

English Writing Rationale - Holmes Chapel Primary School

It states in the National Curriculum programme of study for English that, *'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 language, and to develop their love of literature through widespread reading for enjoyment.'*

Aims to ensure that all pupils:

- *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*

Intent

At Holmes Chapel Primary, it is our intent to equip our children with the skills to be able to write fluently in a range of different genres as well as being able to communicate their ideas clearly. In order to achieve this, we provide them with rich and varied opportunities which include cross-curricular writing, writing from personal experiences and the use of high quality texts which support the children to become creative, inspired and have a love of writing. We strive for the children to be confident writers with the stamina and ability to write, at least, at the expected standard for their age. We want our children to have the knowledge and understanding of technical grammar and punctuation, and to be able to apply it in a variety of different genres of their writing. In addition, we intend for our children to acquire and develop their use of vocabulary through our teaching, exposure to high quality texts within our lessons and through the promotion of a love of reading across our whole school reading for pleasure approach.

Implementation

Composition

Throughout school, children are given purposeful and engaging opportunities to develop their skills and vocabulary by effectively planning, writing and revising their work. We follow a consistent, structured and supportive writing cycle based on the research-based gradual release of responsibility model and self-regulation where children use strategies to identify their next steps. Objectives are clear and progressive in every year group. We offer high levels of support to those who need it allowing each child to access their year group learning where possible and reach their full potential.

Speaking and Listening

Children across school have the opportunity to enhance their speaking and listening skills by reading aloud their writing, listening to others and reciting and performing poetry, both their own and published.

Grammar and Punctuation

Across school, grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers select, plan and deliver lessons that cover the required skills through the genres of writing that they are teaching, linking the grammar and punctuation to the genre to make it coherently connected with the intended writing outcome. At times, teachers may sometimes focus on particular grammar and punctuation skills as a discrete lesson; this is where the class need additional lessons to embed and develop their understanding from a technical point of view, or to consolidate skills before applying it into their writing.

Vocabulary

Early vocabulary development is often encountered through reading. However, young readers encounter more unfamiliar words than more experienced readers. Therefore, in addition to developing the process of reading through sounding out and blending, teachers also focus their time on explaining the meaning of language and vocabulary. Across school, teachers introduce age appropriate / genre appropriate language and vocabulary for style and meaning in reading and writing tasks, and discuss it with the children. In addition to this, teachers select, plan and introduce curriculum based vocabulary through our foundation subjects. Key words are introduced and discussed that are considered important for children to have a deeper understanding, semantically and morphologically (meaning and spelling patterns).

Where children are struggling to meet the age related expectations for reading and therefore being taught at a lower age level than their chronological age, they still follow the programme of study for their correct chronological age in terms of listening to new books, hearing and learning new vocabulary, and discussing these.

Transcription

Handwriting & Spelling: See separate documentation.

Assessment

Assessments are in the form of ongoing formative assessments throughout the year together with summative assessments and Teacher Assessment at the end of each term. The writing assessment follows the National Curriculum Programme of Study attainment targets for the end of each key stage and the skills set out in the National Curriculum for each interim year group. Teachers of each interim year group (Years 1, 3, 4 and 5) follow the same rigor in their approach to assessment as would teachers at the end of key stages to ensure accurate assessment data for subsequent year groups. By following the same approach, teachers are required to carefully identify the gaps and weaknesses that will need to be targeted as a matter of urgency for the remainder of their year or in the subsequent year group.

In addition, Years 2, 3, 4, 5 and 6 are subject to Spelling, Punctuation and Grammar (SPaG) assessments. Year 6 are assessed with the nationally published (SATs) test in the summer term and use previous national test papers as practice assessments at the end of each half-term. NFER Punctuation and Grammar assessments undertaken in Years 3, 4 and 5 are completed triannually. Year 2 continue to assess using past SATs papers and newly published papers. These assessments, combined with termly spelling scores, are used predominantly to inform the overall SPaG data at the end of each term, in addition to their assessment of grammar application within their writing assessment. These assessments are done in conjunction with Teacher Assessment of each child's writing (including handwriting) in every year group. A rigorous moderation process is in place in conjunction with other schools within our Aspire Trust for every year group.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#spoken-language--years-1-to-6> July 2014

Key Stage Overview

Composition

Pupils should be taught to:

Year 1

Write sentences by:	<ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense
Discuss what they have written with the teacher or other pupils	
Read their writing aloud, clearly enough to be heard by their peers and the teacher	

Year 2

Develop positive attitudes towards and stamina for writing by:	<ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional)• writing about real events• writing poetry• writing for different purposes
Consider what they are going to write before beginning by:	<ul style="list-style-type: none">• planning or saying out loud what they are going to write about• writing down ideas and/or key words, including new vocabulary• encapsulating what they want to say, sentence by sentence
Make simple additions, revisions and corrections to their own writing by:	<ul style="list-style-type: none">• reading their writing with the teacher and other pupils• reading to check that their writing makes sense and that verbs to indicate time are correctly and consistently, including verbs in the continuous form• reading to check for errors in spelling, grammar and punctuation (for example, sentences punctuated correctly)
Read aloud what they have written with appropriate intonation to make the meaning clear	

Lower Key Stage 2 – Years 3 and 4

Plan their writing by:	<ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas
Draft and write by:	<ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2• organising paragraphs around a theme• in narratives, creating settings, characters and plot• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
Evaluate and edit by:	<ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Proofread for spelling and punctuation errors	
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	

Upper Key Stage 2 – Years 5 and 6

Plan their writing by:	<ul style="list-style-type: none">• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• noting and developing initial ideas, drawing on reading and research where necessary• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Draft and write by:	<ul style="list-style-type: none">• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• précising longer passages• using a wide range of devices to build cohesion within and across paragraphs

	<ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluate and edit by:	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring 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	
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	

Grammar and Punctuation

Year 1 Statutory Requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2 (see grid below)
 - use the grammatical terminology in English Appendix 2 in discussing their writing.

Information from English Appendix 2

Word	<ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
------	---

	<ul style="list-style-type: none"> • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence	<ul style="list-style-type: none"> • How words can combine to make sentences Joining words and joining clauses using and
Text	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives
Punctuation	<ul style="list-style-type: none"> • Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun
Terminology	letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 2 Statutory Requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2 (see grid below)
 - some features of written Standard English
 - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Information from English Appendix 2

Word	<ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
------	--

Sentence	<ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma

Year 3 Statutory requirement

In years 3 and 4, Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2 (see grid below)
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Information from the English Appendix 2 for Year 3 only

Word	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Text	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology	preposition, conjunction, word family, prefix clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)

Year 4 Statutory Requirements

In years 3 and 4, Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2 (see grid below)
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Information from the English Appendix 2 for Year 4 only

Word	<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use of commas after fronted adverbials
Terminology	Determiner, pronoun, possessive pronoun, adverbial

Year 5 Statutory Requirements

In Years 5 and 6, pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2 (see grid below)
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list

- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Information from the English Appendix 2 for Year 5 only

Word	<ul style="list-style-type: none"> ● Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] ● Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Sentence	<ul style="list-style-type: none"> ● Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun ● Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	<ul style="list-style-type: none"> ● Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ● Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	<ul style="list-style-type: none"> ● Brackets, dashes or commas to indicate parenthesis ● Use of commas to clarify meaning or avoid ambiguity
Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6 Statutory Requirements

In Years 5 and 6, pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2 (see grid below)
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis

- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Information from the English Appendix 2 for Year 6 only

Word	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Transcription

Year 1: Follow the Year 1 programme of study and write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Year 2: Follow the Year 2 programme of study and write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Lower key stage 2 – Years 3 and 4: Follow the Year 3 and 4 programme of study and write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Upper key stage 2 – Years 5 and 6: Follow the Year 5 and 6 programme of study and write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

[Handwriting](#)

See Handwriting Rationale 2023

[Spelling](#)

See Spelling Rationale 2023