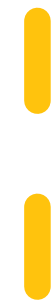




# Writing Strategy

“Growing good people –  
doing great things.”



## Rationale

At Cambrai Primary School, all of our children are provided with plentiful opportunities to develop social and communication skills, imagination, creativity a thirst for knowledge and a love of reading and writing through daily English lessons. English lessons teach children the skills they need to make progress in Reading, Writing, Speaking & Listening and GPS (Grammar, Punctuation & Spelling), in addition to Phonics in Early Years and Key Stage 1. Using an engaging, cross-curricular approach our children are immersed in an environment of rich texts, adventurous vocabulary and real-life experiences to enhance learning progress.

## Intent

Within our broader English curriculum planning, our intent for writing is clear:

- ❑ We provide a creative and purposeful writing curriculum which is driven by credible, rich, engaging texts from a range of text types; these act as excellent models for language, cultural broadening and skills development.
- ❑ Children become fluent and confident writers, writing for a range of contexts, audiences and purposes in a variety of narrative and non-narrative text types; these build on word-level, sentence-level and text-level skills across progressive sequences of lessons.
- ❑ We use a mastery approach to writing in order to ensure that children's knowledge, skills and understanding are secure and transferable across the curriculum, paving the way for success.
- ❑ Children have the opportunity to edit and improve and then transform their writing within the text type they are writing.

## Implementation

We encourage children to see writing as an imperative life skill that needs to be developed so it can be applied right across the curriculum. In addition to daily writing lessons, which develop word-level, sentence-level and text-level skills, our children also have the opportunity to develop and refine their skills across foundation subjects and cross-curricular projects.

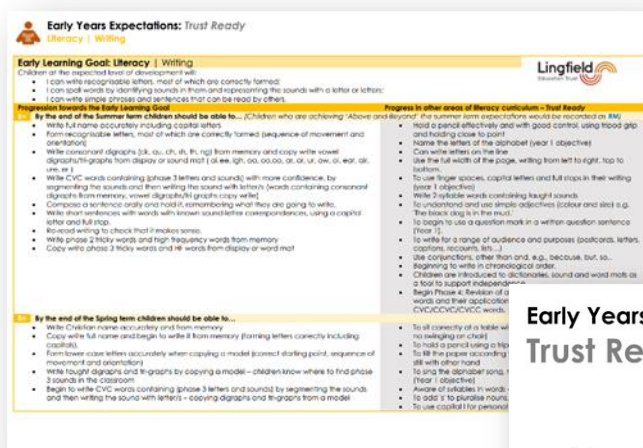
Children write for a range of contexts, audiences and purposes in a variety of narrative and non-narrative text types and through an array of media. This generally begins with a stimulus to promote good oracy via generating discussion and developing ideas, opinions and viewpoints, alongside the analysis of a high quality model text to analyse key features. Through taking these features into account during the planning stage of writing, children practise specific skills to allow them to create their first draft which can be edited and improved before writing a final, published piece. This writing journey is one we celebrate, as each stage presents a further step to success.

Each week, children are provided with spellings to learn following the Trust's spelling programme. The spelling programme contains the important content from the national curriculum spelling rules, and words taken from set year group word lists. We have a strong emphasis on learning the rule as opposed to 'learning the word' so that children are more able to apply spelling strategies to new and unfamiliar vocabulary.

# Steps to Success in Early Years

Literacy is embedded across Early Years provision through the characteristics of effective teaching and learning: playing & learning, active learning and creating & thinking creatively. This allows our children to develop a love of Literacy, where they are confident, articulate and increasingly independent, with key aspects of the Literacy offer ensuring children develop accurate letter and number formation and that they listen and take part in 'five a day' language rich experiences (for example stories, nursery rhymes, poems, songs and rhymes).

The Lingfield Education Trust 'Early Years Expectations: Trust Ready' curriculum planning document is a key driver in the planning and delivery of Literacy and Writing opportunities in Early Years. It details key assessment points from children in Nursery 1, to the end of reception. The assessment points extend beyond and wider than the Early Learning Goals. Adults talk to children about the world around them and link high quality texts to real life experiences to develop vocabulary in context. Writing is then taught in terms of transcription (spelling through Phonics; letter formation) and composition (articulating ideas and structuring them in speech before writing them down). Children at the expected level of development by the end of Early Years will:



For detailed information regarding writing excoectations across Early Years, please see the Nursery and Reception 'Trust Ready' documentation.



Writing Early Learning Goal	Fine Motor Skills Early Learning Goal
<p>Write recognisable letters which are mostly correctly formed.</p> <p>Spell words by identifying sounds within them and representing the sounds with a letter(s).</p> <p>Write simple sentences/phrases that can be read by others.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><i>(Use a range of small tools, including scissors, paint brushes and cutlery.)</i></p> <p><i>Begin to show accuracy and care when drawing.)</i></p>

## Steps to Success in Key Stage 1

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that basic skills are secure and contribute to effective composition. The general writing sequence for one piece of writing will take between one to two weeks, to ensure secure understanding and strong application of skills.

### Writing sequence in Year 1 (Phase 1)

At the beginning of autumn and in spring 1, the Year 1 writing process will generally follow the weekly sequence below to allow children to develop their transcription and composition skills in tandem. Children will learn to re-read and check their work through adult modelling and prompting. When composing, this is always orally and moves to written.



### Writing sequence in Year 1 (Phase 2)

When moving into spring 2, the Year 1 writing process becomes slightly longer, encouraging children to develop their own ideas and vocabulary for composition more whilst still providing them with plenty of opportunities to practise their transcription. They will begin to plan for writing before writing their own compositions.



## Steps to Success in Year 2 & Key Stage 2

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that developing skills become secure and contribute to effective composition. The general writing sequence for one piece of writing will take between two to three weeks, to ensure secure understanding and strong application of skills.



### Step 1 – Immerse

Through shared reading together, children are immersed in language and explore the structure and sequence of a text. Children gain a knowledge of the text's context and genre. In Ks2 they may have also encountered in reading lessons



### Step 2 – Explore

Children explore a high quality model text, analysing and unpicking it for audience, purpose, form and style. They discuss language, grammar, structure and organisational features, identifying how they can great a effect linking to authorial intent.



### Step 3 – Plan and Sequence

Key ideas are planned, where children make decisions around key ideas, language, vocabulary and sequence/structure continuously linked to CAP.



### Step 4 – Practice

Children have the opportunity to practise word-level, sentence-level and/or GPS skills to be applied within writing composition. Children revisit and revise their plan.



### Step 5 – Draft

Children use the skills from previous practise sessions to write their text, selecting appropriate grammar, vocabulary and structure/layout linked to CAP.



### Step 6 – Edit and Improve

Children evaluate the effectiveness of their writing, making corrections and experimenting with how changes to grammar, vocabulary and structure can enhance the text. Children to edit the highlighted sections shown by the teacher.



### Step 7 – 'Pause & Stretch'

Once a half term children either 'pause' for an opportunity to consolidate their learning (word/sentence level/GPS skills) or are 'stretched' by independently transforming a part or piece of their writing linked to audience and form.



### Step 8 – Publish

Once a term, children will create a 'published piece' in their Golden Book.

# Immerse

(1 session)

- Through shared reading or launching of an experience, children are immersed in language. Children gain knowledge of the text's **context** and **genre**.
- In KS2, they may have encountered similar texts in reading lessons.



# Explore

## (1 session)



- Children explore a high-quality model text, analysing and unpicking it for audience, purpose, form and style.
- They discuss language, grammar, structure, and organisational features, identifying how they create effect, linking to authorial intent.
- The audience and purpose are considered throughout the explore section of the writing sequence.



### Context

What sort of writing am I doing?



### Audience

Who am I writing this for?



### Purpose

Why am I writing this?



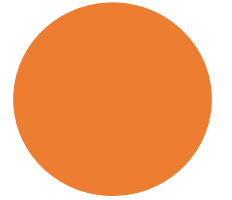
### Style

What tone will my writing have?



# Planning and Sequencing (1 session)

- Children make decisions around key ideas, language, vocabulary and structure. These are linked to audience, and purpose, thinking about the effect on the reader.
- The class working wall acts as a progression plan, being built upon through the writing sequence.





# Practice: Vocabulary

## (1 session)



- Children are given the opportunity to develop their vocabulary within the context through explicit vocabulary instruction and explore language structures than have been used in quality examples.
- Children use their vocabulary in their spoken language, reading and writing, making links between these.
- Language focus lesson could look at elements such as word class, vocabulary development or figurative language.

### Examples:

- Collect vocabulary linked to the form of writing.
- Develop and extend vocabulary through **drawing vocabulary from the text, creating word maps**, using a thesaurus **to create synonym and antonym word banks, sentence level activities.**

# Practice: Grammar

## (1-2 sessions)



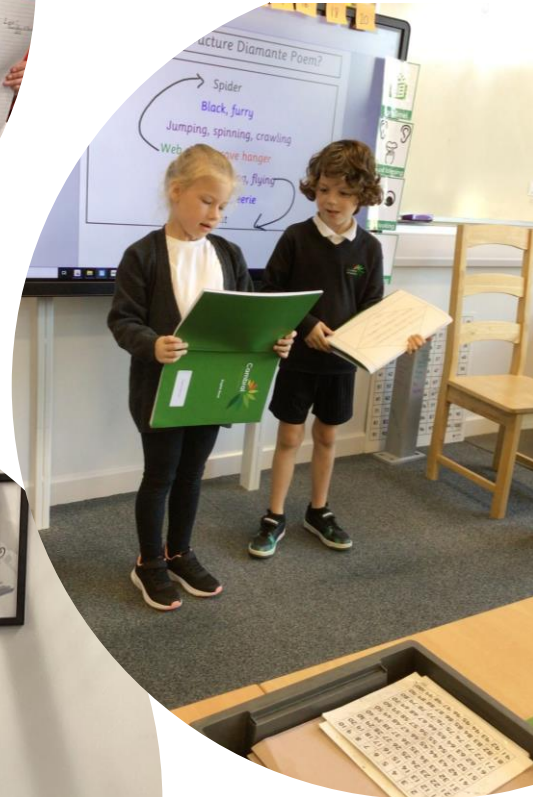
- Children have the opportunity to develop and practise sentence level grammar and punctuation skills that will feed into their final piece.
- This will often focus on brand new learning, teaching this explicitly, but could include consolidating skills or revisiting elements previously taught.
- All grammar practise work links directly to the context of writing.
- Investigate how the feature can be applied through teacher explanation, teacher modelling, shared writing, scaffolded practise and application.



# Draft

(1-3 sessions)

- Children are given the opportunity to write for purpose, linking to the context and audience, drawing upon all elements of the writing sequence.
- Drafting may be split over a number of days, focusing on specific parts of the plan.
- How writing is split will depend on the text type. Some writing can be completed in one lesson.



# Edit and Improve

## (1 session)

### Editing

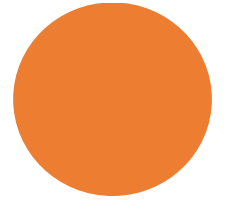
Editing and improve is always modelled by the class teacher.

Children re-read all parts of their writing for sense, making any final correction to their basic skills. Editing is completed to ensure coherence, making correction based on 1:1 discussion, written feedback or whole class feedback.

### Improve

When children are ready, they begin to improve language and grammar linking back to the elements studied in the writing sequence.

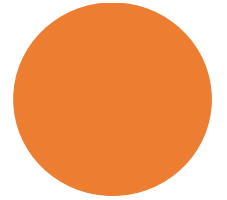
Children are given time to revise, add in, take out or improve their writing independently.



# Pause and Stretch

## (1 session)

- Pause and stretch begins in Year 2. Teachers read and assess whether children have securely applied features taught within the writing sequence.
- From this, they will make the decision whether children will need to pause or stretch and will plan for each group of children.



### Pause

- This is an opportunity to consolidate previous learning.
- An element that a group of children are not secure with are retaught
- Where needed, children practise this element through sentence-level activities.

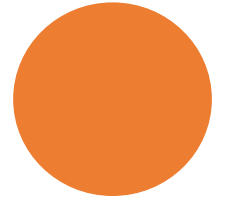
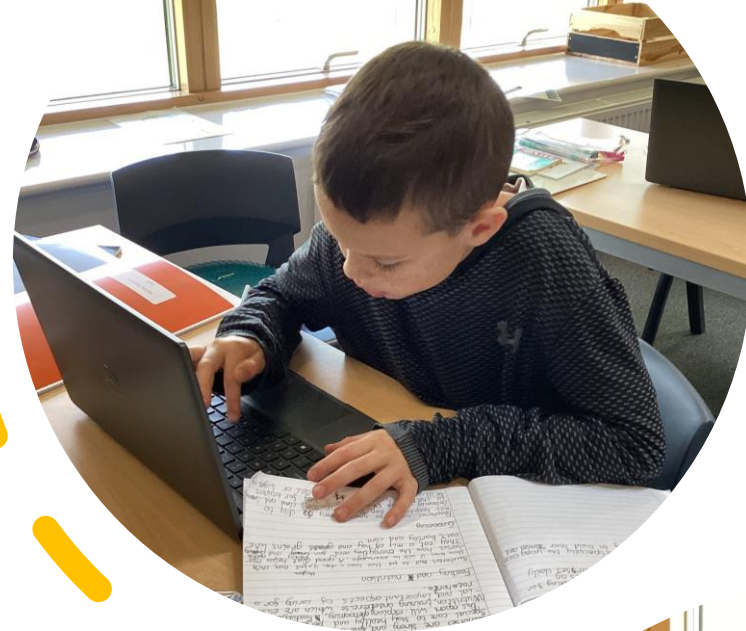
### Stretch

- Stretch opportunities are set out within the writing long term plans for each year group.
- Children will be making a change to their initial piece. This will be set out by the class teacher.
- Children are given an opportunity to look at models for the focus of the stretch element. Often, they will have encountered these in reading lesson or previous units of writing.

# Publish

## (1 session)

- Children publish work in many different ways. This could be orally sharing their work with the audience, writing and presenting work with appropriate features to form or through presenting their work.
- Published writing is placed in the children's 'Golden Book' and this follows them through school as a record of their journey as a author.



# Progression in Text Type



The text types taught in Year 1 have a **predominant** focus on **transcription** as opposed to **composition**, and therefore the authorial features of these text types will need to be taught more explicitly in Year 2. This particularly applies the Year 1 text types with a faded tick.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To entertain	Retell a story	✓	✓	✓			
	Recount	✓	✓				
	Character profile		✓	✓			
	Descriptive writing	✓	✓	✓	✓	✓	✓
	Narrative	✓	✓	✓	✓	✓	✓
To inform	Simple recount	✓	✓				
	Non-chronological report	✓	✓	✓	✓	✓	✓
	Instructions		✓				
	Recount: letter			✓			
	Recount: diary			✓	✓		✓
	Recount: newspaper report				✓	✓	✓
	Recount: historical/biography					✓	✓
	Procedural writing					✓	
To persuade	Poster advert			✓	✓		
	Advert script				✓		
	Persuasive letter/leaflet				✓	✓	✓
	Persuasive speech					✓	✓
To discuss	Balanced discussion					✓	✓
Poetry	Different forms	✓	✓	✓	✓	✓	✓

# Planning Writing

Units of writing are planned using the Trust Long Term Plan for writing. Each half term has the range of text types identified to teach, the core driving text (linked to whole school reading spine), suggestions for opportunities to transform and the key assessment indicators for each term. An example is below. Pupils are summatively assessed each term against the termly writing assessment indicators, as well as formatively throughout the term as part of quality first teaching practice.

Whilst we would expect the selected texts to be used as a key texts over the half term, teachers also select and create additional texts to support the writing journey – e.g. non-fiction texts linked to wider curriculum areas, or model texts to include the specific GPS content which pupils are learning to master.

**Writing Overview | Assessment Indicators and Outcomes**  

**Year 1**

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 1 should enable children to:

Autumn 1		Spring 1+		Summer 1+	
Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.
	Spell some Year 1 common exception words correctly.	Spell many Year 1 common exception words correctly.	Spell most Year 1 common exception words correctly.	Spell most Year 1 common exception words correctly.	Spell most Year 1 common exception words correctly.
	Use the correct spelling of taught suffixes (-s, -es)	Use the correct spelling of taught suffixes (-s, -es, -ing, -ed)	Use the correct spelling of taught suffixes (-s, -es, -ing, -ed, -er, -est)	Use the correct spelling of taught suffixes (-s, -es, -ing, -ed, -er, -est)	Use the correct spelling of taught suffixes (-s, -es, -ing, -ed, -er, -est)
Transcription	Form many lower case letters with correct starting point, sequence of movement and orientation.	Form many lower case letters with correct starting point, sequence of movement and orientation.	Form many lower case letters with correct starting point, sequence of movement and orientation.	Form many lower case letters with correct starting point, sequence of movement and orientation.	Form many lower case letters with correct starting point, sequence of movement and orientation.
	Form some capital letters with correct starting point, sequence of movement and orientation.	Form many capital letters with correct starting point, sequence of movement and orientation.	Form many capital letters with correct starting point, sequence of movement and orientation.	Form many capital letters with correct starting point, sequence of movement and orientation.	Form many capital letters with correct starting point, sequence of movement and orientation.
	Group letters in most words without spaces between graphemes.	Group letters into words without spaces between graphemes.	Group letters into words without spaces between graphemes.	Group letters into words without spaces between graphemes.	Group letters into words without spaces between graphemes.
Transcription	Leave spaces between most words in a caption or sentence.	Leave spaces between most words when writing more than one sentence.	Leave spaces between most words when writing more than one sentence.	Leave spaces between most words when writing more than one sentence.	Leave spaces between most words when writing more than one sentence.
	Position some letters on the line correctly with some descenders going underneath.	Position many letters on the line correctly with many descenders going underneath.	Position most letters on the line correctly with descenders always going underneath.	Position most letters on the line correctly with descenders always going underneath.	Position most letters on the line correctly with descenders always going underneath.
	Re-read words to check that they contain all the sounds.	Re-read words to check that they contain all the sounds.	Re-read words to check that they contain all the sounds.	Re-read words to check that they contain all the sounds.	Re-read words to check that they contain all the sounds.
Sentence Structure	Begin to use a capital letter for the pronoun 'I'.	Use a capital letter for some proper nouns.	Use a capital letter for the pronoun 'I'.	Use a capital letter for many proper nouns.	Use a capital letter for many proper nouns.
	Punctuate some sentences with a capital letter.	Punctuate many sentences with a capital letter.	Punctuate most sentences with a capital letter within a short series of sentences.	Punctuate most sentences with a capital letter within a short series of sentences.	Punctuate most sentences with a capital letter within a short series of sentences.
	Punctuate some sentences with a full stop.	Punctuate many sentences with a full stop.	Use the co-ordinating conjunction 'and' to join words.	Use the co-ordinating conjunction 'and' to join words.	Use the co-ordinating conjunction 'and' to join words.
Sentence Structure	Begin to use the simple present tense.	Use the simple present tense with increasing accuracy.	Use the simple present tense with increasing accuracy.	Use the simple present tense mostly correctly.	Use the simple present tense mostly correctly.
	Begin to use the simple past tense.	Use some adjectives after the noun.	Use the simple past tense with increasing accuracy.	Use the simple past tense mostly correctly.	Use the simple past tense mostly correctly.
	Re-read sentences to check that they include all the words needed for them to make sense.	Re-read sentences to check that they include all the words needed for them to make sense.	Re-read sentences to check that they include all the words needed for them to make sense.	Re-read sentences to check that they include all the words needed for them to make sense.	Re-read sentences to check that they include all the words needed for them to make sense.
Composition	Compose, rehearse and write one or more single-clause sentences following teacher modelling.	Compose, rehearse and write a short series of single-clause sentences, using more of their own ideas.	Compose, rehearse and write a series of meaningful sentences.	Compose, rehearse and write a series of meaningful sentences.	Compose, rehearse and write a series of meaningful sentences.
	Write one or more sentences for different purposes.	Write a short series of sentences for different purposes.	Write a series of sentences for different purposes.	Write a series of sentences for different purposes.	Write a series of sentences for different purposes.

**Writing Outcomes – Y1**

Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Narrative</b>	<b>Narrative</b>	<b>Narrative</b>	<b>Narrative</b>	<b>Narrative</b>
<p><b>Expected Standard:</b> Write one or more sentences to retell part of a story (using a picture stimulus).</p>  <p><b>Instructions</b></p>	<p><b>Expected Standard:</b> To write descriptive sentences to describe a character.</p>  <p><b>Repeat</b></p> <p><b>Expected Standard:</b> To write informative sentences about an animal.</p> 	<p><b>Expected Standard:</b> To write descriptive sentences to describe a character.</p>  <p><b>Recount</b></p> <p><b>Expected Standard:</b> To write a calligram poem on topic or animal.</p> 	<p><b>Expected Standard:</b> To write a series of sentences to retell (using pictures).</p>  <p><b>Repeat</b></p> <p><b>Expected Standard:</b> Write a series of sentences to inform.</p> 	<p><b>Expected Standard:</b> Write a series of sentences to retell part of a story (using pictures).</p>  <p><b>Instructions</b></p> <p>Write a series of sentences to instruct.</p>  <p><b>Poetry</b></p> <p><b>Expected Standard:</b> Create a riddle poem that describes a specific noun through select adjectives. The last line directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?'</p>
<p><b>Expected Standard:</b> Write one or more sentences to instruct.</p>  <p><b>Poetry</b></p>				

\*You must ensure that all of the books stated above (archaic texts, non-linear, well loved, complexity, contemporary and non-fiction) are read to the children OR used as a writing stimulus across the year

Teachers also use a specific 'Text Type' guidance document in order to ensure that the specific components of certain text types are taught and included.



# Progression in Non-Fiction Texts

Our progression in non-fiction texts supports teachers' planning further, setting out the text structures, grammatical features and planning and preparation structures for the different text types. Key vocabulary and grammatical terminology is shared as well as different forms of the text type.

Progression in Non-Fiction Texts		
<b>DISCUSSION TEXTS</b>		
Discussion texts are not limited to controversial issues but to polarised views too. Discussions contrast to persuasive texts which generally give only one opinion or viewpoint which will be biased.		
<b>Purpose:</b> To present a reasoned and balanced overview of an issue or controversial topic. Usually aim to provide two or more different views on an issue, each with elaborations, evidence and/or examples.		
<b>Text Structure</b>	<b>Grammatical Features</b>	<b>Planning and Preparation</b>
<ul style="list-style-type: none"> <li>A statement of the issues involved and a preview of the main arguments</li> <li>Arguments 'for' with supporting evidence/examples</li> <li>Arguments 'against' with supporting evidence/examples</li> <li>Ends with a summary and a statement of recommendation or conclusion</li> </ul> <p>*Another common structure presents 'for' and 'against' alternatively within each paragraph</p>	<ul style="list-style-type: none"> <li>Present tense although <i>can sometimes be in the present perfect form</i>, e.g. <i>some people have argued, some people have said ...</i></li> <li>Noun phrases e.g. <i>some people, most dogs, vehicles, pollution</i></li> <li>Headings and subheadings to support presentation</li> <li>Paragraphs to organise ideas</li> <li>Adverbials to create cohesion across paragraphs</li> <li>Formal or informal vocabulary choices</li> <li>Layout devices, i.e. <i>diagrams, illustrations, sound (presentation) to give information or evidence</i></li> <li>Passive voice to present points of view, e.g. <i>It could be claimed that... It is possible that... Some could claim ...</i></li> <li>Subjunctive form, i.e. <i>If people were to stop hunting...</i></li> <li>Colons and semi colons to separate and link ideas</li> </ul>	<ul style="list-style-type: none"> <li>Questions for title, e.g. <i>Should everyone travel less to conserve global energy?</i></li> <li>Use introduction to show why the issue is being debated, e.g. <i>There is always a great deal of disagreement about...</i></li> <li>Show both sides equally</li> <li>Support each point with evidence</li> <li>Give reasons in conclusion if one opinion is more supported</li> <li>Discussion texts can be combined with other text types, e.g. explanatory texts</li> </ul>
<b>Openers</b>	<b>Conjunctions</b>	<b>Vocabulary</b>
Some claim..., Many people think/believe..., They also argue that..., It is thought..., Maybe..., Possibly..., We can see that..., On the other hand..., Another point is..., Furthermore..., Therefore..., On balance I feel...	<b>Contrast and comparison:</b> however, although, equally, similarly, compared to, in contrast, alternatively, despite this, instead, whereas, nevertheless, moreover, on the contrary, apart from, for all that, it is doubtful, all the same, yet <b>Conclusion and summary:</b> therefore, finally, in conclusion, to summarise, in the end, overall, ultimately, after all, as a result, on the whole, in short	controversial, argument, vie perhaps, post contentious
<b>Forms of discussion text</b>		
<ul style="list-style-type: none"> <li>Short non-fiction book on current issues, e.g. war, gender within sports, global warming</li> <li>Debate</li> <li>Leaflet</li> </ul>		

<ul style="list-style-type: none"> <li>Article</li> <li>Editorial about historical attitudes to gender, social class, colonialism</li> <li>Letters based on pollution, factory farming, smoking etc.</li> <li>Essay giving opinions on literature, music or works of art</li> </ul>	
Year Group	Grammatical features to include in discussions
1	n/a
2	n/a
3	n/a
4	n/a
5	Consistent use of <b>present tense</b> (Y2) Use of <b>present perfect</b> form of nouns (Y3) Effective use of <b>noun phrases</b> Use of <b>paragraphs</b> to organise ideas Use <b>adverbials</b> <b>Headings and subheadings</b> to aid presentation (Y3) Create <b>cohesion within paragraphs</b> using adverbials Use <b>layout devices</b> to provide additional information to guide the reader
6	Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials <b>Make formal and informal vocabulary choices</b> Use the <b>passive voice</b> to present points of view Adapt <b>degrees of formality and informality</b> to suit the form of the discussion Use conditional forms such as the <b>subjunctive form</b> Use <b>semi colons, colons and dashes</b> to make boundaries between clauses