

# JUNCTION FARM PRIMARY SCHOOL

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## ENGLISH: WRITING POLCY

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Date of Next Review: September 2024

Responsible Officer(s): Head teacher

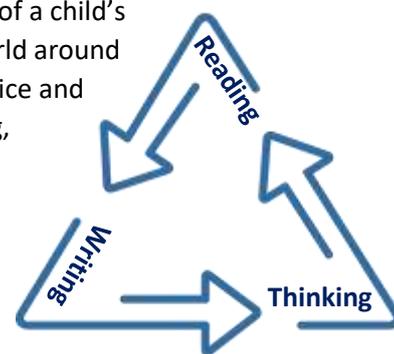
# 1. Introduction

*English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.*

National Curriculum 2013 – English: Purpose of Study p12

## 1.1 The Importance of English

Here at Junction farm primary School, the teaching of English is considered in terms of a child's ability to think and to communicate. Reading allows a child to make sense of the world around them, while writing and oracy affords them the opportunity to develop their own voice and to express feelings, ideas and emotions in an increasingly sophisticated way. Spelling, grammar and handwriting are important components in ensuring that this communication is as accurate and accessible as possible. Crucially, progress in all of these skills represents a child's maturing capacity to think. This is precisely why the provision of a robust education in English will equip our children with essential life skills, and provide a vehicle for social mobility as they seek to pursue opportunities beyond our school.



## 1.2 Our approach as a school

We acknowledge that writing is one of the most cognitively challenging things we could ask a child to do. Producing a piece of writing is a process of composition. Children must balance creativity with grammatical discipline as they write for purpose. Beyond this, they must be able to adapt their writing style to suit a specific audience and/or achieve a specific effect. It is a huge undertaking!

Dr Judith Hochman, a specialist from New York in the teaching of writing, states that, for children to write successfully, they must be accessing a content-rich environment. Children should be writing about what they are studying elsewhere (cross curricular links), and they must have secured an understanding of the content *before* they begin to write. Hochman summarises this in a single phrase: '**Content drives the rigour**'. This frees up their cognitive capacity to focus on the many demands of writing:

### **Writing Components**

- Handwriting
- Spelling
- Grammar and punctuation (including ensuring coherence)
- Compositional features (i.e. strategies for effect, sequencing and cohesion)

At Vision Academy Learning Trust, our schools have worked together to devise a way of teaching writing. Within this model, writing is taught in two-week units, and the stimulus material reflects whatever the child is studying elsewhere in the curriculum, often considering the importance of local context for each school.

Within the first week of a unit, study centres on pre-writing. This includes analysing existing model texts, exploring genre-specific features, planning, forming vocabulary banks and learning a range of applicable grammatical constructs.

Two-week Writing Unit	
Week 1	Week 2
Pre-Writing	Composing

Having secured a grasp of what is needed to write successfully, children then transition to the second week, where the focus shifts to composing. Teachers will model the active and exciting process of writing, and provide rich opportunities for children to start drafting their own pieces based on their learning in the pre-writing week. Children will be explicitly taught to edit through a range of progressive, age-appropriate exercises, before editing their own work in a process of revision (improvement) and proof-reading (accuracy).

Children will have the opportunity to publish and perform their work in a process of redrafting and sharing, encouraging them to take great pride in their accomplishments. During this time, children will also be given opportunities to develop key skills in oracy and prosody as part of a focus on Spoken Language.

## 2. Intent

### 2.1 Rationale

As a school, we aim to develop writers that have a love of the art of composition. Children should recognise the process of writing as an important method of communication that shares a purpose with verbal speech while differing in its form. The purpose of this is to develop children who are able to effectively communicate their thoughts, feelings and ideas with a sense of confidence and maturity in a range of different contexts throughout their lives.

### 2.2 Aims for Writing

We aim to develop pupils' abilities in writing within an integrated framework weaving together the key areas of English: spoken language, reading, writing, grammar, spelling and handwriting. Pupils are given opportunities to interrelate the requirements of English with those of a range of different subjects from across a broad and balanced curriculum. Foundation subjects provide the context and content upon which the rigour of our writing is based, while key literacy skills permeate our teaching of wider subjects.

At Junction Farm Primary School, we strive for all children to be secure in their writing by the end of Key Stage 2. This means that by the age of 11, our children should be able to demonstrate the following skills:

1. Plan, compose and edit writing in an iterative process, using a range of independent strategies to self-monitor, correct and improve.
2. Write coherently and cohesively at length on a range of different topics and themes.
3. Have a passion for vocabulary and a drive to develop the quality of their writing by extending their vocabulary range. This includes developing a secure understanding of word meaning, etymology and morphology.
4. Understand a range of text types and genres and be able to write adaptively to achieve a specific purpose and elicit a specific effect on the reader.
5. Harness the awesome powers of their imagination to write with inventiveness and creativity.
6. Develop a secure and accurate grasp of a wide range of grammatical constructs and punctuation forms to provide discipline to their writing.
7. Be able to articulate their choices as a writer, evaluating their efforts in terms of the effect on the reader.
8. Develop an authorial voice and style unique to them.

### 2.3 Statutory Requirement

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (Sept 2014) and Writing in the Foundation Stage (Nursery and Reception). Children are to be given appropriate opportunities to do the following:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- 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 are 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 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. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## 3. Implementation

In terms of writing, there should be an overarching focus in each of the primary key stages:

- KS1: Coherence
- KS2: Cohesion

All children must be absolutely secure as to the meaning of these words.

### 3.1 Coherence

Coherence refers to whether or not a sentence makes grammatical sense. It is important for children to recognise the concept of word order, SVO (subject, verb, object) and basic punctuation standards to ensure that their communication is accurate and clear. Children must recognise a key difference between verbal communication and written communication.

Verbally, the speaker may rely on gestures, body language, facial expressions and a whole host of other non-verbal communication features to support communication. Furthermore, the exchange with the listener is flexible: a speaker can ascertain a listener's understanding and adapt their communication accordingly.

In written communication, the reader is unknown and the writer cannot rely on non-verbal communication features. The art of writing is based on providing absolute clarity and making no assumptions about the reader's prior knowledge of the subject. Writing should communicate fully, clearly and accurately and should possess a level of formality that we would not expect in verbal communication. This requires a sense of discipline within our children, as these demands amount to a prioritisation of coherence.

Common issues with coherence:

1. Fragmenting
2. Run-on sentences
3. Absent punctuation

### 3.1 Cohesion

Once children have developed security in writing sentences and texts that make sense, they then progress to a focus on cohesion. This refers to whether a text flows for the reader. Are ideas suitably grouped into paragraphs by theme, and are sentences and paragraphs sequenced fluently to best communicate the central ideas of the writing? Ideas are formulated and presented in a structured and sequential manner to ensure that the composition is mature in its style of communication.

Examples of strategies to foster cohesion

1. Planning compositions in a process of prewriting
2. Use of pronouns to avoid repetitiveness of proper/common nouns
3. Avoid repetition of the same words (unless for deliberate effect)
4. Use subordination and coordination to sequence a narrative (incl. conjunctions, compound/complex sentences, fronted adverbials etc.)
5. Use a range of grammatical constructs within paragraphs to provide breadth and richness
6. Use strategies of clarification (e.g. parenthesis, relative clauses etc.)
7. Use subheadings where appropriate to provide signposting within expository writing

### 3.1 Overview of Writing Unit

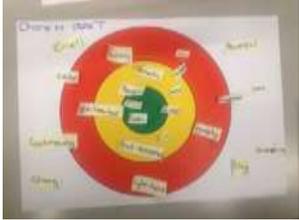
The writing process is spread across ten working days, and will link to learning elsewhere in the curriculum. This ensures that the children have a secure grasp of content to drive the rigour of the writing.

On each day of the writing week, children will focus on a specific skill. Each writing sequence will always begin with an experience and be followed by a planning, grammar and vocabulary session. There is flexibility given to staff as to when these sessions take place within the sequence. It is not always appropriate to be delivered in a specific order therefore this flexibility enables staff to cater for what their children need in terms of the writing process. However, each element **will** be covered.

#### Week One

Day	Main Task	Detail
Session 1:	Experience Day	<b><i>The purpose of this lesson is to provide ‘hook’ moments and cultural capital opportunities to stimulate creativity.</i></b>
		<ol style="list-style-type: none"> <li>1. Response to feedback from previous week’s writing.</li> <li>2. Introduce the ‘big idea’ – the expected outcome of the right so the children know what they are building up to. Ensure audience and purpose are discussed and relevant display area is updated. Discuss features of this genre briefly to retrieve what children have retained from previous writes.</li> <li>3. Experience: This can be a visitor, a trip, a video hook, acting, hot seating, artefacts, investigation, ‘Press Play’, drama, dramatic readings etc.</li> </ol>
		<ul style="list-style-type: none"> <li>• Photographic evidence on SeeSaw with brief summary and pupil voice.</li> <li>• No marking expectation</li> </ul>
Planning Day		<b><i>The purpose of this lesson is to ensure that children have a solid understanding of the journey their writing will take. It is a ‘pre-writing’ opportunity to consider each paragraph ahead of composition.</i></b>
		<ol style="list-style-type: none"> <li>1. Interrogate an exemplar text:               <ul style="list-style-type: none"> <li>- Purpose</li> <li>- Audience</li> <li>- Genre</li> <li>- Formality (KS2)</li> <li>- Organisational features</li> <li>- Grammar features</li> </ul> </li> <li>2. Planning format could have a section for vocabulary for each paragraph which will be developed during the writing cycle and specifically on the vocabulary day.</li> </ol>

	<p>3. KS1 – To plan as a class and display in their English learning environment. Y2 – to transition to independent planning like KS2 for showpieces.</p> <p>4. UKS2 Could give children more than one choice on planning format.</p> <p>5. Remember to allow children to be able to make some of their own choices when planning. Example – discussion text: Discuss what can you think of that will really persuade Children then choose which 3 they think are most important.</p> <ul style="list-style-type: none"> <li>• Evidence in books of planning from the lesson or displaying on the English display in each classroom.</li> <li>• Learning wall refreshed and populated for current genre.</li> <li>• Live marking policy used.</li> </ul>
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<p>Vocabulary Day</p>	<p><b><i>The purpose of this lesson is to enrich and broaden the vocabulary base that children will then use within their writing.</i></b></p>
	<ol style="list-style-type: none"> <li>1. Response to marking if not completed during live marking session.</li> <li>2. Explicit teaching of vocabulary. Teachers could use one of the following activities. Add to the working.</li> <li>3. <ul style="list-style-type: none"> <li><b>Shades of meaning / Thesaurus thinking</b> Look at the words and discuss which shade they would be. As the shades go darker the emotion may be more instance or the words may be of higher quality.</li> </ul>  <ul style="list-style-type: none"> <li><b>Zones of Relevance</b> In groups, children can discuss which adjectives are most relevant for a character or setting description. The most relevant in the centre of the target and the less relevant on the outside. There is not always a clear right or wrong here, however this allows space to discuss why and for pupils to explain their reasoning.</li> </ul>  <ul style="list-style-type: none"> <li><b>Role on the wall</b> Building on character descriptions, Role on the Wall can be used for any character and is particularly applicable when discussing the personality of a character (place these adjectives on the inside) and the appearance of a character (adjectives on the outside). It can be used for a chance to develop children's inference skills by noting how a character is explicitly acting and what this says about their inner feelings.</li> </ul>  <ul style="list-style-type: none"> <li><b>Vocab Lab (KS2 only)</b> Introducing 2-4 new, high level words and considering them from the perspective of meaning, word class, morphology, etymology, suffixes/prefixes, synonyms/antonyms and use in a variety of sentences.</li> </ul> <p>Teacher should then go through plan and discuss with children what high quality vocabulary would suit each paragraph based on purpose of that paragraph. If applicable, children then complete the vocabulary sections on their own plan.</p> <ul style="list-style-type: none"> <li>• Vocab activity sheets stuck on learning wall if completed in groups/full class, or in books if completed individually</li> <li>• Vocabulary added to the planning task in books or plan on display</li> </ul> </li> </ol>

		<ul style="list-style-type: none"> <li>• Live marking policy used.</li> </ul>
Grammar Day		<p><b>The purpose of this lesson is to ensure competence and fluency in SPaG elements pertinent to that genre.</b></p> <ol style="list-style-type: none"> <li>1. Children respond to marking.</li> <li>2. Discuss with children which SPaG key features (taken from writing assessment grids) would best lend themselves to each paragraph.</li> <li>3. Teach up to 3 SPaG key features from the writing assessment grid as would be pertinent to that piece of writing. Modelling is key. Vocabulary should be incorporated from the vocabulary session where possible.</li> </ol>
		<ul style="list-style-type: none"> <li>• Live marking policy used.</li> </ul>
		<p><b>The purpose of these lessons is to provide adequate opportunity for children to compose on a paragraph-by-paragraph basis.</b></p> <ol style="list-style-type: none"> <li>1. Response to marking if not completed during live marking session.</li> <li>2. Teacher models the writing process from a completed plan – this is an important element of composition and should be done one paragraph at a time:             <ol style="list-style-type: none"> <li>a. Articulate success criteria appropriate to paragraph</li> <li>b. Commentate every element of composition</li> <li>c. Deliberate vocab choices (incl. those from Wednesday)</li> <li>d. Adding, revising and proofreading as you go</li> <li>e. Rationalising choices (thinking out loud)</li> <li>f. Explaining SPaG</li> </ol> </li> <li>3. Children use their plan to produce their own paragraph in their draft.</li> <li>4. Model and draft one paragraph at a time.</li> </ol>
Friday	Model & Draft	<ul style="list-style-type: none"> <li>• Children draft in writing books.</li> <li>• Verbal feedback throughout lessons.</li> <li>• Each child receives written feedback against the success criteria once per unit during one of the draft days, to drive the learning forwards. This feedback will follow the school's marking and feedback policy and will involve next steps. It is suggested that lower attaining children receive their feedback after the Friday's lesson as they are more likely to need misconceptions addressing at an earlier stage.</li> </ul>

## Week Two

Day	Main Task	Detail
Monday	Model & Draft	See Friday
Tuesday	Model & Draft	See Friday
Wednesday	Editing	<p><b>The purpose of this lesson is to explicitly teach editing as a skill in isolation before children apply it to their own work and the work of others.</b></p> <ol style="list-style-type: none"> <li>1. Editing expectations are progressive by phase: see Editing Progression Document.</li> <li>2. Children complete an explicit task to teach the process of editing (on stand-alone writing)</li> <li>3. Children begin to edit their own drafted work and support the editing of others:             <ol style="list-style-type: none"> <li>a. Additions</li> <li>b. Revisions</li> <li>c. Proof-reading</li> </ol> </li> </ol>

		<p>4. Editing cannot be led by the teacher if the final published piece is to be considered independent.</p> <ul style="list-style-type: none"> <li>• Child's editing evident in the purple polishing pen.</li> </ul>
Thursday	Publish	<p><b><i>The purpose of this lesson is to bring together all components of composition and produce a final draft that the child is proud to share.</i></b></p>
		<ol style="list-style-type: none"> <li>1. Children use their plans, drafts and editing to produce a final, published piece.</li> <li>2. Significant focus on organisational features where appropriate (e.g. headings, subheadings, bullet points, images, captions, columns, headlines etc.).</li> <li>3. Handwriting and all other elements of presentation must be stressed as an important expectation.</li> </ol>
		<ul style="list-style-type: none"> <li>• Assessment is on-going.</li> <li>• Find evidence of up to four pre-determined success criteria and mark in the margin (use agreed codes).</li> <li>• Update the writing assessment document in the front of the child's publishing book. Please use the date to allow for cross reference.</li> </ul>
Friday	Publish & Perform	<p><b><i>The purpose of this lesson is to provide children with the opportunity to share their writing with a focus on spoken language elements of the curriculum</i></b></p>
		<ol style="list-style-type: none"> <li>1. Additional time given as needed to complete published piece (especially in KS2 where longer texts are produced).</li> <li>2. Children perform pieces – focus on prosody and the year group's spoken language objectives. <ul style="list-style-type: none"> <li>- Acting out</li> <li>- News desk reading</li> <li>- Videoing / recording etc.</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Spoken language assessed and recorded with a copy kept in the reading file.</li> </ul>

**Writing expectations over 1 week:**  
**Reception – Summer Term**  
**KS1 – Autumn 1**

Day	Main Task	Detail
Monday	<b>Experience Day</b>	<p>Think about experiences being in context for the children. Writing needs to be purposeful and they need to understand why they are writing about the experience.</p> <p>Share story/narrative as part of the experience if appropriate</p> <p>Experience:            This can be visitor, a trip, a video hook, acting, hot seating, artefacts or an investigation</p>
	Working wall	Picture of Experience Day.
	Evidence / books /marking	<p>Picture evidence on Seesaw with brief summary</p> <p>Create an experience through continuous provision/activity that will encourage the children to revisit memories from the experience day</p>
Tuesday	<b>Vocabulary Day</b>	<p>To create a word bank based on vocabulary met through the experience day            Use prompts such as photos etc. to remind children</p> <p>Words to be displayed on writing wall and referred to throughout the week.</p> <p>Add specific words to text genre and common exception words</p>
	Working wall	Word bank displayed on working wall
	Evidence / books /marking	<ul style="list-style-type: none"> <li>• Vocab activity sheets stuck on learning wall if completed in groups/full class, or in books if completed individually</li> <li>• Vocabulary added to the planning task in books or plan on display</li> <li>• Live marking policy used.</li> </ul>
Wednesday	<b>Shared writing</b>	<p>Talk about this week's experiences            Interrogate an exemplar text.            What could we write about them?            Gather together children's ideas and thoughts on the whiteboard, flipchart paper etc. to produce plan.</p> <p>Model using some of their ideas to create sentences.            Do this verbally, repeat and encourage the children to say an idea in a sentence</p> <p>Model writing your sentence on the IWB            Talk through your writing process and ask the children to help you with punctuation, spelling, structure etc.</p> <p>Refer to their success criteria – has your writing included these things?</p> 
	Working wall	<p>Display shared writing</p> <p>Ensure success criteria symbols are visible for you and children to refer to</p>
	Evidence / books /marking	Annotated exemplar text to be stuck in book.

Day	Main Task	Detail
Thursday/ Friday	<b>Writing</b>	<p>Recap work to remind children of writing focus – re-read story, replay video etc.</p> <p>Teacher to support children with prompts and phonic reminders</p> <p>Remind children about Letterjoin / presentation</p> <p>With support, children to check their work against their success criteria.</p> 
	Working wall	<p>Display further examples of shared writing</p> <p>Ensure success criteria symbols are visible for you and children to refer to</p>
	Evidence / books /marking	<p>Short date and title (pre-printed if needed)</p> <p>Writing in books</p> <ul style="list-style-type: none"> <li>• Assessment is on-going.</li> <li>• Find evidence of up to four pre-determined success criteria and mark in the margin (use agreed codes).</li> <li>• Update the writing assessment document in the front of the child's publishing book. Please use the date to allow for cross reference.</li> </ul>

## 4. Roles and Responsibilities

### 4.1 SLT: Headteacher

With the support of the wider **senior leadership team**, the **head of school** will ensure policy compliance of all stakeholders (staff and pupils), and will have final oversight over teaching and learning within the school.

### 4.2 SLT: Assistant Headteachers & Deputy Head

They will work with the **Phase Leaders** and the **English Coordinator** to ensure that the systems for writing are being implemented appropriately in all year groups, and that work is of an appropriate quality.

### 4.3 SENDCO

The **SENDCO** is responsible for liaising with **teachers** to ensure that reasonable adjustments are made where necessary to ensure that pupils with additional needs are able to access all elements of writing instruction.

### 4.4 Phase Leaders

The **Phase Leaders** are responsible for conducting checks (mapped in an academic calendar) to ensure that all classes within their phase are following the writing systems outlined in this policy.

### 4.5 English Coordinator

The **English coordinator** is responsible for

- Ensuring that all **teachers** are adequately trained in delivering the systems for writing.
- Ensuring that all colleagues are aware of the expectations of this policy.
- Working within the wider Trust English team to evaluate the effectiveness of this policy and wider English practices at predetermined review points.
- Liaising with the **teachers** and the school's **finance officer** to ensure that school-wide resources are ordered when needed.

### 4.6 Teachers

All classroom **teachers** are responsible for the following:

- Employing high expectations with regard to the teaching and learning of writing.
- Timetabling and teaching writing activities as per expectations outlined within the method section.
- Ensuring that prewriting skills and editing are explicitly taught in each unit.
- Ensuring that all work in exercise books begins with an underlined date and learning objective following the DUMTUMS presentational expectations. This can be handwritten by the children or achieved using stickers for children with specific SEND needs. Extended writing is completed on the left page only to allow for editing and feedback on the right page.
- Ensuring that all work is marked up to date in line with the marking, feedback and presentation policy.
- Assessing children's writing once per half term (frequency may vary in Y2 and Y6).
- Maintaining a classroom environment to support learning (see Learning environment policy).
- Liaising with the finance officer to order appropriate, class-specific resources, and with the English lead regarding school-wide writing resources (e.g. exercise books, pens etc.).
- Liaising with the **SENDCO** to provide additional support for identified children.
- Keeping parents/guardians informed of progress with regard to writing (e.g. parent consultations, phone calls, reports etc.).
- Directing TA's to support children where needed within lesson / in interventions.
- Seeking advice from the appropriate member of SLT to support in respective elements of teaching and learning / classroom practice.

## 5. Links With Other Policies

This policy is linked to our:

- Presentation, marking and feedback policy
- Homework policy
- Learning environment policy

## Appendix A: Staffing

As of September 2022, those staff with specific responsibilities as pertains to this policy are listed below.

### Chair of Governors

Nic Fish

### Senior Leadership Team (SLT)

- **Headteacher** Louise Daly
- **Deputy Head** Ian Clayton
- **Assistant Headteacher** Helen Weldon
- **Assistant Headteacher** Amber Lawrence

### Phase Leaders

- **EYFS (Nursery & Reception)** Louise Maycock
- **KS1 (Y1 & Y2)** Ian Clayton
- **LKS2 (Y3 & Y4)** Amber Lawrence
- **UKS2 (Y5 & Y6)** Amber Lawrence

### English Coordinator

Jayne Carson & Ian Clayton

## Appendix B: Progression of Writing Genres

All classes are expected to cycle through the two-week writing units according to the genre overview document for that year group. Classes within a year group are expected to be aligned in terms of the teaching unless it has been agreed differently with SLT.

Across the year group, a range of different text genres should be covered to ensure a full breadth of writing opportunities are made available to all children. The genres are broadly divided into four types. Some texts do cross over between types.

Type of Writing	Outline	Form/Genre Examples
Expository	Informs or explains something to the reader.	<ol style="list-style-type: none"> <li>1. Formal letters</li> <li>2. Informal letters</li> <li>3. Explanation report</li> <li>4. Non-chronological report</li> <li>5. Essay</li> <li>6. Instructions</li> <li>7. Recipe</li> <li>8. Biography</li> <li>9. Autobiography</li> <li>10. Newspaper report</li> </ol>
Descriptive	Taps into the five senses to effectively conjure images of people places and things.	<ol style="list-style-type: none"> <li>1. Poetry</li> <li>2. Setting description</li> <li>3. Characterisation</li> <li>4. Recount</li> </ol>
Narrative	Outlines a process/event in chronological or sequential order.	<ol style="list-style-type: none"> <li>1. Short story</li> <li>2. Myth / Legend</li> <li>3. Chapter / Extract</li> <li>4. Diary entry</li> <li>5. Script</li> <li>6. Flashback</li> </ol>
Opinion / Argument	Seeks to persuade or change how a reader thinks or feels / considers opposing views.	<ol style="list-style-type: none"> <li>1. Persuasive advert</li> <li>2. Persuasive leaflet</li> <li>3. Speech transcript</li> <li>4. Balanced argument</li> </ol>

In some year groups, specific forms/genres have been omitted intentionally. This is because it is judged that children of that age do not have an adequately developed sense of genre to be able to understand the features required. For example, Y1 children tend to write newspaper articles in the style of a narrative. Newspaper reporting requires a very specific style of writing, and by asking a child not yet ready to produce that style to write a newspaper report, they will invariably revert to narrative and embed incorrect practice.

An overview document outlines the progression of genres as children move from through the school. Similarly, grammatical terms and punctuation are introduced at different points across the school based on the National Curriculum. Overview documents for this are also indicated Appendix C.



## Progression of Writing Genres

All genres are mapped based on the grammatical and compositional skills required and where these elements are taught in the curriculum.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Expository</u> Lists & Labels Letters Non-chronological report	<u>Expository</u> Letters Non-chronological report Instructions / Recipe	<u>Expository</u> Letters Non-chronological report Instructions / Recipe (Auto)Biography Explanation	<u>Expository</u> Letters Non-chronological report Instructions / Recipe (Auto)Biography Explanation Newspaper Report	<u>Expository</u> Letters (informal) Letters (formal) Non-chronological report Instructions / Recipe (Auto)Biography Explanation Newspaper Report Essay	<u>Expository</u> Letters (informal) Letters (formal) Non-chronological report Instructions / Recipe (Auto)Biography Explanation Newspaper Report Essay
<u>Descriptive</u> Poetry Characterisations Describing an object	<u>Descriptive</u> Poetry Characterisations Setting description	<u>Descriptive</u> Poetry Characterisations Setting description	<u>Descriptive</u> Poetry Characterisations Setting description Recount	<u>Descriptive</u> Poetry Characterisations Setting description Recount	<u>Descriptive</u> Poetry Characterisations Setting description Recount
<u>Narrative</u> Stories from different cultures Traditional tales Diary	<u>Narrative</u> Stories from different cultures Traditional tales Diary	<u>Narrative</u> Story Diary Chapter/Extract	<u>Narrative</u> Story Diary Chapter/Extract Myths and Legends Scripts	<u>Narrative</u> Story Diary Chapter/Extract Myths and Legends Scripts	<u>Narrative</u> Story Diary Chapter/Extract Myths and Legends Scripts Flashbacks
<u>Opinion/Argument</u> Comparisons	<u>Opinion/Argument</u> Review	<u>Opinion/Argument</u> Advert Review Leaflet	<u>Opinion/Argument</u> Advert Review Leaflet Balanced Argument	<u>Opinion/Argument</u> Advert Review Leaflet Balanced Argument Speech	<u>Opinion/Argument</u> Advert Review Leaflet Balanced Argument Speech

### **Four Types of Writing:** (Note that some genres of writing may cross the boundaries between the four types of writing)

**Expository:** Informs or explains something to the reader.

**Narrative:** Outlines a process/event in chronological/sequential order.

**Descriptive:** Taps the five senses to effectively conjure images of people, places and things.

**Opinion/Argument:** Seeks to persuade or change how a reader thinks or feels / consider opposing views.

## Appendix C: Progression of Taught Punctuation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>EYFS</b></p> <p>Finger spaces</p> <p>. Full stop</p> <p>? <b>Question mark</b></p> <p>! <b>Exclamation mark</b></p>	<p>Appropriate spaces</p> <p>Capital Letters for start of sentences, proper nouns and the pronoun 'I'.</p> <p>. Full stop</p> <p>? Question mark</p> <p>! Exclamation mark</p> <p><b>Comma for list</b></p> <p>' <b>Apostrophe for omission</b></p> <p>' <b>Apostrophe for singular possession</b></p>	<p>Appropriate spaces</p> <p>Capital Letters for start of sentences, proper nouns and the pronoun 'I'.</p> <p>. Full stop</p> <p>? Question mark</p> <p>! Exclamation mark</p> <p>Comma for list</p> <p>' Apostrophe for omission</p> <p>' Apostrophe for singular possession</p> <p><b>" " Inverted commas for direct speech</b></p>	<p>Appropriate spaces</p> <p>Capital Letters for start of sentences, proper nouns and the pronoun 'I'.</p> <p>. Full stop</p> <p>? Question mark</p> <p>! Exclamation mark</p> <p>Comma for list</p> <p>' Apostrophe for omission</p> <p>' Apostrophe for singular possession</p> <p><b>" " All punctuation correct for direct speech.</b></p> <p>' <b>Apostrophe for plural possession</b></p> <p>Comma after <b>fronted adverbials</b></p>	<p>Appropriate spaces</p> <p>Capital Letters for start of sentences, proper nouns and the pronoun 'I'.</p> <p>. Full stop</p> <p>? Question mark</p> <p>! Exclamation mark</p> <p>Comma for list</p> <p>' Apostrophe for omission</p> <p>' Apostrophe for singular possession</p> <p><b>" " All punctuation correct for direct speech.</b></p> <p>' <b>Apostrophe for plural possession</b></p> <p>Comma after <b>fronted adverbials</b></p> <p><b>() - - , Parenthesis</b></p> <p><b>:</b> <b>Colon to begin list</b></p>	<p>Appropriate spaces</p> <p>Capital Letters for start of sentences, proper nouns and the pronoun 'I'.</p> <p>. Full stop</p> <p>? Question mark</p> <p>! Exclamation mark</p> <p>Comma for list</p> <p>' Apostrophe for omission</p> <p>' Apostrophe for singular possession</p> <p><b>" " All punctuation correct for direct speech.</b></p> <p>' <b>Apostrophe for plural possession</b></p> <p>Comma after <b>fronted adverbials</b></p> <p><b>() - - , Parenthesis</b></p> <p><b>:</b> <b>Colon to begin list</b></p> <p><b>Bullet points for listing</b></p> <p><b>;</b> <b>- Joining main clauses</b></p> <p><b>:</b> <b>Joining main clauses</b></p> <p><b>- Hyphens to avoid ambiguity</b></p> <p><b>;</b> <b>Semi-colons within lists</b></p>	<p>Appropriate spaces</p> <p>Capital Letters for start of sentences, proper nouns and the pronoun 'I'.</p> <p>. Full stop</p> <p>? Question mark</p> <p>! Exclamation mark</p> <p>Comma for list</p> <p>' Apostrophe for omission</p> <p>' Apostrophe for singular possession</p> <p><b>" " All punctuation correct for direct speech.</b></p> <p>' <b>Apostrophe for plural possession</b></p> <p>Comma after <b>fronted adverbials</b></p> <p><b>() - - , Parenthesis</b></p> <p><b>:</b> <b>Colon to begin list</b></p> <p><b>Bullet points for listing</b></p> <p><b>;</b> <b>- Joining main clauses</b></p> <p><b>:</b> <b>Joining main clauses</b></p> <p><b>- Hyphens to avoid ambiguity</b></p> <p><b>;</b> <b>Semi-colons within lists</b></p>
<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p><b>Progression of Punctuation</b></p> <p>Bold formatting indicates that ARE children are beginning to use these features correctly by the end of the year but may not be secure.</p> </div> </div>						

### Progression of Grammatical Terms

Teachers should explicitly and accurately use the terminology from their own year group and those preceding it. This terminology should be standardised across the school to ensure that the children receive consistency and can build upon pre-existing knowledge each year. For this reason, please do not use alternative, informal terms for grammatical features.



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Letter</p> <p>Capital letter</p> <p>Word</p> <p>Singular</p> <p>Plural</p> <p>Sentence</p> <p>Punctuation</p> <p>Full stop</p> <p>Question mark</p> <p>Exclamation mark</p>	<p>Reviewing and consolidating Year 1 terms</p> <p>Noun</p> <p>Noun phrase (&amp; expanded)</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Compound</p> <p>Adjective</p> <p>Verb</p> <p>Suffix</p> <p>Adverb</p> <p>Tense (past &amp; present)</p> <p>Apostrophe</p> <p>Comma</p>	<p>Reviewing and consolidating Year 1-2 terms</p> <p>Preposition</p> <p>Conjunction</p> <p>Word family</p> <p>Prefix</p> <p>Clause</p> <p>Subordinate clause</p> <p>Direct speech</p> <p>Consonant</p> <p>Vowel</p> <p>Vowel sound</p> <p>Inverted commas</p>	<p>Reviewing and consolidating Year 1-3 terms</p> <p>Determiner</p> <p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial (fronted)</p>	<p>Reviewing and consolidating Year 1-4 terms</p> <p>Modal verb</p> <p>Relative pronoun</p> <p>Relative clause</p> <p>Parenthesis</p> <p>Bracket</p> <p>Dash</p> <p>Ambiguity</p> <p>Subjunctive</p>	<p>Reviewing and consolidating Year 1-5 terms</p> <p>Subject</p> <p>Object</p> <p>Active</p> <p>Passive</p> <p>Synonym</p> <p>Antonym</p> <p>Ellipsis</p> <p>Hyphen</p> <p>Colon</p> <p>Semi-colon</p> <p>Bullet points</p>
<p><b>Coherence</b></p> <p>In terms of writing, at both a sentence and text level, KS1 children should be focusing on developing coherence. They should be constantly asking themselves, "Does it <b>make sense</b>?". Children should be re-reading their own work and the work of others to ensure this.</p> <p>This term should be used frequently and explicitly in Y1 and Y2 teaching. Children should understand and use the term as it reflects a key focus in their writing.</p>	<p><b>Cohesion</b></p> <p>In terms of writing, at both a sentence and text level, KS2 children should be focusing on developing cohesion. They should be constantly asking themselves, "Does it <b>flow together</b>?". This applies both within and across sentences and paragraphs. Cohesive devices may include the use of pronouns to avoid repetitive use of proper nouns, fronted adverbials to sequence events, topic sentences to open paragraphs etc.</p> <p>This term should be used frequently and explicitly in Y3, Y4, Y5 and Y6 teaching. Children should understand and use the term as it reflects a key focus in their writing.</p>				