



Curriculum Intent

Subject: Writing

Subject coordinators: Georgette Davies and Christina Joseph

Key:

Composition
Transcription
Vocab, grammar and punctuation
Handwriting and presentation

End points for Early Years	End points for KS1	End points for KS2
<p>By the end of early years children will have extended their vocabulary through hearing a range of texts and genres by having the opportunity to role-play and listen to stories. At Cranford, throughout EYFS they follow different topics each term that enables them to build on their early learning across all subjects. Throughout these topics they will be exposed to a range of stories and genres introducing them to lots of new vocabulary. The topic title remains the same in nursery and reception further building their foundations for learning. These topics are; The Deep Dark forest, the magical land far away which has links to history which</p>	<p>By the end of Key Stage 1, children at Cranford will be ready for entering Key Stage 2. They will have a deep, meaningful understanding and knowledge of subjects, with the ability to build on prior knowledge equipping them for KS2. At Cranford, this will be supported by using high quality fiction and non-fiction texts from the Power of Reading. They will achieve this by having the opportunity to produce writing across all subject areas, writing styles and building complex sentence structures. For example, in Year 2, pupils will have learned about Traction Man and written a description on setting</p>	<p>By the end of Key Stage 2, children at Cranford will be ready for the demands of Year 7 across all subjects; they will have a knowledge and understanding of subject specific vocabulary. At CPS, in Key stage 2. vocabulary is taught by children having access to a range of genres such as poetry, narrative, fiction and non-fiction supported by high quality text from the scheme, Power of Reading. Power of Reading supports planning but is adapted and differentiated to meet the needs of the pupils at CPS.</p>

<p>is further built on in Year 2 for example where they do the topic castles, the world around us which is built upon throughout their journey at CPS from Year 1 where they look at continents and then in Year 6, Europe, the topic Earth and beyond, Big Beast and Mini beast. Children will also have had the opportunity to share their ideas through a range of activities that are set up around the classroom. Some examples include: writing a shopping list, listing favourite characters and much more.</p>	<p>using a wide range of creative writing skills focusing on adjectives and building complex sentences.</p> <p>In KS1, writing is also developed at CPS by having cross-curricular Big Writes which help pupils engage in a variety of writing styles and become familiar with different texts. In Year 2, pupils will have learned how to write a diary entry as Samuel Pepys. This is linked to the Year 2 History topic and will have focused on including the 5 senses. Pupils will have become familiar with technical vocabulary learnt in History as well as developed their diary writing skills. Additionally, in Year 2, pupils will have written a Big Write focused on letter writing linked to the fictional text 'The Dark,' where pupils will have learnt how to write a letter of response to the Dark answering a letter from Lazslo. Whereas in Year 1, pupils will have completed a cross-curricular Big Write focused on instructional writing about how to make a jacket which is linked to the Science topic of materials. Having knowledge organisers, subject specific vocabulary on knowledge based LI's (key words highlighted in bold), use of topic or Science books whilst pupils are planning for Big Writes will help pupils at Cranford understand and apply vocabulary and learning taught especially in cross-curricular lessons..</p>	<p>Pupils will also have been shown high quality modelling and shared writing. They will achieve this by having the opportunity to produce extended pieces of writing across all subjects. This is shown at CPS in cross-curricular Big writes, for example, in Year 6 a science story Big write linked to evolution, in Year 5 a diary entry for Tutunkhaman's tomb and In Year 5 a newspaper report all about Ernest Shakeltion's trip to Antarctica where the children will have applied the vocab taught across subjects.</p> <p>At Cranford, children will have access to subject specific Knowledge organisers for every topic they are taught throughout the year and lesson specific vocabulary on LI's that further supports their development of vocab specific to different subjects</p> <p>Through well structured lessons and resources at CPS children will leave with a broader vocabulary and understanding. .</p>
<p>Children will have developed their speaking through regular role-play and will be given the opportunity through role-play and teacher led activities to begin writing. In nursery pupils will begin by using large motor skills for example mark making in the sand and using a range of stimuli. This will further be developed in reception so that by the end of EYFS they should be able to write simple sentences. Spelling is developed through phonics. At Cranford we use a systematic</p>	<p>By the end of Key Stage 1, children will be able to compose and write sentences, form short narratives through drafting, reading and discussing and elaborating on key ideas to ensure their writing is clear with support from teachers. This will be implemented through high quality teaching and modelled examples for pupils, using sentence stems to promote oracy in literacy and enable pupils to discuss ideas and edit</p>	<p>By the end of Key Stage 2, pupils will be able to use a range of sentence structures in their writing and understand why the sentences are constructed in this way. At CPS, we have a specific time to teach SPAG where the children are shown how to use a range of sentence structures such as clauses for and this can then be demonstrated in their writing. In addition to this on a Friday, we have an extended SPAG lesson. What is taught in these SPAG lessons is</p>

<p>synthetic phonics on Bug Club and throughout the day there are activities set up around the classroom that encourage the children's development of this such as writing lists, putting the letters together to make words and finding the letters. By the end of EYFS, pupils should have the confidence and the foundations to develop their writing skills.</p>	<p>ideas verbally to aid their understanding of clarity in writing.</p> <p>For example in Year 2, pupils will have been given a high quality example of a final written piece of a</p> <p>Through frequent use of sentence stems in LI's across all lessons and an extensive vocabulary bank, pupils will be able to discuss learning, develop vocabulary and learn to articulate themselves clearly.</p>	<p>further ingrained during writing tasks with SPAG focus LI's where applicable. For example in Year 6, the children may have a learning focus of understanding how to write a diary from a charters perspective and an LI focusing on SPAG such as, to know how to use a range of conjunctions to expand on my ideas.</p> <p>This is across all subjects and children are praised by pink highlighting when they use it and if needed given constructive next steps, for example, a written example by the teacher and then the children are to create their own.</p> <p>Also in Big writes there are targets that link to this on the assessment card. For example in Year 4 to use a range of clauses including embedded. This will be achieved by explicit grammar teaching in grammar lessons and across all subjects where high quality models, expectations and marking will take place.</p> <p>Pupils are also given the chance to respond to feedback and self/peer access marking supporting their understanding of sentence structures and the impact they can have on writing. High quality texts that are shared through the Power of reading for example, 'Varjak Paw,' in Year 4, 'The Boy in Girls clothes.' in Year 5 and 'The song from somewhere else in Year 6.</p> <p>Throughout teaching, children are given the opportunity to demonstrate a good understanding by completing tasks which involve uplevelling or explaining which one is better and why and explaining their own choices.</p>
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<p>Children will follow a daily systematic synthetic phonics programme: Bug Club to develop their ability to begin to sound out and write words. Through play and structured teaching by the end of EYFS, children should be able to write tricky words. Children's foundation skills will be built on by matching images and phrases such as fish and chips and then further extending their sentence writing with sentences that begin with, I can...</p>	<p>By the end of Key Stage 1, pupils will be able to develop their writing stamina, formation of letters and numbers and presentation in books. Pupils should develop correct letter formation, know how to use diagonal and horizontal strokes and know which letters join and which should be left unjoined. Many opportunities are given for pupils to develop their writing pace and engage in a wide range of writing styles. This is developed further by high quality modelling by teachers during English, discrete handwriting lessons and cross curricular lessons as well as engaging in extracurricular writing tasks.</p>	<p>By the end of Key Stage 2, pupils at Cranford will be able to understand nuances in vocabulary choice and use age-appropriate, academic vocabulary. Through oracy being implemented at Cranford, pupils will be given the opportunities to discuss and develop their vocabulary. Through various oracy opportunities, children are able to discuss their learning. Examples of oracy activities at Cranford are; the galloping gallery, stand up-pair up and much more. Children will also have been supported by being given sentence stems and a bank vocabulary on LI's across lessons.</p> <p>High quality texts and models will also support the development of vocabulary at Cranford. Links to both prior and previous learning are made to consolidate learning and understanding and these can be seen at the beginning of each foundation lesson where links are made to previous years for example the topic, 'All about Europe' in Year 6 has links to learning about, 'The world around us.' in reception and. 'Our local area,' in Year 3 and much more.</p>
<p>By the end of EYFS, children will have an understanding of rhyming words. By the end of reception, most children should be able to write sentences with capital letters and full stops preparing them for building their writer's voice throughout CPS.</p>	<p>By the end of KS1, pupils will have built up a bank of vocabulary and learn to connect and progress with their learning throughout their education. Pupils will be taught a wide range of spelling and grammar rules through rich and stimulating activities developing their oracy and writing skills. This will be achieved through daily SPAG and phonics lessons which aim to teach pupils grammar and spelling rules as well as an extended grammar session on Friday. This will be supported at Cranford by introducing a knowledge based LI on Friday for extended grammar lessons highlighting key vocabulary and clear success criteria.</p>	<p>By the end of key stage 2, children will demonstrate an awareness of the audience and understand the purpose of their writing; this will be supported by a wide range of genres and texts being taught and shared throughout KS2. Throughout a unit of work children will be given to write for a range of purposes. For example, in Year 6 when children use 'The Song From Somewhere Else' as a stimulus they look at letter writing to offer advice, diary writing from different perspectives, alternative solutions, prediction, poetry and much more. Further developing a greater knowledge of a wide range of genres, vocabulary and understanding of grammar</p>

For example, having a knowledge based LI for Friday grammar lessons was trialed in Year 3 during a lesson on inverted commas. Pupils had positive feedback and developed a greater understanding of inverted commas and when to use them in their writing. Implementing a knowledge based LI for Friday grammar lessons will ultimately help pupils to understand the impact spelling, grammar and punctuation has in writing and will in turn provide greater clarity and meaning in their writing tasks.

In Year 1, pupils will have developed their learning of spelling, punctuation and grammar by incorporating SPAG focused starters at the start of every English lesson. This has been shown in Year 1 lessons focussing on capital letters, full stops and question marks. By implementing this, SPAG focused rules will become embedded in pupils' learning and feed into their writing.

Spelling will be supported through weekly spelling tests which teach the spelling rules, high frequency words and key topic words. Also, this will be achieved through quality feedback, marking and teaching.

Through linking prior learning and highlighting key vocabulary at the beginning of a high quality text, pupils will be able to have a better understanding of key words in texts, spot grammar or spelling focus', use phonics knowledge to segment words into graphemes and correctly spell 40+ phonemes already taught. Pupils will have used and become familiar with Bug Club phonics to help them fully comprehend and learn to correctly spell 40+ phonemes and graphemes. Support will also be offered by following Rapid phonics.

and how grammatical features impact their writing. This builds on the individual's ability to develop their own writer's voice. Support with developing this is given through extra vocabulary given on LIs, knowledge organisers in cross curricular activities as well as daily teaching and high quality modelling by teachers.

	<p>At Cranford, using systematic synthetic daily phonics programmes will enable pupils in KS1 to develop their ability to sound out and write words. We also teach spelling of high frequency words in KS1 and give pupils the opportunity to include these specific spellings in their writing. Pupils are encouraged to learn and spell high frequency words on a weekly basis as well through spelling tests.</p>	
	<p>By the end of KS1, pupils will have developed a clear understanding for writing for a purpose with increasing clarity and cohesion. This will be developed further throughout their primary education. Pupils will have developed their writing composition by using planning aids and verbalisations to help develop and deepen their writing. In Year 2, pupils will have been given a high quality example of a piece of writing as well as contributed to a shared write, for example, when learning about letter writing using the text 'The Dark.' Furthermore, Year 2 pupils will have better understood emotions by linking this to Cranford's Zones of Regulations.</p> <p>Pupils at Cranford will be supported by being given explicit learning intentions and guidance, shown high quality texts and engage in a wide range of texts and writing styles which aim to promote a love of learning and develop coherent writers. Pupils will develop their cohesive writing through writing for a range of purposes, complete Big writes and extended cross curricular activities such as differentiated writing competitions.</p>	<p>By the end of KS2 children will have developed their writing stamina and presentation. Many opportunities are given for children to develop their writing pace and presentation across all subjects. For example in R.E writing letters of advice or diary entries reflecting on a day etc. This is supported during English and cross curricular activities as well as additional engaging tasks to encourage children. At Cranford, children complete a Big write linked to their English writing every half term and once a term a cross-curricular Big write. This is an extended piece of writing and gives them the opportunity to demonstrate their application of what has been taught.</p>

	<p>They will re-read their writing to check for any errors. Their intonation, when reading their writing aloud, will enable meaning of their writing to become clearer.</p>	
	<p>By the end of KS1, pupils will be equipped with the knowledge of drafting and correcting their writing. This will be continued into their further primary education. This will be achieved by pupils composing work orally, drafting, revising drafts and responding to teacher feedback. Through explicit teacher modelling and sharing and pupil/class evaluating examples of 'final' pieces of work whilst referring back to the intended audience, pupils will understand the editing process making it manageable and clear for them. This is also supported through Big Writes in KS1, where pupils can refer to the assessment grids and look at what their previous targets are for writing.</p> <p>This will also be supported through constant referral to the success criteria on the LI and sharing each step with pupils to enable them to become reflective, independent learners.</p>	<p>By the end of Key Stage 2, children will be equipped with the knowledge of a range of spelling rules which they will apply in their continued education. This is achieved by weekly spellings that teach the spelling rules, high frequency words and topic based words. Also, there are keywords on LI's and the pupils will have daily SPAG practise.</p> <p>Children are encouraged to use the spellings from the weekly spelling lists within their writing. They will know most of the statutory spellings lists for Years 3 - 6 and many common exception words.</p> <p>Children will be able to recognise their own spelling errors and rectify these by using a dictionary. This is a target that is seen on Big Write cards as well. To encourage learning spellings that they struggle with, children are required to correct spellings when a teacher highlights it in green highlighter three times.</p>
		<p>By the end of Key Stage 2, children will be equipped with the knowledge of a range of grammar techniques which they will apply in their continued education. This is achieved by daily grammar lessons that teach the grammar rules and an extended grammar session on a Friday. Also, through quality teaching, marking and at Cranford, we apply the grammar taught through shared writing and through looking at modelled examples where the pupils are able to pick apart the grammar used. In previous pupil conferences, children were able to identify the grammar they had used in their</p>

		<p>writing. Also, Cranford has historically had a high amount of children who achieve expected and the above expected standard.</p>
		<p>By the end of Key stage 2, the pupils will have developed their writing composition by having the opportunity to regularly write for a range of purposes, being given clear learning intentions and guidance, high quality modelled text and choice of stimuli that demonstrates clear coherence. They will complete extended writing in Big writes, as well as, Cross-curricular extended writing. Through a variety of oracy activities children will have discussed and developed their understanding of what makes a good piece of coherent writing. Children will use their own reading to inform their own writing. This will become clearer as they near the end of their primary education.</p>
		<p>By the end of Key Stage 2, children will be able to edit and improve their work and understand how they can improve their writing. This is done through planning and redrafting, teacher modelling and responding to feedback. Children have access to dictionaries and thesauruses. Activities such as which one is better and how can you improve this? Support here.</p>
		<p>Children will be able to write using the correct tense, formality and tone throughout one piece of writing. This is developed through children writing for a range of purposes for example past tense in a diary such as Anne Frank's diary in Year 6 or the subjunctive form in speech writing, for example, 'if I were,'</p> <p>At Cranford, we make the learning motivating and accessible for all through a wide range of activities and stimuli throughout all learning. This leads to</p>

		the children at CPS to leave with the beginnings of their own writer's voice which will be developed throughout secondary and future life.
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