

Writing at Princess Frederica

Overview

The writing curriculum at Princess Frederica focuses on the two main strands in the national curriculum: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Vocabulary, grammar and punctuation are taught and consolidated across programmes of study in order to write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences. Pupils are taught to use Standard English and how to consciously adapt their use of language as is appropriate. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. There will be an overview of what each year group should have achieved by the end of the year followed by a more detailed outline of the topics covered as they relate to the different strands of the national curriculum. A 'curriculum map' is also provided for each year group outlining specific units of work being studied and the literature being used as a stimulus.

Vision

- Children become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Children reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Children can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Children have an understanding of mathematical concepts which can be applied throughout their lives.
- Children can explain their mathematical thinking, using the correct terminology.
- Children can choose the most effective method to solve a problem.

Intent

By the end of EYFS children should be able to,

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

By the end of Year 1, children should be able to,

- Read a sentence back to ensure it makes sense? (Composition)
- Sequence ideas in writing? (Composition)
- Use some descriptive language in writing? (Composition)
- Join clauses using 'and'? (Vocabulary, Grammar and Punctuation)
- Use a capital letter at the start of a sentence? (Vocabulary, Grammar and Punctuation)
- Punctuate sentences using a capital letter and a full stop? (Vocabulary, Grammar and Punctuation)
- Spell words using phonics sounds taught? (Spellings)
- Spell regular verb inflections –ing -ed correctly? (Spellings)
- Spell regular –s –es endings correctly? (Spellings)
- Form all letters correctly? (Handwriting)
- Use finger spaces between words? (Handwriting)

By the end of Year 2, children should be able to,

- Write simple stories about real or fictional experiences? (Composition)

- Write clearly about real events? (Composition)
- Check my writing back for spelling, punctuation and grammatical errors? (Composition)
- Choose vocabulary that makes my writing more enjoyable to read? (Composition)
- Use full stops and capital letters correctly at the start of sentences? (Vocabulary, Grammar and Punctuation)
- Use question marks and exclamation marks mostly correctly? (Vocabulary, Grammar and Punctuation)
- Use the present tense and past tense mostly correctly? (Vocabulary, Grammar and Punctuation)
- Use words like 'and', 'but' and 'or' to join sentences? (Vocabulary, Grammar and Punctuation)
- Use words like 'when', 'if', 'that' and 'because' to join sentences? (Vocabulary, Grammar and Punctuation)
- Sometimes use apostrophes correctly to show the shortening of two words and to show possession? (Vocabulary, Grammar and Punctuation)
- Spell words as contractions? (Spellings)
- Spell some common homophones? (Spellings)
- Spell most of the words learnt in year 2? (Spellings)
- Spell many common exception words? (Spellings)
- Make sure all capital letters and small letters are correctly sized and formed? (Handwriting)
- Start to join letters. (Handwriting)

By the end of Year 3, children should be able to,

- Write for purpose? (Composition)
- Create setting in a story? (Composition)
- Separate ideas into different paragraphs? (Composition)
- Develop characterisation through a story? (Composition)
- Create a plot for a story? (Composition)
- Check writing for spelling, punctuation and grammar? (Composition)
- In non-fiction writing, use headings and sub-headings? (Composition)
- Use pronouns in my writing? (Vocabulary, Grammar and Punctuation)
- Always use capital letters correctly? (Vocabulary, Grammar and Punctuation)
- Use 'a' and 'an' correctly? (Vocabulary, Grammar and Punctuation)
- Add subordinate clauses before and after a main clause? (Vocabulary, Grammar and Punctuation)
- Use conjunctions of time, place and cause? (Vocabulary, Grammar and Punctuation)
- Use inverted commas to punctuate speech? (Vocabulary, Grammar and Punctuation)
- Use exclamation marks? (Vocabulary, Grammar and Punctuation)
- Use apostrophes correctly? (Vocabulary, Grammar and Punctuation)
- Spell many of the year 3 and 4 words correctly? (Spelling)
- Often spell common homophones correctly? (Spellings)
- Regularly spell tricky words (often misspelt) correctly? (Spellings)
- Understand how to add some prefixes and suffixes to words? (Spellings)
- Sometimes produce legible, joined-up handwriting where possible? (Handwriting)

By the end of Year 4, children should be able to,

- Write for purpose and audience? (Composition)
- Create a setting in a story? (Composition)
- Develop characterisation through a story? (Composition)
- Create a plot for a story? (Composition)

- Improve a text by removing repetition of pronouns or nouns and replacing them appropriately? (Composition)
- Separate my ideas into different paragraphs? (Composition)
- Check my writing back for spelling and punctuation errors? (Composition)
- Punctuate speech correctly? (Vocabulary, grammar and punctuation)
- Separate between using formal and in-formal vocabulary in my writing? (Vocabulary, grammar and punctuation)
- Insert both singular and plural possessive apostrophes correctly into sentences? (Vocabulary, grammar and punctuation)
- Sometimes use commas in my writing? (Vocabulary, grammar and punctuation)
- Use adverbial phrases in my writing? (Vocabulary, grammar and punctuation)
- Consistently spell all the 3 and 4 words correctly? (Spellings)
- Usually spell trick words (often misspelt) correctly? (Spellings)
- Usually spell common homophones correctly? (Spellings)
- Produce handwriting that is often joined and always legible? (Handwriting)

By the end of Year 5, children should be able to,

- Write for purpose and audience? (Composition)
- Vary the size of paragraphs to have an impact on the pace of the writing? (Composition)
- Develop setting, character and atmosphere? (Composition)
- Vary the construction of my sentences including use of complex sentences and short sentences in order to improve the impact of my writing? (Composition)
- Check my writing for errors with spelling and punctuation? (Composition)
- Use a range of devices to build cohesion? (Composition)
- Use a variety of tenses correctly in my writing? (Vocabulary, grammar and punctuation)
- Use a thesaurus to find alternative words in my writing? (Vocabulary, grammar and punctuation)
- Make clear the difference in my writing between formal and informal language? (Vocabulary, grammar and punctuation)
- Use adverb for degrees of possibility? (Vocabulary, grammar and punctuation)
- Spell many of the year 5 and 6 words correctly? (Spellings)
- Spell most homophones correctly? (Spellings)
- Use a dictionary to check words I am unsure of? (Spellings)
- Produce handwriting that is usually consistently-sized and joined? (Handwriting)
- Make sure my writing is always legible? (Handwriting)

By the end of Year 6, children should be able to,

- Write for audience and purpose? (Composition)
- Create atmosphere in my writing through the choice of vocabulary and variation in sentences? (Composition)
- Convey character and setting through appropriate choice of vocabulary? (Composition)
- Use dialogue to convey character and advance the action? (Composition)
- Write cohesively using a variation of sentence openers and structures? (Composition)
- Write across a range of registers? (Composition)
- Use a variety of tenses correctly in my writing to show timelines? (Vocabulary, Grammar and Punctuation)
- Usually use basic punctuation consistently correctly? ie. full stops, apostrophes, commas (Vocabulary, Grammar and Punctuation)
- Often use more advanced punctuation correctly? ie. semi-colons, dashes, hyphens (Vocabulary, Grammar and Punctuation)

- Sometimes use different grammatical sentence structures for effect? e.g. passive voice, subjunctive, progressive verbs (Vocabulary, Grammar and Punctuation)
- Use a dictionary to check the spellings of ambitious vocabulary? (Spellings)
- Consistently spell year 5/6 national curriculum words correctly? (Spellings)
- Usually spell homophones correctly? (Spellings)

Implementation

- Five one-hourly lessons a week from year 1 to year 6.
- In-depth, 2 to 3-week unit studies of genre.
- Adhere to statutory content of national curriculum ensuring all children have access to appropriate age-related knowledge and skills Introduce pupils to a range of high quality literature across a range of genres.
- Provide alternative, varied and engaging stimuli to inspire writing e.g. visual or audio resources. Opportunities for 'talk-for-writing' and role play.
- High-quality, teacher-modelled texts.
- Regular opportunities for shared writing.
- Cultivate a culture of effective proof-reading and editing.
- Utilise a range of formative and summative assessment practises, ensuring children are aware of 'their next-steps'

Impact

- Children write with confidence across a range of subjects in a range of genres.
- Children develop extensive and varied vocabulary.
- Children take pride in well-presented writing.
- Children can articulate ideas, thoughts and emotions clearly and effectively.
- Children can express articulate opinions and assessments of both their own writing and that of others. Children develop a love and appreciation of language and its power.
- Children leave school as lifelong 'writers as readers' and 'readers as writers'.
- Children are able to implement the writing skill they have learnt in other areas of life.

Approach to teaching writing

Writing at Princess Frederica is taught in 2 or 3-week units of work. Each of these units of work is focussed around the study of one particular genre of writing. This could be a piece of fiction, non-fiction or poetry. The end goal for each unit of work is for the children to produce an extended piece of writing in the genre being studied e.g. a mystery narrative, newspaper report or haiku poem. The writing curriculum throughout the school is built towards end goals at the conclusion of a child's time at the school. If, for example, one intention is for every child to leave Princess Frederica being able to write coherent, articulate persuasive arguments then yearly unit progression is built with this in mind: a child may study simple, persuasive adverts in KS1, through persuasive speeches in years 3 and 4, ending with formal, newspaper editorials by the end of year 6. Each year will revisit, consolidate and build upon the previous years' learning. The curriculum map for each year group can be found in the relevant sections below.

Why this approach?

By studying a particular genre over an extended period, it provides children with the time that is necessary to become fully immersed in such a style. If we are writing a ghostly narrative, a 3-week unit of work provides us time to fully explore the techniques and style of other successful ghost story writers, it allows us to study character, setting and atmosphere in detail; it allows us to adequately plan and structure our writing; it gives us the time to introduce relevant grammatical features; and it provides us the time to write, edit and redraft a final version.

Teaching and learning practice within each unit

Use of high quality texts: immersing children in such literature is at the heart of an approach which aims to stimulate, inspire and motivate them in their own writing. We aim to expose them to a varied selection of writers and styles which helps develop their understanding of purpose and audience. The authors studied reflect the ethnic and cultural demographic diversity of the school, London and Britain. We use a mixture of chapter books and picture books which act as both exceptional modelled material and inspirational stimuli to inspire children's own ideas. It also allows us to create writers who think like readers; and readers who think like writers.

Modelled writing: teachers ensure they are providing high standards of modelled writing throughout each unit of work. This is partly through exposing children to high quality texts (as discussed above) but it is also through demonstrating good writing practice in real time. This may involve explaining the thought processes that arise at each stage as they produce a good piece of writing on the whiteboard; or it may involve explaining the thought processes needed as they transform a sub-par piece of writing into a superior one. In either case, the modelled approach is without pupil input: the teacher's job is simply to show good practice.

Shared writing: a teaching and learning practise which works alongside modelled writing is that of shared writing. Shared writing is a collaborative method whereby the whole class produce a piece of writing relevant to the unit of work. The teacher acts as scribe and the children are responsible for providing ideas, sentences and sharing their own thought processes. Children are given time to think of their own ideas, to discuss with talk partners and to write ideas on personal whiteboards. Shared writing stimulates imagination, inspires a richer vocabulary through the sharing and 'borrowing' of others' ideas, and provides further models for children to access.

'Talk for writing', drama and role play: we recognise that a crucial step in the writing process is allowing children to explore the creative processes of being a writer through talking, playing and acting. Units of work will incorporate talking, drama and role play to:

- verbally retell stories thereby cementing plot and story structures in place more firmly.
- bring characters and settings to life, exploring back stories and creating more rounded and realistic worlds.
- investigate patterns and mannerisms of speech.

Extended writing: children undertake weekly sessions which are geared towards producing an extended piece of writing. These sessions are designed to teach children the essential writing skill of developing commitment and concentration for a lengthier period of time, eliminating outside distractions and utterly immersing themselves in their own writing. It ensures that the children are regularly producing a quality piece of writing. Additionally, from year 2 until year 6, children will proofread, edit and redraft some of these pieces to be 'published' in their 'extended writing books'. These books are in addition to their everyday writing books. The number of pieces of writing included in the extended writing books increases in number every year from year 2 until year 6. The aim of the extended writing books is to encourage the children to take pride in a final, flawless, well-presented piece of writing. By the end of their journey through Princess Frederica, they will also have a priceless record of their writing journey through primary school with all their best pieces of work presented in a single portfolio. Curriculum maps and units of work

Spelling: spellings are taught according to guidance in the National Curriculum and its appendix 1. We teach spellings using a number of methods: short lessons aimed at introducing and explaining new spelling patterns. reinforcing such knowledge through regular 5-minute lesson starters/games. providing spelling homework to revise/learn for a weekly test. In addition to National Curriculum guidance, we also ensure children are learning spellings for key vocabulary in foundation subjects to ensure they are able to access all areas of the curriculum.

Handwriting: Handwriting is taught, reinforced and consolidated with a range of methods throughout a child's time at school. A child will spend time dedicated to the practise of individual letters more in the Early Years stage of their time with us. They will then move on to joining letters in KS1 and develop their ability to do so at speed in KS2. The 'Pen Pals' scheme of work is employed by the school in KS1 and the children use handwriting

books in which to practise. By the time a child leaves Princess Frederica, we expect them to be able to write joined-up, legible handwriting at speed with a pen.

Supporting all learners

Children are supported through differentiation where this is needed. SEND Pupils are supported by additional scaffolding in the lesson. This might be through personalised templates for written work, word mats, visuals, overlays or personalised visuals such as focus slides.

There is also an expectation that SEND children will succeed against targets outlined in bold on the end of year expectations for what a child has achieved. These act as an overriding focus through the unit for SEND children (This is a minimum expectation and any SEND children who show confidence and success in a particular area will be challenged with our areas).

Assessment

Teachers at Princess Frederica employ a number of assessment strategies to aid effective future planning at both whole-class levels and for specific individuals. Children are also provided with the tools to effectively self-assess and plan their own targets and routes. We use the following strategies:

- children's writing books, on the inside front cover, contain writing objectives for the current year. Teachers are able to write dates when they witness the objective being met. Teachers and pupils can then monitor their progress throughout the year. The objectives are grouped in four main areas: composition, grammar, spelling and handwriting. This allows us to easily track areas of strength or weakness.
- a teacher 'quality mark' (usually at the end of an extended piece of writing) highlights positives of a child's writing. It also indicates where a child has succeeded against targets set for the unit.
- Teachers in lessons target the bottom 20% of a class. These are children most likely not to succeed against specific success criteria and objectives for writing. Over the shoulder feedback is given during the lesson with comments, marks and questions written in books.
- children undertake weekly self-assessments: this provides them with the opportunity to independently reflect on their own writing and evaluate its successes and possible improvements.
- children undertake weekly peer-assessments: this allows them the chance to evaluate another pupil's work, reflecting on its successes and suggesting possible improvements.
- the school holds termly moderation sessions to ensure teachers are making consistent writing judgements within and between year groups. A child's writing is judged over a number of pieces of writing - like a portfolio- rather than focusing on one piece of writing.
- statutory assessments are carried out at the end of year 2 and year 6 in-line with the Standards and Testing Agency (STA) policy. This involves making and submitting a judgement on an individuals' writing ability based on all the evidence gathered throughout the year. There is no formal end-of-year test to assess writing.