

## WRITING AT ALBAN CITY SCHOOL

At Alban City School, we aim to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to be successful at the next stage of their education and beyond; learning to communicate effectively in writing is an essential part of this. Careful links are made across the curriculum to ensure that the opportunities that children have to write are purposeful, relevant and meaningful. Where possible we link writing with the topic that we are covering in other curriculum areas such as History, Geography and Science. We ensure that children develop an understanding of how widely writing is used in everyday life and how important and useful the skills are that they are learning.

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

At Alban City School, we plan our English lessons based on the National Curriculum, supported by a carefully sequenced progression in the skills and knowledge that are covered each year. We aim to help the children produce well-structured writing and we pay particular attention throughout the school to the formal structures of English: grammatical detail, spelling and punctuation. Teachers clearly model these writing skills, use working walls to help support children through their learning journey, have smaller guided writing groups to target specific needs and use learning stories to help guide children through their writing tasks.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form lower-case and capital letters correctly. Teach formation as they learn the sounds for	Say out loud what they are going to write about	Write sentences that are sequenced to form a short narrative (real or fictional)	Write simple, coherent narratives  Write in a range of non-narrative forms	Write for a range of purposes  Begin to use paragraphs	Write for a range of purposes  Use paragraphs to organise ideas	Write for a range of purposes  Use paragraphs to organise ideas

<p>each letter using a memorable phrase.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Support children to form the complete sentence before writing.</p> <p>Help children memorise the sentence before</p>	<p>Write a single sentence demarcated with capital letters and full stops</p> <p>Segment many spoken words into phonemes and represent these by graphemes</p> <p>Spell some common exception words</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Recognise where spaces between words have been missed.</p> <p>Read own writing aloud clearly for others to hear and discuss</p> <p>Orally rehearse sentences and</p>	<p>Demarcate some sentences with capital letters and full stop</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>Spell some common exception words</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words.</p>	<p>Use the range of punctuation taught up to and including Y2 mostly correctly</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses</p> <p>Spell many common exception words</p> <p>Use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly</p> <p>Form capital letters and lower case letters correctly</p> <p>Write for a range of real purposes and audiences, beginning to develop an awareness of</p>	<p>Create settings and characters in narrative</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)</p> <p>Use the range of punctuation taught up to and including Y2 correctly and some of the punctuation taught in Y3 and Y4</p> <p>Spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list</p> <p>Write legibly.</p> <p>Write for a range of purposes and audiences with an increasing awareness of appropriate language and form</p>	<p>In narratives, describe settings and characters</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>Use the range of punctuation taught up to and including Y2 correctly and some of the punctuation taught in Y3 and Y4</p> <p>Spell correctly common exception words and many words from Y3/4 spelling lists and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible</p>	<p>In narratives, describe settings and characters</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</p> <p>Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</p> <p>Write legibly.</p> <p>Write effectively for a range of purposes and audiences, selecting</p>
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<p>writing by saying it aloud.</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>Re-read what they have written to check that it makes sense. Model how you read and re-read your own writing to check it makes sense.</p>	<p>sequence them to form short narratives</p> <p>Join words and clauses with the conjunction 'and'</p> <p>Use past, present and future accurately in speech and begin to incorporate these in their writing</p> <p>Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Spell some Y1 common exception words and the days of the week</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many words in a</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses</p>	<p>appropriate language and form (e.g. letter; report writing)</p> <p>Create settings, characters and plot in narrative</p> <p>Use speech punctuation correctly when following modelled writing</p> <p>Use some conjunctions ( e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail</p> <p>Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)</p>	<p>(e.g. description of a school event, poetry to evoke feelings)</p> <p>Create settings, characters and plot in narrative</p> <p>Use speech punctuation correctly most of the time</p> <p>Use vocabulary and grammatical 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>Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs</p>	<p>Write legibly.</p> <p>Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)</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>Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types;</p>	<p>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)</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>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)</p>
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	<p>phonically-plausible way</p> <p>Form many letters and digits correctly, with some difference between upper and lower-case letters</p> <p>Use spaces between words.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Spell many common exception words</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)</p> <p>Spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list, using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible</p> <p>Spell most common exception words</p> <p>Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)</p>	<p>to express time and cause)</p> <p>Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)</p> <p>Use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe)</p> <p>Spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings</p>	<p>tenses; a range of verb forms; relative clauses)</p> <p>Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing</p> <p>Use verb tenses consistently and correctly throughout most of their writing</p> <p>Use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses; punctuation for parenthesis)</p> <p>Spell correctly words from learning in previous year groups, and some words from the year 5 / year 6</p>	<p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>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>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</p>
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			Join letters with diagonal and horizontal strokes where appropriate.	Write legibly and with increasing fluency, paying attention to size and spacing maintain the use of joined handwriting throughout independent writing.	spelling list, using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary  Write legibly, fluently and with increasing speed.	Maintain legibility in joined handwriting when writing at speed.
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