



Writing

At Chaddlewood, we want all children to write with effect and accuracy, regardless of their background, needs and abilities. We recognise that the ability to write with clarity and effect is an essential skill that allows children to achieve and progress in a range of subjects, enriches their experience of education and prepares them for life beyond the classroom. We also recognise that writing is underpinned by strong reading habits and skills.

Our intent: Chaddlewood children master core writing skills in each year group that progressively develop their writing abilities

Each year group, whilst delivering the breadth of the national curriculum, focuses on a number of core objectives that we want the children to master. The objectives cover four themes: 1) composition, purpose and audience; 2) grammar; 3) punctuation; and 4) transcription. The objectives are mostly taught with reference to an exemplar text (such as a short story or an extract from a non-fiction text) in units of around three weeks. For each year group, we have mapped the objectives covered in each unit so that, over the course of the year, children explore, revisit and master each objective. We have recently adapted our approach so that key objectives are pre-taught to all children in the first half term and revisited again in the last half term so that mastery is further imbedded.

Despite our focus on core objectives, we recognise, and emphasise to the children, that effective writing is not simply a process of combining the features they have been taught in a 'paint by numbers' approach. Instead, we reinforce to the children that writers are driven by the effect they wish their writing to have, the purpose for which they are writing and their chosen audience.

Our core objectives are provided in the tables at the foot of this document.

Our intent: Grammar and punctuation are taught, wherever possible, within contextualised English units

When we are planning our units, we ensure that we teach the grammar and punctuation for each year group - including the relevant terminology - as part of those units rather than as discrete lessons. This ensures that the children are able to contextualise their learning effectively, recognising that grammar and punctuation are linked to the construction of effective and accurate writing rather than being stand-alone segments of knowledge.

Our intent: We use assessment effectively to inform our provision

We primarily assess children's writing against the core objectives for each year group. In the first part of the year, much of our assessment is formative, moving towards more formal summative assessment in the latter part of the year. Our focus on core objectives allows us to identify the extent to which children have mastered the essential knowledge and skills for their year group so that we can precisely identify gaps or areas that need further consolidation. We adjust our medium-term plans so that we can revisit core objectives as necessary in order to support our intention that all Chaddlewood children master essential writing skills in each year group. Our assessments are moderated across our year groups and by our English Co-ordinator and Headteacher.

Our intent: Chaddlewood children have a secure understanding of essential writing skills (the ‘Chaddlewood nuts and bolts’)

We want all of our children to leave primary school with the ability to apply essential writing skills accurately and consistently. We see this as a basic entitlement but also consider that the ability to use these skills with automaticity will give children the cognitive capacity to access higher-order skills (as well as allowing teachers to focus on the core objectives for their year group rather than on the basics). We call these essentials the ‘Chaddlewood nuts and bolts’ - a defined list of objectives that we expect every child to apply in their writing and which range from capital letters and full stops to the accurate use of common homophones such as *its/it’s*. These have always been areas of focus at Chaddlewood but we have now significantly raised their profile so that children understand and can explain their importance. At Chaddlewood, we explicitly teach the nuts and bolts, make reference to them in our marking and refer to them regularly in our teaching.

Our intent: Chaddlewood children know how to improve their writing

In Key Stage 2, we use a series of numerical marking codes that we put in the margin of children’s written work (including cross-curricular work) and which point out errors - or suggest improvements - to the children. Each child has a copy of the codes and is expected to use these as the basis for correcting or improving their work. This is an effective and efficient system that allows teachers to mark work accurately and quickly whilst giving children the opportunity to rapidly remediate their work.

In Key Stage 2, children also edit and proofread their work as a matter of course. This might reflect teacher feedback or, in the case of independent writing, the child’s own analysis or that of their peers. The level, depth and independence of the editing and proofreading processes develop throughout the Key Stage so that, by Year 6, children are adept in correcting their work and re-writing substantial segments of text for improvement.

Our intent: Reading and writing skills are developed concurrently (reading as writers and writing as readers)

Our English teaching is shaped so that each new unit starts with the reading and analysis of an exemplar text. We spend time working with the children to understand what makes a text ‘work’ - the techniques the author has used and the effect these have on the audience. The children have the opportunity to replicate these techniques in their own writing and are encouraged, once they have completed written work, to review it from a reader’s perspective. This approach - reading as writers and writing as readers - ensures that the two key strands of our English provision are mutually supportive.

Core objectives by year group: composition, purpose and audience

Year 1	Year 2*	Year 3	Year 4	Year 5	Year 6*
<p>Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). Compose sentences orally and in writing. Sequence sentences to form a short narrative or piece of information writing. Use basic descriptive language. Re-read and check writing makes sense.</p>	<p>EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional) EXS: Write about real events, recording these simply and clearly GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing GDS: Make simple additions, revisions and proof-reading corrections to their own writing.</p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary. In narrative create simple settings, characters and plot. Begin to use direct speech within narratives. Use paragraphs as a way of grouping related material. Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).</p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary appropriate to purpose and form. Write narratives with a clear plot, and describe settings and characters. Make effective choices about using direct speech within narratives. Use paragraphs to organise ideas around a theme, e.g. making use of topic sentences in non-narrative. Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).</p>	<p>Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). In narratives, describe settings, characters and begin to develop atmosphere ('show not tell'). Use dialogue in narratives to convey character or advance the action. Use a range of devices to build cohesion within and across paragraphs:</p> <ul style="list-style-type: none"> • secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; • link ideas using adverbials of time, place and number; • link ideas using tense choices (e.g. he had seen her before instead of he saw her before). <p>Make choices in drafting and revising writing, showing</p>	<p>EXS: 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). [From Y6 PoS: this must include examples of more formal writing.] GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). EXS: In narratives, describe settings, characters and atmosphere. EXS: Integrate dialogue in narratives to convey character and advance the action. EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. From PoS: Make</p>

				understanding of how these enhance meaning. Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).	choices in drafting and revising writing, showing understanding of how these enhance meaning. From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).
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Core objectives by year group: grammar

Year 1	Year 2*	Year 3	Year 4	Year 5	Year 6*
Combine words to form grammatically accurate sentences. Join words and clauses using 'and'.	EXS: Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.] EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Add description and specification through the use of expanded noun phrases. Write different types of sentences – statements, commands, questions and exclamatory sentences.	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2). Use present and past tense correctly, including use of the present perfect instead of the simple past. Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally).	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). Use Standard English verb inflections, instead of local dialect forms (we were instead of we	use a range of verb forms, particularly the perfect, to mark relationships of time and cause. use modals and adverbs to indicate possibility. convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses. use a range of clause structures, sometimes varying their position within the sentence for effect (secure and extend from Year 4).	EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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). EXS: Use verb tenses consistently and correctly throughout their writing. GDS: Distinguish between the language of speech and writing and choose the appropriate register.

			<p>was; I did instead of I done).</p> <p>Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).</p>		<p>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>
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Core objectives by year group: punctuation

Year 1	Year 2*	Year 3	Year 4	Year 5	Year 6*
<p>Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</p> <p>Use capital letters for names and the personal pronoun 'I'.</p>	<p>EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>GDS: Use the punctuation taught at key stage 1 mostly correctly</p>	<p>Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).</p> <p>Avoid run-on sentences and comma splices.</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Use apostrophes for contraction and singular possession correctly (secure from Year 2).</p>	<p>Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).</p> <p>Avoid run-on sentences and comma splices.</p> <p>Use commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech accurately.</p> <p>Use apostrophes correctly (contraction, singular and plural possession).</p>	<p>Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).</p> <p>Avoid run-on sentences and comma splices.</p> <p>Indicate parenthesis using brackets, commas or dashes.</p> <p>Use punctuation to ensure meaning is clear, particularly commas for clarity.</p>	<p>EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

Core objectives by year group: transcription

Year 1	Year 2*	Year 3	Year 4	Year 5	Year 6*
<p>Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. Spell many Year 1 common exception words. Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est'). Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters and digits 0-9. Separate words with spaces.</p>	<p>EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others EXS: Spell many common exception words GDS: Spell most common exception words GDS: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters GDS: Use the diagonal and horizontal strokes needed to join some letters. EXS: Use spacing between words that reflects the size of the letters.</p>	<p>Spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> • common <p>exception words from KS1;</p> <ul style="list-style-type: none"> • previously taught homophones; • those with known prefixes and suffixes. <p>Use and spell correctly many words from the Year 3 / Year 4 spelling list. Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. Use joined up writing consistently and independently.</p>	<p>Spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> • common <p>exception words from KS1;</p> <ul style="list-style-type: none"> • previously taught homophones; • those with known prefixes and suffixes. <p>Use and spell correctly most words from the Year 3 / Year 4 spelling list. Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words. Use joined up writing consistently, independently and fluently.</p>	<p>Spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> • Year 3/4 statutory words; • common <p>exception words from KS1;</p> <ul style="list-style-type: none"> • previously taught homophones. <p>Use and spell correctly many words from the year 5 / year 6 spelling list. Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary. Maintain legibility in joined handwriting when writing at speed.</p>	<p>EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. EXS: Maintain legibility in joined handwriting when writing at speed.</p>

* Year 2 and Year 6 objectives are based on the KS1 and KS2 teacher assessment frameworks respectively.