



Writing at Bardsey Primary School

Vision

We believe that every child has the potential to become a confident, capable and enthusiastic writer who will develop a genuine enjoyment of writing. To create such writers, we need to provide a curriculum enriched with exciting, inspiring and original materials and opportunities that support and challenge the children. At Bardsey Primary School, we aim for the children to see writing as a diverse tool to express themselves and communicate effectively with others. Through our curriculum, the children will learn to write for a variety of purposes and audiences. They will learn to reflect on their own and others writing and realise the importance of editing and a wide vocabulary. At Bardsey Primary School, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style.

Please click the link to see the expectations for Writing for EYFS in Literacy Area of Development:
<https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Please click the link to see the expectations for Writing for KS1 and KS2:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Intent

- At Bardsey Primary School we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing.
- We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.
- We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.
- We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.
- We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.
- Through our English Curriculum, we strive to teach the children how important their writing skills will be in the real world. By giving this context to their learning, the children understand the value of English to them now, and in their futures.



Implementation

Progression

The teachers have worked in collaboration to ensure our writing curriculum ensures that all children develop and progress in their writing skills each year, building on prior learning and skills effectively.

Teaching

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers plan for targeted support for all pupils in order for them to achieve and produce learning, which is to the best of their ability. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks or a greater level of modelling. Rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use a whole school Spelling Scheme and Spelling Shed to support their teaching and to provide activities that link to the weekly spellings. From Year One, children are given spellings to learn each week and are given a spelling test the following week.

Grammar and Punctuation: Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Key Vocabulary

The promotion of a language rich English curriculum is essential to the successful acquisition of knowledge and understanding in writing. Key vocabulary could be presented in knowledge organisers and will be prominent in English displays or working walls.

Independent learning

The children are encouraged to develop their independence and ownership in writing through the 'pink pen polishing' approach where the children are given time to respond to feedback on a piece of writing. Teachers encourage the children to use checklists as a tool to review and improve their work. The different ways of improving writing are modelled by teachers, including making additions, removals and changing the order of a piece.

High Quality Resources

Teachers have worked collaboratively to create our long-term text overviews which aim to provide children with a wide range of high quality, engaging and stimulating texts, including novels, poetry and non-fiction as a base for writing activities. Literacy Shed resources, such as film clips, and current affairs are used effectively as inspiring and purposeful writing opportunities.

Outdoor Learning

Across all key stages, children have a range of opportunities to take their learning outdoors and to explore outdoor environments which aim to inspire their English learning and inspire writing.

Curriculum enhancements (visits, visitors, themed days/weeks)

School visits and visitors into school are used to inspire, inform or give purpose to teaching and learning in the writing curriculum. Writing competitions and events in school are used to enthuse our young writers.

CPD

Continuous training to ensure teacher skill and knowledge is developed to teach the subject with confidence and accuracy. The subject lead will effectively seek courses that link to key actions for the development of writing and then effectively feedback to colleagues.

**Impact**

The impact and measure of our Writing curriculum is that pupils are:

- taught writing progressively and at a pace appropriate to each individual child
- equipped with the writing skills that will enable them to be ready for KS3
- they enjoy writing and use the features of different genres and styles
- pupils confidently write for different purposes and audiences
- our pupils will acquire a wide vocabulary and have a strong command of the written word.
- most importantly, they will develop a love of writing and be well equipped for the rest of their education.

Leadership, Assessment and Feedback

Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

The quality of writing in English is reviewed by half termly moderations, pupil discussions and book scrutinies. These inform future areas for improvement and the impact of new initiatives. The English Subject Leader provides an action plan for the subject and addresses areas for development and improvement which is then shared with all staff.

Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the child's written work. Teacher's will refer to the TAFS in Y2 and Y6 and the WVLP writing assessment grids that have been developed for other year groups as a support for making judgements and to inform planning.

Progression Map

Writing: Transcription Spelling**	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); 	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

<p>'ck' and exceptions;</p> <ul style="list-style-type: none"> the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'ch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 	<ul style="list-style-type: none"> the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including 	<p>spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>(e.g. science, scene, discipline, fascinate, crescent).</p>		
---	--	--	--	--	--

- 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);

- a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);

- 'ar' (e.g. car, park);

- 'ee' (e.g. green, week);

- 'ea' (e.g. sea, dream);

- 'ea' (e.g. meant, bread);

- 'er' stressed sound (e.g. her, person);

- 'er' unstressed schwa sound (e.g. better, under);

- 'ir' (e.g. girl, first, third);

- 'ur' (e.g. turn, church);

- 'oo' (e.g. food, soon);

- 'oo' (e.g. book, good);

- 'oa' (e.g. road, coach);

- 'oe' (e.g. toe, goes);

- 'ou' (e.g. loud, sound);

- 'ow' (e.g. brown, down);

- 'ow' (e.g. own, show);

- 'ue' (e.g. true, rescue, Tuesday);

- 'ew' (e.g. new, threw);

- exceptions);
- the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);
 - the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);
 - the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);
 - the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)
 - the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);
 - the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);
 - the /z/ sound spelt 's' (e.g. television, usual).

		<ul style="list-style-type: none"> - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin). 					
Common Exceptions	<p>To write some irregular common words.</p>	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>	<p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>

Prefixes and Suffixes		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
	Further		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>

Spelling Conventions

phonemes.

that include words using the GPCs, common exception words and punctuation taught so far.

To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.

To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).

of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.