

School aims	Links to other subjects / curriculum areas:
<p>English lessons across the whole school are planned in interesting and engaging ways through the use of high-quality texts (including picture books) from CLPE Power of Reading. Writing skills are explicitly taught and then practised through writing opportunities, covering a wide range of subjects and genres.</p> <p>The teaching of grammar and punctuation is a strong focus and is embedded within English lessons. Spelling is taught explicitly through the use of Read, Write, Inc. phonics and the Islington Scheme of Work which builds strongly on the pupil's phonic knowledge from Key Stage 1 and spelling patterns, developing their understanding of word structure. Spelling patterns are learnt over a period of two weeks.</p> <p>As a school, we use CLPE Power of Reading books to inspire writing. Teachers use the book to plan for writing outcomes. Teachers model the process of writing within every literacy unit so that children understand the thought process behind writing. During this process, teachers think out loud, modelling, editing and demonstrating how and why they have structured their writing in the way that they have. Children are then given the opportunity to participate in a shared write, where everybody contributes to the writing outcome. This is scaffolded further into paired, supported and finally independent writing. The skills that pupils learn in English lessons are developed and applied across the curriculum. Pupils are expected to use their knowledge of genres, text features, grammar, punctuation and spelling when writing in any lesson.</p>	<p>Reading and Writing are fundamental to all areas of learning, as it unlocks access to the wider curriculum. Writing in other subjects provides a valuable opportunity for pupils to apply their writing skills and write for a wide range of audiences and purposes.</p>
<p>National Curriculum</p> <p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 	<p>Links to learning in EYFS</p> <p>Writing Skills are developed particularly through Physical Development and Literacy.</p> <p>Children are encouraged to explore mark making and begin to make links between phonic sounds and letters. Adults model writing and encourage pupils to write for a purpose, such as lists and labels. They participate in a range of activities that use tools to develop fine-motor control (e.g. pouring, play dough, turning pages, cutting, holding pens and pencils, tracing and copying). In Reception, pupils develop their phonic knowledge, segmenting simple words to write words in ways which match their spoken sounds. They learn begin to write simple sentences</p>

Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts for writing	Write narratives about personal experiences (real or fictional). Write narratives retelling or based on stories they know well. Begin to write for different purposes	Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.	Identify features of writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Identify the audience for and purpose of the writing. Begin to select the appropriate form and use other similar writing as models for their own. Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	Identify the audience for and purpose of the writing. Select the appropriate form and use other similar write as models for their own. Discuss and explain how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Planning writing	Say out loud what they are going to write about. Composing a sentence orally before writing it.	Plan or say out loud what they are going to write about.	Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), beginning to build a varied and rich vocabulary and a range of sentence structures.	Confidently discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Note and develop initial ideas, drawing on reading and research where necessary.	Note and develop initial ideas, drawing on reading and research where necessary and deciding on own layout for planning.
Drafting writing	Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense.	Write simple, coherent narratives about personal experiences and those of others (real or fictional). Write about real events, recording these	Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form. Begin to create settings,	Write for a range of purposes and audiences with an increasing awareness of appropriate language and form. Use vocabulary and grammatical	Write for a range of purposes and audiences, and select language that shows good awareness of the reader. Select appropriate grammar and grammatical	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. Describe settings, characters and atmosphere and

		<p>simply and clearly.</p> <p>Write down ideas and/or key words, including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence.</p>	<p>characters and plot in narrative.</p> <p>Organise paragraphs around a theme.</p> <p>Use simple organisational devices in non-narrative material (headings and subheadings).</p>	<p>structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence).</p> <p>Create settings, characters and plot in narrative.</p> <p>Confidently organise paragraphs around a theme.</p> <p>Use simple organisational devices in non-narrative material</p>	<p>audience and purpose, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description.</p> <p>Begin to précis longer passages.</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Use organisational and presentational devices to structure text and to guide the reader</p>	<p>integrating dialogue to convey character and advance the action.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Précise longer passages.</p> <p>Confidently use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices effectively to structure text and to guide the reader.</p>
Editing Writing	<p>Discuss what they have written with the teacher or other pupils.</p>	<p>Evaluate their writing with the teacher and other pupils.</p> <p>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous</p>	<p>Begin to assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of</p>	<p>Assess the effectiveness of their own and others' write and suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Begin to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proofread to check</p>	<p>Assess the effectiveness of their own and others' writing, relating to audience and purpose.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent</p>

		<p>form. Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>pronouns in sentences. Proofread for spelling and punctuation errors.</p>	<p>pronouns in sentences. Proofread for spelling and punctuation errors.</p>	<p>the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. Proofread for spelling and punctuation errors.</p>	<p>and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors.</p>
Performing writing	Read their writing aloud clearly enough for others to hear and discuss.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear.	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Confidently perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
Vocabulary and Sentence Structure	Join words and clauses using "and".	Include expanded noun phrases to describe and specify	<p>Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause (and place).</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Ensure nouns or pronouns are used appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Use a thesaurus to develop vocabulary. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility</p>	<p>Use a thesaurus to choose the most precise vocabulary for the task. Confidently use expanded noun phrases to convey complicated information concisely. Ensure modal verbs or adverbs indicate degrees of possibility accurately.</p>