

Vision

Writing is at the centre of our curriculum at Nook Lane. We are passionate about children becoming **lifelong** writers who use writing as a vehicle for **creativity** and want all children at Nook Lane to be able to **express their thoughts and ideas clearly** through the written word. Although writing is delivered in discreet sessions, we make strong links across the curriculum, ensuring that children apply their wider knowledge to what they are writing and vice versa. Children are immersed in **vocabulary** throughout the curriculum and are encouraged to use this vocabulary in everything they write. By the time they leave Year Six, children will have developed **a love for writing** as well as the skills needed to write accurately for a range of purposes and audiences using appropriate vocabulary and grammar to enhance their writing. We create **resilient and independent writers** who are able to reflect on, edit and improve their work. By matching teaching techniques and strategies to a range of learning styles, we strive for an enriched and **inclusive writing curriculum** fostering a culture of enjoyment, engagement and high expectations.

Intent

At Nook Lane Junior School, we aspire to help children develop as writers by prioritising the following key intentions:

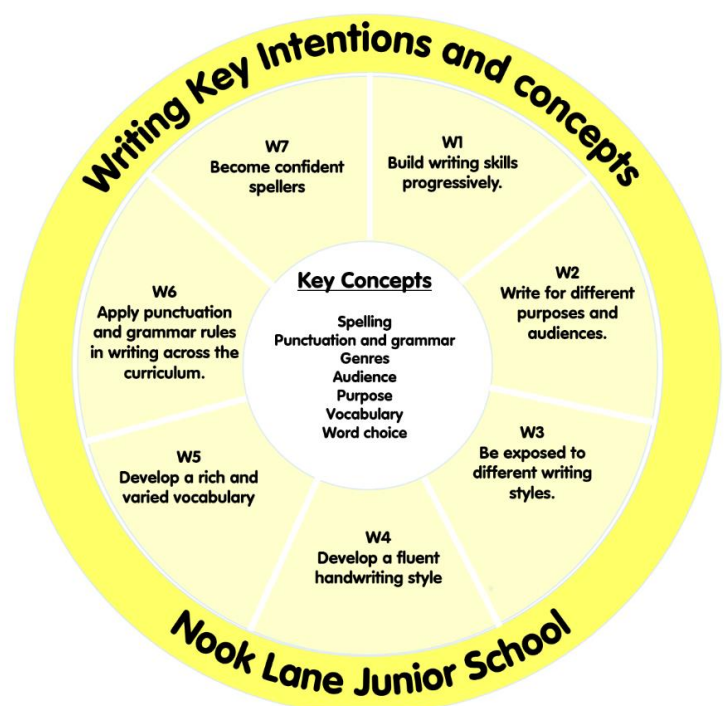
W1	It is our intention that writing is taught progressively with the spelling, punctuation and grammar skills outlined in the National Curriculum covered in each year group.
W2	Children will learn the skills needed to write clearly, accurately and coherently for a specific purpose (to inform, entertain, persuade or discuss) and for a specific audience, tailoring their vocabulary, punctuation and grammar choices accordingly. The punctuation, vocabulary and grammar needed to write for each purpose will be built upon each year.
W3	Children will be exposed to a wide range of genres and writing styles and the skills needed to write in these styles will be taught progressively throughout their time at Nook Lane.
W4	We aim for children to write fluently with a cursive style and apply this writing style to their work across the curriculum.
W5	Children will develop a rich and varied vocabulary through modelled writing, reading high quality texts, discreet vocabulary sessions and teachers having high expectations of oral responses. Children will be expected to apply this vocabulary across their writing and in discussion.
W6	Punctuation and grammar will be taught in context and with a purpose so that children can apply these concepts to their writing for its effect and impact on the reader.
W7	Children will become confident spellers, spelling new words by effectively applying the spelling rules they are taught to their work across the curriculum.

Throughout their learning, children will develop an in-depth understanding of the following concepts that are continually returned to and discussed within each unit of learning so children improve as writers.

Key Concepts

1. Spelling
2. Punctuation and grammar
3. Genre
4. Audience
5. Purpose
6. Vocabulary
7. Word choice

Our writing key intentions and concepts are captured within our writing Logo.



Implementation

- ❖ Writing is taught in the 'Immerse, Analyse, SPaG, Plan, Draft and Edit' sequence.
- ❖ Punctuation, grammar and key spellings (tier two and three vocabulary) concepts are identified at the beginning of each unit and focused on throughout to enable children to write effectively for the intended purpose and enable them to demonstrate the skills they have learned in their writing.
- ❖ Writing is taught progressively across year group using the 'Writing Purpose Progression: Skills and Knowledge' and the Writing Subject Booklet documents which outline the text types, grammar, punctuation, spelling and vocabulary needed to write for each writing purpose (inform, explain, entertain, persuade, discuss) in each year. The progression in each of these areas for each writing purpose and the fact that each writing purpose is revisited in each year group ensures children commit knowledge of each writing purpose to their long-term memory. Staff use their expertise and knowledge of their children to create units of work which cover a range of these writing purposes across the year. Planning and outcomes are monitored by the English lead to ensure there is coverage of these purposes and text types across the school.
- ❖ Writing is taught four times per week in every year group in two to three week units in order to expose children to a wide range of different text types and writing purposes across each year.
- ❖ We give children the opportunity to apply the skills they have learned in writing sessions to writing across the curriculum. Expectations of handwriting, spelling, punctuation and grammar across the curriculum are of the same high level as during writing sessions.
- ❖ Children are expected to apply the Nook Lane 'Must-Haves' in all of their writing.
- ❖ We provide a vocabulary rich environment for our children through the use of continually updated working walls, vocabulary displays, word mats and the discreet teaching of vocabulary. Exposing children to and explicitly teaching tier two and three words ensures children build a rich and varied vocabulary and are able to apply this to their writing.
- ❖ Spelling rules are taught using the Read, Write Inc Spelling program at least three times per week in each year group with children accessing the spelling group which matches their spelling age or small group phonics sessions if required. See the Read Write Inc Spelling programme overview for long term planning and progression.
- ❖ At Nook Lane we acknowledge and celebrate the diversity of proffered learning styles and aim to ensure that writing lessons provide a balance of visual, auditory and kinaesthetic inputs – a variety of interactive teaching methods to maximise learning outcomes for all our children.
- ❖ Teaching and learning takes place within a whole class setting. Good practice is shared and modelled across both settings with children also working independently, in pairs (matched or mixed ability) or as part of a small group based on Assessment for Learning. The nature of groupings will be task specific and dependent on desired learning outcomes. ICT is used where it enhances, extends and complements Writing teaching and learning. Additional adults are used to support the teaching of Writing. They work under the guidance of the teacher with small groups of children or individuals.

Impact

- ✓ Lessons are taught progressively from one year group to the next ensuring that children build on concepts taught in previous years to ensure the vast majority are writing at the Expected standard or above for a range of different purposes.
- ✓ Children develop and are able to identify the skills needed to write effectively across a variety of audiences, purposes, writing styles and genres.
- ✓ Children use a rich and varied vocabulary in both their written work and in discussion.
- ✓ Children write fluently and in a cursive style.
- ✓ Children express their creativity through writing, develop a lifelong passion for writing and are able to express their ideas clearly through the written word.
- ✓ Children become reflective writers, able to edit their work effectively.

Overview of learning Y3

Writing to entertain	Writing to inform (non-chronological report)	Writing to inform (recount)	Writing to inform (instructions)
Writing to persuade	Writing to explain	Writing to discuss	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Descriptive sentences	Letter	Narrative	Narratives Land of Roar	Newspaper report	Persuasive leaflet
	Persuasive speech	Eye witness account			Instructions - recipe	
	Non-chron report	Poetry x2 units	Describing a scene	Persuasive brochure	Story writing	Non-chron fact file
	Instructions					
Punctuation	Use capital letters, full stops, exclamation marks and questions marks correctly – Y2	Use commas to separate items in a list - Y2	Use apostrophes to mark where letters are missing in spelling – Y2 Begin to use inverted commas to mark direct speech.	Use apostrophes for singular possession – Y2	Revision	Revision
Grammar	Use present and past tense correctly when writing – Y2 To be able to identify a noun, verb and adjective in different contexts. Understand that a sentence is made up of one or more clauses and that a clause must have a subject and a verb	Use simple expanded noun phrases to add relevant and meaningful detail. Use 'a' or 'an' correctly depending on whether the next word begins with a vowel or consonant. Begin to use paragraphs, where appropriate, headings and subheadings, to group related material and aid presentation.	To be able to write and identify different types of sentence: statement, command, question, exclamation – Y2 In narratives, describe settings and characters. In narratives, some appropriate use of speech to convey character.	Some use of simple adverbs (then, next, soon) and prepositions (during the night, before breakfast) to link sentences, sections or paragraphs Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (e.g. and, but, so, or, because, when, if)	Begin to use headings and sub headings to aid presentation. Present perfect tense used accurately (e.g. 'she has gone out to play' rather than 'she went out to play')	Revision
Spelling	Adding the prefixes dis- and in- Adding the prefix im- to root words beginning with m or p Adding the suffix -ous Orange words answer, island, February, length, strength, business Adding the suffix -ly (to adjectives to form adverbs) Words ending in -ture	Adding -ation to verbs to form nouns Homophones Words with the c sound spelt ch Words with the sh sound spelt ch The short 'i' sound spelt 'y'	Words ending in -ion Unit 10 - Adding the suffix -ian (to root words ending in c or cs) Adding the prefix re-	Unit 12 - Adding the prefix anti- Special Focus 4 – Homophones whether, weather, ball, bawl, not, knot, plane, plain, scene, seen, hear, here, bee, be, weak, week, male, mail Adding the prefix super	Adding the prefix sub- Revision and Y3/4 word list	Revision and Y3/4 word list

Overview of learning Y4

Writing to entertain		Writing to inform (non-chronological report)	Writing to inform (recount)		Writing to inform (instructions)	
Writing to persuade		Writing to explain		Writing to discuss		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Description – Greek myth monster	Poetry Kennings	Non chronological report	Persuasive speech	Non chronological report - Blue whale	Poetry – shape poetry and tercet poetry
	Greek myth					
	Greek Gods biography	Diary writing	Celtic escape story	Traditional tales	Persuasive letter – plastic waste	The Game
		The Piano - Narrative		Letter from Roman soldier		
Punctuation	Capital letters, full stops, question marks and exclamation marks used accurately Begin to use commas to punctuate fronted adverbials.	Apostrophes for singular possession used mainly correctly. Begin to use correct punctuation to mark direct speech.	Capital letters, full stops, question marks and exclamation marks used accurately Begin to use correct punctuation to mark direct speech.	Embed the use of commas to punctuate fronted adverbials. Revise Y3: Commas in a list used correctly	Some correct use of apostrophes for plural possession. Embed to use of commas to punctuate fronted adverbials.	Embed the use of commas to punctuate fronted adverbials. Revise Y3: Commas in a list used correctly
Grammar	To be able to identify different types of noun (proper, common, abstract, collective). Use of fronted adverbials to link within and between paragraphs (e.g. After the witch had run away, she...) To be able to identify nouns, verbs, adjectives, adverbs, conjunctions and determiners in different contexts.	To be able to identify a main clause and a subordinate clause in a sentence. Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause. Some use of dialogue to convey character	Use paragraphs to organise ideas around a theme e.g. making use of topic sentence in non-narrative. Express time, place and cause using adverbs (soon, finally, therefore), adverbials and prepositional phrases (before dark, during break, in the cave, because of Fred)	Begin to use pronouns to aid cohesion and avoid repetition. Write narratives with a clear plot and describe settings and characters. Using different verb forms which are mostly accurately (present and past progressive 'they are/were playing', present perfect 'they have played')	Use pronouns within and across sentences to aid cohesion and avoid repetition. Using different verb forms which are mostly accurately (present and past progressive 'they are/were playing', present perfect 'they have played') Use of fronted adverbials to link within and between paragraphs (e.g. After the witch had run away, she...)	Expand noun phrases using adverbs, prepositions and adjectives for precision, clarity and impact. Express time, place and cause using adverbs (soon, finally, therefore), adverbials and prepositional phrases (before dark, during break, in the cave, because of Fred)
Spelling	Revise the prefix un- Revise the prefix dis- Revise the the prefix -in Adding the prefixes mis- Revise words ending in zhuh spelt -ture	Words ending in zhuh spelt -sure The short 'u' sound spelt ou Adding the suffix -ly (to adjectives to form adverbs) Adding the prefix inter- Words with the 'ay' sound spelt eigh, ei, ey	Homophones Words ending in -ous Words with the s sound spelt sc Possessive apostrophes with plural words Words ending in zhun spelt -sion	Revising the prefix un- Revising the prefix mis-, Revising the prefix dis- Adding the prefix il homophones	The c sound spelt – que and g sound spelt -gue Adding ir- to words beginning with r Homophones Adding the suffix – ion with the root word ending in 'ss'	Adding the suffix – sion – swap the 'd' at the end of the root word for a 's' then add –ion Adding the suffix – ion – drop the 'e' on the root word before adding -ion Adding the prefix homophones Adding the prefix auto- automobile

Overview of learning Y5

		Writing to entertain	Writing to inform (non-chronological report)	Writing to inform (recount)	Writing to inform (instructions)	
		Writing to persuade	Writing to explain	Writing to discuss		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Poetry	Non-chronological report – Sutton Hoo	Instructions	Recount - diary	Biography	Volcanoes
	Recount – Newspaper report (Beowulf)	Persuasive speech – Viking Gods	Narrative – Wolf Brother description and suspense	Persuasion – Thornbridge flyer	Titanium – setting and tension	Volcanoes – how they erupt
Punctuation	Use correct punctuation to mark direct speech.	Use commas to mark clauses and clarify meaning.	Use commas to punctuate fronted adverbials. Use correct punctuation to mark direct speech.	Indicate parenthesis using brackets, commas and dashes.	Use commas to mark clauses and clarify meaning.	
Grammar	To be able to identify nouns, verbs, adjectives, adverbs, determiners, conjunctions, prepositions and pronouns in different contexts. Use adverbs, prepositional phrases, expanded noun phrases and relative clauses effectively to add detail, qualification and precision Use of adverbials (time, place and number), within and across sentences and paragraphs to aid cohesion	Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause In narratives, describe settings, characters and begin to create atmosphere (e.g. show not tell) Integrate dialogue in narratives to convey character and/or advance action	Use a range of clause structures, including the use of relative clauses, to create complex, multi-clause sentences. Use of pronouns and nouns within and across paragraphs to aid cohesion and avoid repetition. Consistently organise writing into paragraphs.	Use modal verbs (might, should, will, must) and adverbs (perhaps, surely) to indicate degrees of possibility.		
	Spelling	Silent 'b' Words ending in -ible Words that contain the letter string -ough Homophones Words ending in -able Words with silent letter t	Orange Words accompany, according, appreciate, attached, accommodate, aggressive Orange words rhyme, rhythm, symbol, system, forty, curiosity Words ending in -ibly and -ably Words ending in -ent - Homophones and other words that are easily confused	Orange words embarrass, excellent, exaggerate, especially, interrupt Words ending in -ence The ee sound spelt ei Orange words develop, determined, familiar, definite, awkward, persuade	Words ending in -ant, -ance and -ancy Words ending in shus, spelt -cious Homophones and other words that are easily confused	Orange words immediately, suggest, marvellous, necessary, programme, recommend Words ending in shus, spelt -tious Words ending in shul, spelt -cial or -tial Orange words convenience, muscle, disastrous, neighbour, interfere

Overview of learning Y6

Writing to entertain	Writing to inform (non-chronological report)	Writing to inform (recount)	Writing to inform (instructions)
Writing to persuade	Writing to explain	Writing to discuss	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Instructions: Gas masks	Letter: Letter from an evacuee	Persuasive writing: informal rainforest advert.	Inform – report on layers of the rainforest	SATS preparation – Reading and Maths revision	Alma - narrative
	Diary: Sheffield Blitz		Rainforest description	Persuasion – formal letter writing		Thank you letters
	Poetry	Narrative: lighthouse		Non chronological report: Jabberwock		
Punctuation	<p>Marking the boundary between two independent clauses: semi-colon, colon, dash.</p> <p>hyphens for compound adjectives</p> <p>Colons to introduce a list.</p> <p>Semi-colons to separate items in a complex list</p>	<p>use dialogue to convey character and advance the action.</p>	<p>Passive verbs</p>			
Grammar	<p>I have used appropriate vocabulary</p> <p>I have written for the correct purpose</p> <p>I have written for the correct audience</p>	<p>I have sustained the correct level of formality throughout my whole piece of work</p> <p>I have used a rich and varied vocabulary, drawing upon ideas from what I have read</p>				
Spelling	<p>Suffixes (1) -ing, -ed, -est, -er</p> <p>Suffixes (2) -er, -ing, -ed, -y, -ant, -tion, -ous, -ible</p> <p>Words that contain the letter string -ough</p> <p>Orange words communicate, community, committee, harass, occur, occupy</p> <p>Suffixes (3) -less, -ful, -ness, -ment, -ly</p> <p>Suffixes (4) -ing, -ance, -able, -ed, -est, -y, -en</p> <p>Homophones/words that are confused</p>	<p>Suffixes (5) -ing, -s, -able, -ed, -ly, -ness, -ous, -ful</p> <p>The sh sound spelt ti or ci</p> <p>Unit 7 – The sh sound spelt si or ssi</p> <p>Unit 8 – Silent letters</p> <p>The spellings ei and ie</p> <p>Words ending in -ible and -able</p>	<p>Plural nouns (1)</p> <p>Plural nouns (2)</p> <p>Hyphens co-operate, re-enter, re-open, co-ordinate,</p> <p>Special Focus 6 - Homophones/words that are confused</p> <p>Common mistakes whose, who's, its, it's, your, you're, theirs, there's</p> <p>Homophones/words that are confused</p>	<p>Revision and Y5/6 words</p>	<p>Revision and Y5/6 words</p>	<p>Revision and Y5/6 words</p>

