progress is tracked systematically, and interventions are adjusted to ensure that every child is supported to reach their full potential in writing. Children in our school are proud of their writing and develop to become confident communicators.



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Writing progression

(This document needs to be read alongside the Lancashire Key Learning Indicators of Performance (KLIPs))

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>Planning</p> <ul style="list-style-type: none"> - Orally plan and rehearse ideas. - Sequence ideas and events in narrative. - Sequence ideas and events in non-fiction. - Use familiar plots for structuring stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> - Orally compose every sentence before writing. - Re-read every sentence to check it makes sense. - Compose and sequence their own sentences to write short narratives. - Compose and sequence their own sentences to 	<p>As Year 1 and:</p> <p>Planning</p> <ul style="list-style-type: none"> - Plan and discuss what to write about <p>Drafting and Writing</p> <ul style="list-style-type: none"> - Orally rehearse each sentence prior to writing. - Develop stamina for writing in order to write at length. - Write about real and fictional events. - Write simple poems based on models. - Make simple notes from non-fiction texts - Use specific text type features to write for a range of audiences and purposes. 	<p>As Year 2 and:</p> <p>Planning</p> <ul style="list-style-type: none"> - Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. - Discuss and record ideas for planning using a range of formats. <p>Drafting and writing</p> <ul style="list-style-type: none"> - Create and develop settings for narrative. - Create and develop 	<p>As Year 3 and:</p> <p>Planning</p> <ul style="list-style-type: none"> - Read and analyse narrative, non-fiction and poetry in order to plan their own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. - Discuss and record ideas for planning <p>Drafting and Writing</p> <ul style="list-style-type: none"> - Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. - Plan and write an opening paragraph which combines setting and character/s. - Improvise and compose dialogue, demonstrating their understanding of 	<p>As Year 4 and:</p> <p>Planning</p> <ul style="list-style-type: none"> - Identify the audience and purpose. - Select the appropriate language and structures. - Use similar writing models. - Note and develop ideas. - Draw on reading and research. - Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> - Select <i>appropriate</i> structure, vocabulary and grammar. - Blend action, dialogue and 	<p>As Year 5 and:</p> <p>Planning</p> <ul style="list-style-type: none"> - Identify audience and purpose. - Choose appropriate text-form and type for all writing. - Select the appropriate structure, vocabulary and grammar. - Draw on similar writing models, reading and research. - Compare how authors develop characters and settings (in books, films and performances). - Use a range of planning approaches <p>Drafting and Writing</p> <ul style="list-style-type: none"> - Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.



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	<p>write short non-fiction texts</p> <ul style="list-style-type: none"> - Use formulaic phrases to open and close texts. - Write in different forms with simple text type features <p>Evaluating and Editing</p> <ul style="list-style-type: none"> - Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none"> - Read aloud their writing audibly to adults and peers. 	<p>Evaluating and Editing</p> <ul style="list-style-type: none"> - Edit and improve own writing in relation to audience and purpose. - Evaluate their writing with adults and peers. - Proofread to check for errors in spelling, grammar and punctuation. <p>Performing</p> <ul style="list-style-type: none"> - Read aloud their writing with intonation to make the meaning clear. 	<p>characters for narrative.</p> <ul style="list-style-type: none"> - Improvise, create and write dialogue. - Create and develop plots based on a model. - Use different sentence structures (see VGP). - Group related material into paragraphs. - Use headings and sub headings to organise information. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> - Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. - Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> - Use appropriate intonation, tone 	<p>Standard and non-Standard English.</p> <ul style="list-style-type: none"> - Use different sentence structures (see VGP). - Use paragraphs to organise writing in fiction and nonfiction texts. - Use organisational devices in non-fiction writing, - Link ideas across paragraphs using fronted adverbials <p>Evaluating and Editing</p> <ul style="list-style-type: none"> - Proofread to check for errors in spelling, grammar and punctuation. - Discuss and propose changes to own and others' writing with partners/small groups. - Improve writing in light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> - Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<p>description within and across paragraphs.</p> <ul style="list-style-type: none"> - Use different sentence structures with increasing control (see VGP). - Use devices to build cohesion (see VGP). - Use organisation and presentational devices <p>Evaluating and Editing</p> <ul style="list-style-type: none"> - Assess the effectiveness of own and others' writing in relation to audience and purpose. - Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. - Ensure consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> - Select appropriate register for formal and informal purposes, - Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action - Consciously control the use of different sentence structures for effect. - Use a wide range of devices to build cohesion within and across paragraphs. - Deviate narrative from linear or chronological sequence - Combine text-types to create hybrid texts - Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences, - Find examples of where authors have broken conventions to achieve specific effects.
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			<p>and volume to present their writing to a group or class.</p>		<ul style="list-style-type: none"> - Ensure consistent subject and verb agreement. - Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> - Use appropriate intonation and volume. - Add movement. - Ensure meaning is clear. 	<ul style="list-style-type: none"> - Make conscious choices about techniques to engage the reader. - Use active and passive voice to achieve intended effects. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> - Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. - Proofread for grammatical, spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> - Use appropriate and effective intonation and volume. - Add gesture and movement to enhance meaning - Encourage and take account of audience engagement. -
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<p>Punctuation and Grammar</p>	<p>KEY TERMINOLOGY: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <ul style="list-style-type: none"> - Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. - How the prefix un-changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] - How words can combine to make sentences - Joining words and joining clauses using and 	<p>KEY TERMINOLOGY: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>As Year 1 +</p> <ul style="list-style-type: none"> - Formation of nouns using suffixes such as -ness, -er, and by compounding [for example, whiteboard, superman] - Formation of adjectives using suffixes such as -ful, -less - Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs - Subordination (using when, if, that, because) 	<p>KEY TERMINOLOGY: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p> <p>As Year 2 +</p> <ul style="list-style-type: none"> - Formation of nouns using a range of prefixes [for example super-, anti-, auto-,] - Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] - Word families based on common words, showing how words are related in form and meaning [for 	<p>KEY TERMINOLOGY: determiner, pronoun, possessive pronoun, adverbial</p> <p>As Year 3 +</p> <ul style="list-style-type: none"> - The grammatical differences between plural and possessive s - Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) - Fronted adverbials [for example, later that day, I heard the bad news] - Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting 	<p>KEY TERMINOLOGY: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>As Year 4 +</p> <ul style="list-style-type: none"> - Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] - Verb prefixes [for example, dis-, de-, mis-, over-, and re-] - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for 	<p>KEY TERMINOLOGY: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>As Year 5 +</p> <ul style="list-style-type: none"> - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] - How words are related by meaning as synonyms and antonyms [for example, big, large, little]. - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the
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	<ul style="list-style-type: none"> - Separation of words with spaces - Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Capital letters for names and for the personal pronoun I - Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> - and co-ordination (using or, and, but) - Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man on the moon] - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list - Apostrophes to mark where letters are 	<ul style="list-style-type: none"> example, solve, solution, solver, dissolve, insoluble.] - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore,], or prepositions [for example, before, after, during, in, because of,] - Introduction to inverted commas to punctuate direct speech - Introduction of paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Use of the present perfect form of verbs 	<ul style="list-style-type: none"> clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"] - Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Use commas after fronted adverbials - Use of paragraphs to organise ideas around a theme - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> example, might, should, will, must] - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - Devices to build cohesion within a paragraph [for example, then, after, that, this, firstly] - Linking ideas across paragraphs using adverbials of time [for example, later] place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	<ul style="list-style-type: none"> greenhouse was broken (by me)]. - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity [for example, man eating
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		<p>missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <ul style="list-style-type: none"> - Correct choice and consistent use of present tense and past tense throughout writing - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, - he was shouting] 	<p>instead of the simple past [for example, he has gone out to play contrasted with he went out to play]</p>			<p>shark versus man-eating shark, or recover versus re-cover]</p> <ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis - Layout devices [for example, headings, sub-headings, columns, bullets or tables, to structure text]
<p>Handwriting</p>	<ul style="list-style-type: none"> - Sit correctly at a table and hold a pencil correctly. - Hold a pencil with an effective grip. - Form lower-case letters correctly – <i>starting and finishing in the</i> 	<p>As Year 1 and:</p> <ul style="list-style-type: none"> - Form lower-case letters of the correct size relative to one another. - Orientate capital letters correctly. - Use capital letters appropriately. 	<p>As Year 2 and:</p> <ul style="list-style-type: none"> - Form and use the four basic handwriting joins. - Write legibly. 	<p>As Year 3 and:</p> <ul style="list-style-type: none"> - Use a joined style throughout their independent writing. - Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and</i> 	<p>As Year 4 and:</p> <ul style="list-style-type: none"> - Write fluently using a joined style as appropriate for independent writing. - Choose when it is appropriate to print (lower case 	<p>As Year 5 and:</p> <ul style="list-style-type: none"> - Write, using a joined style, with increasing speed. - Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for</i>



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	<p><i>right place, going the right way round, correctly oriented.</i></p> <ul style="list-style-type: none"> - Form digits 0-9 correctly. - Practise forming letters in handwriting families: - Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>'). - Form capital letters correctly. 	<ul style="list-style-type: none"> - Write capital letters and digits of the correct size relative to one another and to lower case letters. - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Use spacing between words which reflects the size of the letters. 		<p><i>equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></p>	<p>or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i></p>	<p><i>letters, marker pens for posters.</i></p>
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