



Subject: Writing at Denton CP School Statement of Intention

- A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

- **Aims: Children will leave Denton CP School with an understanding of how to;**
- Plan, revise and evaluate their writing.
- Develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
- Write in a fluent and legible style.
- Spell through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
- Articulate and communicate ideas, and then organise them coherently for a reader.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	<p>Read words containing each of the 40+ phonemes already taught.</p> <p>Understanding of common exception words.</p> <p>To read the days of the week.</p> <p>To name the letters of the alphabet in order.</p> <p>To use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un–.</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Apply simple spelling rules and write from memory simple sentences dictated by the teacher.</p>	<p>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learning to spell common exception words.</p> <p>Learning to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones.</p> <p>To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>To apply spelling rules in writing.</p> <p>To write from memory simple sentences dictated by the teacher</p>	<p>To use further prefixes and suffixes and understand how to add them</p> <p>To spell further homophones.</p> <p>To spell words that are often misspelt.</p> <p>To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals. [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters. [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>	

		that include words using the GPCs, common exception words and punctuation taught so far.		
Handwriting	<p>To sit correctly at a table, holding a pencil comfortably</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To form capital letters.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To form lower-case letters of the correct size relative to one another.</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letter.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>
Composition	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p>	<p>To discuss writing similar to that which they are planning.</p> <p>To write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>

	<p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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