

Writing at Scott Broadwood

Intent: Our Vision

We want to develop children who write with confidence and accuracy for a variety of purposes and audiences whilst using a rich vocabulary and developing their own individual style. By the end of Year 2, we expect most children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat, consistent handwriting style.

A writer at Scott Broadwood uses their knowledge of sentence structure and punctuation, spelling rules (including phonics), fluency, vocabulary and comprehension when writing for all purposes across the curriculum. They have good understanding of the features and style of different genres and how these correlate to the purpose and audience of different texts. Children understand the creative process of being a writer (plan, write, edit and redraft) and become confident and competent life-long writers by using their imagination as they work towards developing an authorial voice of their own.

Writing is a way of communicating our thinking to others. In school this can be through fiction, poetry and non-fiction, across all areas of the curriculum. In life this can be through email, letters, reports, lists, etc. It is imperative that children learn to write and communicate effectively, as this is an important life skill. Therefore, at Scott Broadwood, we believe that it is equally important to teach the secretarial skills alongside the more creative skills, incorporating rich vocabulary and creative techniques. We also recognise that there is a direct link between reading and writing: that a writer needs to read broadly and often, in order that they can develop their writing skills.

Implementation: How we teach writing

Within the Early Years setting, children are encouraged to begin making marks on paper, before learning correct letter formation and using their understanding of phonics to build words and form sentences. Children are encouraged to put pen to paper at all stages of their writing journey. They tend to follow this sequence of progression:



At all stages of writing across the year groups, we orally rehearse for writing by practising our sentences before committing them to paper. This verbal rehearsal is an essential step to build the children's confidence in the language they have chosen to use. It also helps children to build structure as they talk.

During the autumn term, both Year 1 and Year 2 children will take part in focused grammar lessons using resources adapted from Grammarsaurus. Within these lessons the children will develop their understanding of what a sentence is and how sentences are made up using a series of lessons called PVP (Place value of punctuation and grammar). This supports their understanding of basic grammar and punctuation, which is then built on as they move through the writing curriculum.

At Scott Broadwood we use the following writing process:

Generating Ideas & Immersion	Sentence rehearsal	Creating Exciting Writing	Sharing & Celebrating
<ul style="list-style-type: none"> • Introduce stimulus: Title page-Questions, Predictions, feelings, connections collect vocabulary and the children's initial impressions • Guided-discussion: Why has this been written? What do I notice? Who is it for? (Boxed overview) <p>Sequence/ summarise/ retell the story- this could be with pictures, drama, independent or shared</p> <ul style="list-style-type: none"> • Mindmap ideas as a collective on a working wall - Pick from the text, explore synonyms and definitions • Exposure to a range of texts and ideas throughout the week from which to magpie. <p>Generating ideas for their own writing and collecting relevant vocabulary. What will you keep the same and what will you change?</p> <p>Opportunity to be creative with language choices</p> <p>LO: Summarise/sequence key events.</p> <p>LO: Identify purpose and key features of text type.</p> <p>LO: Identify effective vocabulary for the purpose of writing.</p> <p>LO: Generate precise vocabulary to convey meaning.</p> <p>3-5 lessons</p>	<ul style="list-style-type: none"> • Sentence level writing and discrete grammar focus mostly achieved through phonics • Verbal rehearsals – stand-alone sentences, purposeful drama activities • Model writing with shared write with a phonics focus- modelling use of resources to support writing • Grammarsaurus sentence building cards <p>LO: Use a variety of sentence structures.</p> <p>LO: Select appropriate grammar for an intended purpose.</p> <p>LO: Use a variety of punctuation to enhance meaning.</p> <p>2-3 lessons</p>	<ul style="list-style-type: none"> • Shared planning • Supported writing time • Focus on quality over quantity- sentence level basics. • Access to word-mats, sound-mats must be provided with encouragement to make use of these resources • Whole class modelling the process of editing using incorrect sentences when ready <p>LO: To plan a piece of writing.</p> <p>LO To draft a piece of writing.</p> <p>LO: To use various strategies to edit my writing.</p> <p>4-5 lessons</p>	<ul style="list-style-type: none"> • Publish or share: explicitly relating it back to the original stimulus • Chance to celebrate successes with one another - may include cross year group sharing • Building up their ability to read a sentence to a partner or a teacher <p>LO: To write for an intended purpose.</p> <p>1 lesson</p>

This approach makes sure that all of our children are exposed to high quality texts that stimulate quality responses to reading, high quality writing and purposeful speaking and listening opportunities. Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality reading texts to model examples of good writing. Writing is taught through a number of different strategies. We believe that children need lots of rich speaking and drama activities to give

them the imagination and the experiences that will equip them to become good writers. Through immersion days, English lessons and independent writing opportunities, our children develop the writing skills that they need to be effective authors.

Phonics and Spelling

In the EYFS and KS1, children are given sounds and spellings to practise and/or learn, taken from the Monster Phonics programme. These are practised regularly in daily phonics lessons and are expected to be seen correctly in children's independent writing across the curriculum. The highly engaging colour coding of the Monster Phonics programme makes it easier for children to visualise spelling patterns to be able to recall them in their independent spelling. Following the Monster Phonics scheme, once secured their sounds, children in Year 2 will use the Grammarsaurus Year 2 spelling program. Grammar and punctuation are taught explicitly in daily English lessons. Children are encouraged and expected to use this knowledge in their independent writing.

Handwriting

In EYFS and KS1, children are taught handwriting as part of their learning in phonics. Each time a new phoneme is taught the correct formation of the grapheme is taught alongside it. This is regularly revisited and revised as part of Early Morning Work. Children are expected to use the correct formation of letters in their independent work. Errors are picked up and practised as part of feedback to the children. Daily handwriting in year 1 and 2 follows the Nelson handwriting program.

Impact: How we evaluate writing

We know that we have developed effective writers if children:

- can confidently apply fluency, vocabulary and comprehension skills across all their writing (across the curriculum).
- have an enthusiasm for writing and an understanding that writing is a life skill (where a certain level of spelling and handwriting is essential).

Teachers make assessment judgements during every writing lesson to gauge how pupils are accessing their learning. They can then amend lessons accordingly to ensure children progress through the Writing Curriculum.

Children are also asked to write independently at the end of every writing unit and then this is used for assessment purposes. A grid listing all end of year expectations is displayed in the front of each Independent Writing book which is completed by class teachers showing which elements of writing is displayed in their writing. Regular moderation between classes within school and between local and hub schools ensures that judgements are sound. When necessary, intervention programs will ensure that wherever possible, children 'keep up, rather than catch up.'

When a range of children were asked for their thoughts about writing there was an overwhelming majority that said they enjoyed writing and they noted the following points:

- We have a lot of opportunities to write in school. We write in our Early Morning Work, we write about books, we write about ourselves and we write every single day across a range of subjects.
- We also enjoy writing at home and have written about lots of things including creating our own stories and writing to go with our drawing.
- A good writer is someone who makes sure their writing makes sense. We know we have made progress when we look through our books at how far we have come.
- We get lots of help with our writing in lots of different ways. Our teachers help us and are always ready when we ask for help. We can keep trying and re-reading our work to see where it can be improved. We talk a lot about our writing and pull all of our ideas together so everyone has ideas available. Our displays show Monster Words and sounds that help us. Our displays that show our chosen text give us lots of ideas for writing.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	OVERARCHING THEME	People / My Body (weather)		The Natural World: Animals and Habitats (weather)		The Natural World Plants and Food (weather)	
	WRITE STUFF UNITS	EYFS unit: Everybody Counts (fact file)	EYFS unit: Poppies (Narrative)	EYFS unit: I Wanna Iguana (Persuasive letter)	EYFS unit: Penguins (fact file)	EYFS unit: Katie and the Sunflowers (Narrative)	EYFS unit: Ruby's Worrry (Narrative)
Year 1 2024-2025	Enquiry	How do we live a healthy life?	How can we help?	How are schools the same?	What could my classroom be made of?	What did Brunel do for Great Britain?	How do plants grow near me? What is home?
	WRITE STUFF UNITS	N/A	Year 1 unit: Last Stop on Market Street (Narrative – 4 weeks)	Year 1 unit: JoJo and Gran Gran (Narrative animation – 3 weeks)	Year 1 unit: Little Red Riding Hood (Traditional Tale – 3 weeks)	Learn and perform a poem (1 week)	Year 1 unit: Wombat goes walkabout (Adventure story – 4 weeks)
		PVPG Grammasaurus (once children are phase 3 secure and can transcribe) Year 1 unit: First book of birds (non-chron)	(Own unit) Explanation text linked to Christmas – How does Rudolph/the elves help Santa? <i>Link to animation?</i>	Year 1 unit: On Safari (Travel journal / diary – 3 weeks)	(Own unit) Instructions for the three little pigs (Instructions – 3 weeks)	Year 1 unit: Ice Planet Adventure Park (Persuasive leaflet – 3 weeks)	Year 1 unit: Our trip to the woods (Recount – 3 weeks – <i>need to cut down WS plan</i>)
Year 2 2024-2025	Enquiry	How do we live a healthy life?	How can we help?	How are schools the same?	What could my classroom be made of?	What did Brunel do for Great Britain?	How do plants grow near me? What is home?
	WRITE STUFF UNITS	N/A	Year 2 unit: A Crow's Tale (Narrative – Fable – 3 weeks)	Year 2 unit: If I were in charge of the	Year 2 unit: Little Red Riding Hood (Traditional Tale – 4 weeks)	N/A	Year 2 unit: Stardust (Transition unit – how have you shone bright at Scott Broadwood?) (Narrative – 3 or 4 weeks)

			Or The Friendship Bench	world (Poetry – 3 weeks)	Year 2 unit: Building Boy (Narrative)		
		PVPG Grammasaurus (following phonics assessment) Year 2 unit - Non Chronological report – Big Cats	Instructions: Christmas kindness link (base on Year 2 unit Instruction for bird feeder unit – Write Stuff – 3 weeks)	Year 2 unit: This is how we do it (Letter – 3 weeks)	(Own unit) Diary – link to Three Little Pigs – past tense – 2 weeks	Year 2 unit: Singapore (Non- Chronological report) – 4 weeks)	Year 2 unit: Habitats (Non chronological report – 3 weeks)

	EYFS	Yea1 1	Year 2
Composition	Development Matters: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Show some control over word/events through composing sentences orally before writing Children can write a simple sentence Children can write sentences in sequence to form short narratives Attempt simple, familiar forms (e.g. recounts, simple stories)	Children can write simple coherent narratives about personal experiences and those of others (real or fictional) Children can write about real events, recording these simply and clearly Children can write for a range of purposes BEGIN to proof read to check for errors in spelling, grammar and punctuation
Handwriting	Early Learning Goal: Write recognizable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Capital letters should be correct size and orientation and clearly distinguishable from lower case letters. Use consistent spacing between words Lower case letters generally formed and orientated correctly. Accurately form digits 0-9	Capital letters and digits of the correct size, orientation and relationship to one another and lower case letters Clear spaces between words
Transcription	Write simple phrases and sentences that can be read by others.	Spell some of the Year 1 common exception words <i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used</i> Spell days of the week Add –s or –es to words e.g. girls, matches, dogs, , jumps, catches Use the prefix un- e.g. unhappy, ungrateful, Spell some common regular noun and verb suffixes: -ing, -er, -ed, -est when there is no change to spelling of root word Spell some simple compound words e.g. bedroom, football	Segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making Phonetically plausible attempts to spell others <i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas (note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’)</i> Recognise and spell some common homophones (e.g. here/hear; to/ too/ two; see/sea; bee/be) Spelling of the days of the week and months of the year are accurate (including use of capital letters)

Vocabulary, Grammar and Punctuation		<p>Children can use “and” to create extended sentences (e.g. She was very slim and very tall) – and to join clauses (e.g. She was very tall and she liked eating sweets)</p> <p>Demarcate most sentences with capital letters and full stops mostly accurately</p> <p>Use extended simple sentences (e.g. including adverbs and adjectives e.g. ran quickly, bad wolf, big dog) to add interest</p> <p>Begin to punctuate a sentence with question mark and exclamation marks</p> <p>Use capital letters for some proper nouns (e.g. people, places, days of the week, personal pronoun ‘I’)</p>	<p>Demarcate most sentences with capital letters and full stops and use of question marks correctly</p> <p>Some sentences punctuated with exclamation marks</p> <p>Use some expanded noun phrases to describe and specify</p> <p>Co-ordinate sentences using or, and, but</p> <p>Some subordination - using when, if, that and because</p> <p>Use of past and present tense mostly correct and consistent</p> <p>Express ideas clearly using simple and compound sentences</p> <p>Use a range of sentence types in writing (including questions, statements, commands or exclamations)</p> <p>Commas used to separate a list</p>
Greater depth		<p>COMPOSITION</p> <p>Begin to understand different sentence types e.g. statement, question, exclamation and command.</p> <p>Some awareness of purpose with ideas and content generally relevant to the task (e.g. informative points in a report; memories in a recount; sequence of events in a story)</p> <p>Ideas show some development within sections of writing</p> <p>VOCABULARY AND GRAMMAR</p> <p>Use more simple conjunctions (e.g. but, so to) connect clauses</p> <p>Use extended simple sentences (e.g. including adverbs and adjectives) to add interest</p> <p>More consistent use of capital letters, full stops, question mark and exclamation marks</p> <p>SPELLING AND HANDWRITING</p> <p>Able to spell most of the Y1 common exception words accurately</p> <p>Use common alternative graphemes with increasing accuracy in writing (e.g. ai/ay/ey/a-e)</p> <p>Forming lower case letters in the correct direction starting and finishing in the correct place</p>	<p>VOCABULARY AND GRAMMAR</p> <p>Use the punctuation taught at Key Stage 1 mostly correctly</p> <p>COMPOSITION</p> <p>Develop characteristic forms of narrative (e.g. traditional tales)</p> <p>Children can write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Children edit, revise and proof reading their work making corrections and simple additions</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Simple text structure with an attempt to organise related ideas in sections or paragraphs</p> <p>Show some consistency with the use of first and third person</p> <p>Build up a sequence of relevant events with a simple conclusion or appropriate ending</p> <p>TRANSCRIPTION</p> <p>Add suffixes to spell some words accurately e.g. -ment, -ness, -ful, -less, -ly</p> <p>Spell most common exception words</p>