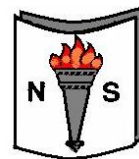


Newberries Primary School

'Play Together, Learn Together, Achieve Together, Grow Together'



Writing at Newberries

Intent:

Writing is a crucial part of our curriculum at Newberries. By the end of Year Six we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling independently. At Newberries, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.

"No matter what anybody tells you, words and ideas can change the world."

John Keating

Writing in Year 1

The prime focus, in Year 1, is on securing children's knowledge and understanding of **Phonics**. By the end of the year, children should be able to read, write and blend all 44 phonemes. Equipped with this knowledge, plus an ability to **spell "common exception words"** (such as *the, some, my, because*) and to add simple prefixes and suffixes (un-, -ing, -ed, -er, -est), the children should be able to **write simple sentences** that make sense, begin with a capital letter, and end with a full stop, question mark or exclamation mark. They should be able to join words and clauses using **and**. By term 3, children should be able to sequence sentences to form **short narratives** with a simple structure, e.g. a beginning, a middle, and an end, and to write **instructions** in the correct order. By the end of the year, children in Year 1 should start to show some variety in **sentence openings** (*While... When... Where... Fortunately... Unfortunately... Sadly...*). Lower and upper case letters should be correctly formed.

Writing in Year 2

The key focus in Year 2 is on **enriching the sentences** that children write, with a wider range of more complex **sentence opening phrases** (such as *In a land far away... Later that day... To his amazement... As soon as...*), interesting **adjectives** to describe people, objects and settings, and interesting **adverbs** to describe actions. They should be able to check that

their writing makes sense (using the present and past tense appropriately) and is **correctly punctuated** with full stops, capital letters, exclamation marks, question marks and commas in lists). Children should be secure in their **spelling** of common exception words, common homophones (e.g. which and witch; wear and where); and words with contractions (such as *it's*, *can't*, *won't*, *they're*, etc.). Children are also taught to use the **possessive apostrophe** in Year 2. Lower and upper case letters should be correctly sized and joined.

Writing in Year 3

Children learn to write in **paragraphs** in Year 3. These paragraphs should include a variety of **simple, complex and compound sentences**, with a range of conjunctions (meanwhile, during, following, when, if, because, although, however...). Pupils should start to include **interesting and appropriate vocabulary** that creates impact or clarifies information (e.g. a loud, wailing noise; stare, tremble, slither; magnificent, unbelievable). **Common homophones and near-homophones** should be correctly spelt (e.g. their, there, they're; your, you're; where, were; allowed, aloud; to, two, too), and children will learn to spell words ending in -tion, -sion, -cian and -ssion. In Year 3, children start to learn to use **speech marks** in dialogue, **colons** before a list and **commas** after fronted adverbials. Lower and upper case letters should be correctly sized and joined.

Writing in Year 4

Children in Year 4 continue to focus on enhancing **cohesion** and adding **impact** to their writing. They do this by learning to ensure that **paragraphs** have relevant and varied openings, and are used for a new subject, time, place, or person. Children's non-fiction writing should contain an introduction and a conclusion. Children also continue to practise selecting strong **vocabulary** for effect and precision; weak verbs such as 'got', 'said' and 'went' should be replaced. Most **common words, homophones** and words with **prefixes** and **suffixes** should be spelt correctly. By the end of Year 4, punctuation of **speech** should be secure and reporting clauses should be used correctly. By term 3, the **comma** should also be used correctly to punctuate **subordinate clauses** and **fronted adverbials**. Lower and upper case letters should be correctly sized and joined.

Writing in Year 5

By Year 5, children should be planning and writing **independently**, taking account of their **audience**. They should be checking and **editing** their writing to ensure that devices, such as sentence and paragraph openers, lend it

cohesion; sentences convey meaning clearly; and **vocabulary** adds impact. Spellings should be checked independently. Correctly punctuated **dialogue** should convey character and enhance action in story-writing. Sentences should be varied in structure, demonstrating an ability to include **clauses** appropriately within, at the start, and at the end of them. Children are taught to accurately use a wider range of punctuation, including **brackets, dashes and commas for parenthesis**. Lower and upper case letters should be correctly sized and joined.

Writing in Year 6

Writing in Year 6 should be planned, drafted and, through self-evaluation, edited independently. **Adverbials** and **subordinate clauses** should enhance **cohesion**, and adventurous vocabulary and grammatical structures should create **impact** and reflect the level of **formality** required. **Sentences** should continue to be varied in structure, demonstrating an ability to include clauses appropriately within, at the start, and at the end of them. Children learn the difference between **passive** and active styles and should demonstrate both, appropriately, in their writing. Children learn how to use the **colon** and **semi-colon** and should show a wide variety of accurately used punctuation in their writing. Lower and upper case letters should be correctly sized and joined.