



# Writing Policy

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Name of Responsible Committee/Individual:	Local Governing Committee
Implementation Date:	September 2021
Review Date:	September 2024
Target Audience:	Parents, Pupils, Staff, Governors
Reference Documents:	

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## Intent

At Melbourne Primary School we aim to create confident writers who develop stamina for writing throughout school. We aim for all our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure the children of Melbourne Primary are immersed in a range of genres and have a clear understanding of purpose. Our learners will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our learners are challenged and encouraged to take risks and view mistakes as another part of the learning process. Our learners will always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

## Melbourne Primary School

- 🍀 Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- 🍀 Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- 🍀 Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- 🍀 Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- 🍀 Ensures that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- 🍀 Ensures that all pupils understand all elements of English, as per the national curriculum.

## Writing Learning Journey and lesson timings

Each unit of writing will consist of learning done through approximately a 2-3 week learning journey and will be done through daily 1-hour lessons at the start of the day from Monday to Friday. This is in order to ensure that the build-up of knowledge and skills is progressive and clear. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is no need for Learning Journeys to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).

**Stimulus and Analysis of text**



**Introduction of Writing Skills**



**Application of Grammar Skills through Modelling**



**Planning of Independent Writing**



**First Draft**



**Edit and Improve**



**Final Draft**

Optional - Speaking and listening lesson.  
Can be slotted in at any point in the learning journey

<p>Stimulus and Analysis of Text</p>	<p><b>Stimulus</b> - There must be a hook into the learning journey to make the writing engaging and purposeful. These hooks can be small and simple or as extravagant as you want. At Melbourne primary school, we encourage the use of a class text to use as a stimulus for writing to fully immerse children in the story. Alternatively, writing could link to the topic or be stand alone. Whatever will get your class enjoying writing!</p> <p><b>Analysis of Text</b> - Looking at features within the genre including which writing tools are best suited and why with focus on purpose – this shows the children the expectation of what they themselves are aiming for by the end of their unit of work. This should include:</p> <ul style="list-style-type: none"> <li>• Features of the genre you are covering (e.g. if you are writing an autobiography it should have key dates, be written in chronological order, first person pronouns etc.)</li> <li>• New vocabulary of the learning journey</li> <li>• Identification of the skill(s) that you will be covering e.g. subordinating conjunctions, speech marks.</li> </ul> <p><b>Following this phase, pupils will have identified or been exposed to the skills that will form the success criteria for this piece of writing.</b></p>
<p>Introduction of Writing Skills</p>	<p>Here, you will focus on one of the skills children will be applying in this unit of work. These must be from the <b>Writing Skills Progression</b>. It is vital that children understand the purpose of the skill they are using and its desired impact on the reader. E.g., I will use contrasting conjunctions as this will help add detail for the reader in relation to an opposite point.</p> <p>This is an opportunity for the children to fully understand the writing tool/s they will be using. Prompt and notes relating to these skills should be added to the working wall for pupils to refer to throughout the writing journey.</p> <p>At this introductory stage, they will complete sentence level work in the context, or out of the context, of the stimulus they are using to form their own writing. E.g., For the video Alma, if you were focussing on the skill of using relative clauses, the children could produce sentences that apply this skill...</p> <ul style="list-style-type: none"> <li>• Alma, who was a carefree girl, skipped through the icy streets of the city.</li> </ul>
<p>Application of Grammar Skills through Modelling</p>	<p>Teachers must lead a shared write with the children so that they will have an idea of where to lead their own writing. During the shared writing session, it is vital that you ‘think out loud’, purposefully referring to the skills you are focusing on.</p> <p>Children will be modelled the skills taught in the context of the genre. E.g., if your genre is ‘Suspense Stories’ and you have taught speech marks at a sentence level, model writing these in the context of a suspense story by writing part of a story with the class. Use your own and the pupils’ ideas to collaboratively write.</p> <p>Throughout this process, teachers should model the use of working walls, good vocabulary, use of success criteria, refer to the WAGOLL and model other good writing skills such as reading back work and editing/improving.</p>

	<p>After modelling, pupils should then write their own section of the piece using the Class write ad Analysed Text as WAGOLLS.</p> <p>These lessons should be taught following every 1 or 2 grammar lessons so that pupils have an opportunity to apply each skill.</p>
<p>Planning of Independent Writing</p>	<p>Children to plan their independent piece of writing based on the same or a different stimulus.</p> <p><b>The same stimulus</b> – Pupils may complete the final paragraphs of the class write independently. (this is more suited to a NCR)</p> <p><b>A different Stimulus</b> – Pupils should be given a different stimulus to the class write but the same genre so that they independently apply the same skills to this piece.</p> <p>Then, children are given a planning frame where they are guided into using the skills taught as part of the learning journey as well as the words of the learning journey.</p>
<p>Independent First Draft</p>	<p>Pupils will now complete a first draft of writing using the skills taught and modelled by the teacher. This may take 1 – 2 lessons depending on the volume of writing. Pupils can have access to resources but must access them independently, hence the importance to model the use of these during the modelling/applying process.</p> <p>Pupils should work without direct support from an adult and use their prior learning to inform this independent piece.</p>
<p>Edit and improve</p>	<p>Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in blue pen. Once they have done this, they will then use blue pen to improve/add sentences or sections to their work for their final draft.</p> <p><b>NOTE:</b> Corrections or edits, where one word is being changed or if there is a punctuation mark being added, should be done in the body of the text. Anything beyond this where children are changing or adding a whole sentence or a paragraph, should be done as a footnote.</p> <p>Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.</p>
<p>Final Draft</p>	<p>This is an optional stage of the writing process and may be appropriate for pieces of work used for display or best work for moderation in Y2 and 6. If completing a final draft, it must include all the edits and improvements that have been made during these sessions. This should be done in children’s English Writing book and photocopied into their assessment book. It is <b>vital</b> that children understand that this is not just an exercise in writing up the first draft with improvements in our best handwriting. Model to the children how we should continue to improve our work as we write mentally. This is so that self-improving and on-going editing becomes second nature to children. When modelling how to make continuous improvements, it is important to think out loud so children can ‘see’ and understand why you are making these changes.</p>

See below for an objective sequence displaying the Writing Journey.

Example of a 2-week writing unit with 2 new writing skills covered:

1	<b>Analyse</b>	<b>LO:</b> I can analyse suspense in a piece of writing	6	<b>Apply</b>	<b>LO:</b> I can integrate dialogue to advance action
2	<b>GPS</b>	<b>LO:</b> I can vary sentence length for effect	7	<b>Plan (I)</b>	<b>LO:</b> I can plan a suspenseful narrative
3	<b>Apply (M) (P)</b>	<b>LO:</b> I can vary sentence length for effect	8	<b>Write (I)</b>	<b>LO:</b> I can write a suspenseful narrative
4	<b>GPS</b>	<b>LO:</b> I can punctuate direct speech	9	<b>Write (I)</b>	<b>LO:</b> I can write a suspenseful narrative
5	<b>Apply (M)</b>	<b>LO:</b> I can create characterisation using direct speech.	10	<b>Edit (I)</b>	<b>LO:</b> I can edit and improve my writing

Example of a 3-week writing unit with 4 writing skills covered:

1	<b>Analyse</b>	<b>LO:</b> Analyse a setting description	6	<b>GPS</b>	<b>LO:</b> describe using simile, <u>metaphor</u> and personification	11	<b>Plan (I)</b>	<b>LO:</b> Plan a setting description
2	<b>GPS</b>	<b>LO:</b> create expanded noun phrases with prepositions	7	<b>Apply (M) (I)</b>	<b>LO:</b> Describe a setting using simile, <u>metaphor</u> and personification	12	<b>Write (I)</b>	<b>LO:</b> Write a setting description
3	<b>Apply (M) (P)</b>	<b>LO:</b> Use expanded noun phrases to describe a setting	8	<b>GPS</b>	<b>LO:</b> use Subordinate clauses to add detail and precision	13	<b>Write (I)</b>	<b>LO:</b> Write a setting description
4	<b>GPS</b>	(Y5) <b>LO:</b> use Fronted adverbials to add detail (Y6) <b>LO:</b> use Relative clauses to add detail	9	<b>Apply (I)</b>	<b>LO:</b> Use complex sentences to add detail to a setting description <i>Rewrite one section improving using more varied sentence structure</i>	14	<b>Edit (I)</b>	<b>LO:</b> Edit and improve our writing
5	<b>Apply (M) (P)</b>	<b>LO:</b> Add detail a setting description using...	10	<b>Design</b>	<b>LO:</b> Design an air ship (art lesson for stimulus)	15	<b>Present (I)</b>	<b>LO:</b> Use legible joined handwriting

### Assessed writing

As part of our assessment and internal moderation, pupils will be assessed in depth on 1 piece per half term in Years 1,3,4 and 5. In statutory assessment years, more pieces may be assessed in depth to inform their teacher assessment for writing and prepare for external moderation. Any assessed piece of writing should be either written up in neat (final draft) or photocopied into their purple assessment book. These pieces will be used, along-side others, to inform half termly teacher assessment. They will be assessed against the following criteria which link to our skills progression.

Name.....	Class .....			
<b>Stage 1</b>				
<b>GAP and date</b>				
<b>The pupil can, after discussion with the teacher:</b>				
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>				
Use a full stop at the end of some sentences				
Use a capital letter at the beginning of some sentences				
Use spacing between some words				
Spell some common exception words				
Spell CVC words and some CCVC using knowledge of phonemes				
Form some letters correctly with a clear shape and orientation, including capital letters				
Produce work that can be mostly read/decoded by an adult with help from the child				
<b>WORKING AT THE EXPECTED STANDARD</b>				
Use a full stop at the end of most sentences				
Use a capital letter at the beginning of most sentences				
Use spacing between most words				
Use a capital letter for names and the pronoun 'I'				
Join two phrases using 'and' 'or' and 'but'				
Produce own ideas for narrative writing in sequenced sentences and/or write about real events				
Show some control over word order, producing logical statements in chronological order				
Check sentences make sense by re-reading them				
Make recognisable attempts at spelling unknown words (which are phonetically plausible)				
Spell regular words correctly, CCVC words and use knowledge of alternative phonemes to spell words				
Spell most Y1 common exception words				
Spell words with the suffixes, ing, ed, er where no change is made to the root word				
Spell words with the prefix un where no change is made to the root word				
Produce work that can be mostly read/decoded by an adult without help from the child				
<b>WORKING AT GREATER DEPTH</b>				
Consistently use lower case and upper case letters correctly				
Join sentences together using a conjunction other than 'and' or the adverb 'then'				
Use interesting and appropriate words in writing and experiment with vocabulary				
Write short stories relating to own experience				
Write a short sequenced story to show learning in cross-curricular subjects				
Show some use of question and exclamation marks				
Spell almost all of Year 1 and Year 2 words accurately				
Use ascenders and descenders appropriately.				

Name.....	Class .....			
<b>Stage 2</b>				
<b>GAP and date</b>				
<b>The pupil can, after discussion with the teacher:</b>				
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>				
Write sentences that are sequenced to form a short narrative (real or fictional)				
Demarcate some sentences with capital letters and full stops				
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others				
Spell some common exception words (detailed in the word lists)				
Form lower case letters in the correct direction, starting and finishing in the correct place				
Form lower-case letters of the correct size relative to one another in some of their writing				
Use spacing between words				
<b>WORKING AT THE EXPECTED STANDARD</b>				
Write simple, coherent narratives about personal experiences and those of others (real or fictional)				
Write about real events, recording these simply and clearly				
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required				
Use commas to separate items in a list				
Use apostrophes for contraction and singular possession in nouns				
Use present and past tense mostly correctly and consistently				
Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses				
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others				
Spell many common exception words correctly				
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters				
Use spacing between words that reflects the size of the letters				
<b>WORKING AT GREATER DEPTH</b>				
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing				
Make simple additions, revisions and proof-reading corrections to their own writing				
Use the punctuation taught at Key Stage 1 mostly correctly				
Spell most common exception words correctly				
Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)				
Use the diagonal and horizontal strokes needed to join some letters.				

Name.....		Class .....	
<b>Stage 3</b>		<b>GAP and date</b>	
<b>The pupil can:</b>			
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>			
Write for a range of audiences and purposes			
Use the following mostly correctly	Capital letters		
	Full stops		
	Question marks		
	Exclamation marks		
	Commas to separate items in a list		
Apostrophes for contraction			
Use the punctuation taught at Key Stage 1 mostly correctly			
Spell most of the Year 1/2 common exception words correctly			
Make simple additions, revisions and proof-reading corrections to their own writing			
Use legible handwriting			
<b>WORKING AT THE EXPECTED STANDARD</b>			
Write effectively and coherently for different audiences and purposes, drawing on their reading to inform the vocabulary and grammar of their writing			
Organise writing by using a clear structure, using headings and subheadings where appropriate			
Use apostrophes for singular possession correctly			
Begin to use inverted commas to punctuate direct speech			
Begin to use paragraphs as a way to group related material			
Use the correct tense consistently throughout a piece of writing			
Use the present perfect form of verbs instead of the simple past where appropriate			
Use a wide range of co-ordinating and subordinating conjunctions to join clauses			
Begin to use a wider range of cohesive devices to compose an increasing range of sentence structures	Expanded noun phrases		
	Fronted adverbials		
	Adverbs		
	Prepositions		
Spell homophones and near homophones correctly as listed in the appendix			
Spell many words from the Year 3/4 list correctly			
Use legible, joined handwriting			
<b>WORKING AT GREATER DEPTH</b>			
Use inverted commas mostly correctly			
Use an increasing range of sentence types, adding phrases and subordinate clauses for precision and detail			
Select vocabulary and grammar to match the audience and purpose			
Regularly use a wider range of cohesive devices throughout a piece of writing			
Maintain legible, joined handwriting.			

Name.....		Class .....	
<b>Stage 4</b>		<b>GAP and date</b>	
<b>The pupil can:</b>			
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>			
Write for a range of audiences and purposes			
Use the following mostly correctly	Capital letters		
	Full stops		
	Question marks		
	Exclamation marks		
	Commas to separate items in a list		
	Apostrophes for contraction		
	Apostrophes for singular possession		
	Inverted commas to punctuate direct speech		
Use paragraphs to organise ideas			
Use the correct tense consistently throughout a piece of writing			
Spell some words from the Y3/4 list correctly			
Make additions, revisions and proof-reading corrections to their own writing			
Use legible handwriting			
<b>WORKING AT THE EXPECTED STANDARD</b>			
In narratives, describe settings and characters			
Use paragraphs to organise ideas			
Organise writing by using organisational devices where appropriate			
Use apostrophes for singular and plural possession correctly			
Use the correct tense throughout a piece			
Use a wide range of co-ordinating and subordinating conjunctions to join clauses			
Use a wider range of cohesive devices within and across sentences	Expanded noun phrases		
	Fronted adverbials (must include use of a comma after the fronted adverbial)		
	Adverbs		
	Prepositions		
Pronouns			
Use a variety of sentence structures and types, including simple, compound and complex sentences			
Spell homophones and near homophones correctly as listed in the appendix			
Spell most words from the 3/4 list correctly			
Maintain legible, joined handwriting			
<b>WORKING AT GREATER DEPTH</b>			
Begin to select vocabulary and grammatical structures that reflect what the writing requires			
Use an increasing range of sentence types, adding phrases and subordinate clauses for precision and detail			
Use a wide range of cohesive devices to link ideas and paragraphs			
Use the full range of punctuation taught mostly correctly			
Spell some words from the Y5/6 list correctly.			

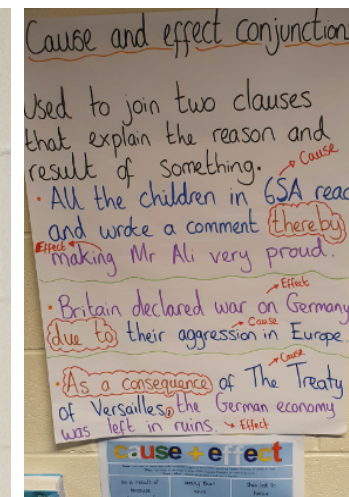
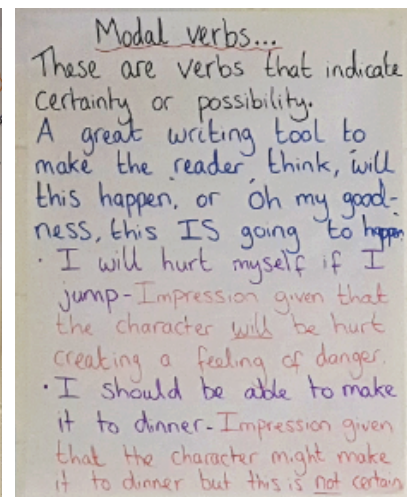
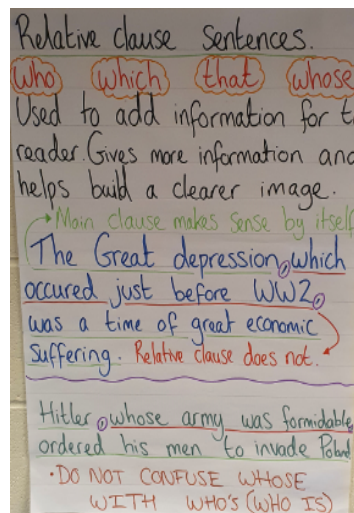


Name.....		Class .....	
Stage 5		GAP and date	
<b>The pupil can:</b>			
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>			
Write for a range of audiences and purposes			
Use the following mostly correctly	Capital letters		
	Full stops		
	Question marks		
	Exclamation marks		
	Commas for lists		
	Apostrophes for contraction		
	Apostrophes for possession		
Inverted commas to punctuate direct speech			
Use paragraphs to organise ideas			
Use the correct tense throughout a piece			
Spell most words from the Y3/4 list correctly			
Spell some words from the Y5/6 list correctly			
Make additions, revisions and proof-reading corrections to their own writing			
Use legible handwriting			
<b>WORKING AT THE EXPECTED STANDARD</b>			
In narratives, describe settings and characters effectively using stylistic devices (e.g. metaphors, similes, alliteration and personification)			
In narratives, develop characters through action and dialogue			
Organise writing by using organisational devices where appropriate			
Use modal verbs to suggest degrees of possibility			
Use brackets, dashes or commas to indicate parenthesis			
Use commas to clarify meaning or avoid ambiguity			
Use the correct subject/verb agreement when using singular or plural			
Use a wide range of cohesive devices within and across sentences	Co-ordinating and subordinating conjunctions to join clauses		
	Sentence structures and types, adding phrases and subordinate clauses for precision and detail		
	Expanded noun phrases		
	Fronted adverbials (including use of a comma after the fronted adverbial)		
	Adverbs of time, place and number		
	Prepositions		
	Pronouns		
	Relative clauses		
Spell homophones and near homophones correctly as listed in the appendix			
Spell many words from the 5/6 list correctly			
Maintain legible, joined handwriting			
<b>WORKING AT GREATER DEPTH</b>			
Select vocabulary and grammatical structures that reflect what the writing requires			
Integrate dialogue into narratives to convey character and advance the action			
Use the full range of punctuation taught mostly correctly for effect			
Spell most words from the Y5/6 list correctly.			

Name:		Stage 6 Writing Assessment	
GAP and date			
<b>The pupil can:</b>			
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>			
Write for a range of audiences and purposes			
Use paragraphs to organise ideas			
In narratives, describe settings and characters			
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, bullet points)			
Use the following mostly correctly	Capital letters		
	Full stops		
	Question marks		
	Commas for lists		
	Apostrophes for contraction		
Spell most words from the Y3/4 list correctly			
Spell some words from the Y5/6 list correctly			
Make additions, revisions and proof-reading corrections to their own writing			
Use legible handwriting			
<b>WORKING AT THE EXPECTED STANDARD</b>			
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)			
In narratives, develop settings, characters and atmosphere			
Integrate dialogue in narratives to convey character and advance the action			
Select vocabulary and grammatical structures that reflect what the writing requires mostly correctly (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)			
Use a range of cohesive devices (including conjunctions, adverbials, pronouns and synonyms) within and across paragraphs			
Use verb tenses consistently and correctly throughout			
Use the range of punctuation taught mostly correctly	Inverted commas		
	Commas for clarity		
	Punctuation for parentheses		
	Semi-colons		
	Dashes		
	Hyphens		
Spell most words from the Y5/6 list correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary			
Maintain legible, joined handwriting			
<b>WORKING AT GREATER DEPTH</b>			
Select the appropriate form for the audience and purpose, drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			
Distinguish between the language of speech and writing (e.g. contracted forms, colloquial expressions and informality) and choose the appropriate register			
Show control over levels of formality, particularly through manipulating grammar and vocabulary			
Use the full range of punctuation taught mostly correctly and use such punctuation precisely to enjance meaning and avoid ambiguity	Semi-colons to mark the boundary between independent clauses		
	Colons to mark the boundary between independent clauses.		

## Working Walls

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. These should be written clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision. These should remain on the walls for as long as the children need and should remain after a learning journey, so children are reminded and encouraged to use these skills in other writing.



## Teaching and Learning

At the end of each term at Melbourne Primary School it is the expectation that there are a minimum of six final pieces of writing in the children's Assessment books. There should be a range of text types, including fiction, non-fiction and poetry.

Non statutory text type guidance					
<b>Fiction</b>	<ul style="list-style-type: none"> <li>Write stories set in places pupils have been.</li> <li>Write stories that contain mythical, legendary or historical characters or events.</li> <li>Write stories of adventure.</li> <li>Write stories of mystery and suspense.</li> <li>Write letters.</li> <li>Write plays.</li> <li>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</li> </ul>	<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>Write instructions.</li> <li>Write recounts.</li> <li>Write persuasively.</li> <li>Write explanations.</li> <li>Write non-chronological reports.</li> <li>Write biographies.</li> <li>Write in a journalistic style.</li> <li>Write arguments.</li> <li>Write formally.</li> </ul>	<b>Poetry</b>	<ul style="list-style-type: none"> <li>Learn by heart and perform a significant poem.</li> <li>Write haiku.</li> <li>Write cinquain.</li> </ul> <p>Write poems that convey an image (simile, word play, rhyme and metaphor).</p>

Teachers clearly establish the purposes and audiences for writing at the start of each 'Writing journey' or unit of work. They make learning objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they will need to undertake and the nature of proposed outcome, which is purposeful. The learning journey should be made clear to the children, who are fully involved in the process and clear about the outcome they are working towards. In Key Stage Two, pupils experience writing in different forms for a variety of audiences. They write for different purposes and are taught to plan, draft, proof-read, improve and present their writing/discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

## Equal spread of coverage of genres

Genres of writing should be covered with an equal spread. This is done so that children have the opportunity to apply skills equally to a range of writing as well being able to develop technical, structural and vocabulary understanding. It also gives fixed points of comparison for each piece of writing. Genre overviews are detailed on the long-term plans for each year group and show which genres will be covered.

They do not detail every unit for the term to allow teachers flexibility and opportunities for cross-curricular writing.

Example Below:

	Autumn			Spring			Summer		
Topic	Violent Volcanoes			Star Trekking			The Amazon		
Text	Wonder <i>R J Palacio</i>			Cosmic <i>Frank Cottrell Boyce</i>			The Explorer <i>Katherine Rundell</i>		
Genre	Formal Letter of Complaint  Mrs Albans to Mr Tushman	Descriptive Writing  Character Description or volcanic eruption description.	Performance Poetry  Narrative Poem Highwayman?	Formal Persuasive Letter  Application to be an astronaut	Informal Letter  To a friend from space	Short Story	Biography  Charles Darwin (Science link)	Non-Chronological Report  Sloths	Diary  From the rainforest
Time Frame	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks
Writing Skills	Co-ordinating conjunctions  Sentence structures and types  Fronted Adverbials  Modal Verbs  Formal Language	Expanded Noun Phrases  Descriptive vocabulary  Prepositions  Subordinating conjunctions	Tense  Descriptive vocabulary  Rhythm  Commas to clarify meaning	Modal Verbs  Tense  Formal Language  Relative Clauses  Passive Voice  Fronted Adverbials	Informal Language  Tense  Subordinating conjunctions  Commas to clarify meaning	Expanded Noun Phrases  Inverted Commas  Sentence types	Correct Tense  Conjunctive adverbs  Fronted Adverbials  Parenthesis	Relative Clauses  Subordinating conjunctions  Passive Voice  Hyphens  Pronouns	Expanded Noun Phrases/ Descriptive Vocab  Time Adverbials  Subordinating conjunctions  Past Progressive Tense

## Planning format

At Melbourne Primary School we are committed to ensuring that what we do is effective and efficient and caters for all pupils. The following is a suggested planning format example and is designed to ensure that where planning is shared between year groups (within the same key stage) that there is differentiation and challenge. The sharing of planning leaves more time to focus on finding and formulating exciting and effective resources and for teachers to think about differentiation.

Lesson	Learning Objective	Resources	Learning	Task	Plenary
1	LO: Analyse a setting description	<i>Analysis sheet</i>	<b>Prior Learning</b>	<b>Year 5</b>	Discuss answers with class and children can fill in any gaps while doing so.
	<b>Skills</b>	<i>Print outs of appropriate setting descriptions</i>	<i>Pupils in Y5 will have knowledge of expanded noun phrases, subordination, coordination, and fronted adverbials with the use of a comma.</i>	Y5 – <i>The House</i> Their task is then to complete the rest of the sheet finding all the different features you have just modelled finding.	
	<b>Year 5</b>		<i>Pupils in Y6 will have knowledge of the above plus relative clauses and parenthesis</i>		
	identify the audience and purpose of the writing, selecting vocabulary and grammar structures that reflect what the writing requires.		<b>Input</b>	<b>Year 6</b>	
	<b>Year 6</b>		Give children a copy of both biographies between 2 and pose the questions: What is the <b>genre</b> (what type of writing is it)? <b>Descriptive</b> What is the <b>purpose</b> of the writing? <b>To describe/entertain</b> Who is the audience of each biography? <b>Various answers</b> Give children chance to explore before discussing the answers as a class. Read the setting descriptions together.	Y6 – <i>The Underworld</i> Their task is then to complete the rest of the sheet finding all the different features you have just modelled finding.	
	plan for a range of audiences and purposes, drawing on reading and research.		<b>Input 2</b>	<b>Differentiation/Focus Pupils</b>	
	In narratives, consider how authors have developed characters and settings.		Work through the features of a setting description (in the order on the sheet) modelling finding an example of each within 1 of the setting descriptions. Do not find the same feature in both though as this is the children’s task. During this modelling, children could fill in the task sheet with the examples you find.	Teacher to move around supporting any pairs where necessary. TA to support any groups who require.  <i>Within manipulating clauses – Y6 to identify the use of parenthesis, subordinate clauses, relative clauses, and fronted adverbials.</i>	
	<b>Key Vocabulary:</b>		Y5 to identify fronted adverbials and subordination		
	<i>Simile, metaphor, personification, subordinate clause, relative clause, expanded noun phrase, fronted adverbial, analyse, describe</i>				

**LO** – is precise and clear about the intended outcome for the lesson

**Skills** – taken directly from the writing progression of skills

**Prior learning** – details any previous coverage of skills, the recent learning of pupils and gives context to the lessons

**Key vocabulary** – is shared with pupils and modelled by teachers throughout writing journey

**Task** – is focussed and differentiated for pupils

## Spellings

Each week, children will be taught a spelling rule/pattern as part of the No Nonsense Spelling Scheme. After practise and modelling, children will eventually be expected to apply this rule in sentences based on the context of their learning.

Spelling will be sent home as part of homework based on the rule. Some weeks children will practise questions from the Statutory word lists. As well as the words sent home, children may be tested on 'blind words' where they will have words to spell following the rule/pattern, but these WILL NOT be on the spelling sheet that go home. There are sets of words for each week for pupils to learn. Where pupils have a particular weakness, they should have differentiated spellings.

## Handwriting

Cursive handwriting teaches pupils to join letters in words as a series of continuous flowing movements or patterns. Words can be written without taking the pencil off the page. Continuous style provides a directional left, right movement. This flowing, rhythmical movement aids speed and fluency particularly when practised from Foundation stage with the final product being neat and fast. This cursive style also lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer. Pupils with specific learning disabilities find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement.

