



Writing

The purpose of this booklet is to gather together for you activities and resources to get you up and running in your classroom. I have also outlined pupils' progression in this area and given you some pointers towards more theoretical material you may wish to read for yourself. Very little of this material is my original work. I would like to acknowledge here any work that I have not attributed to its author.



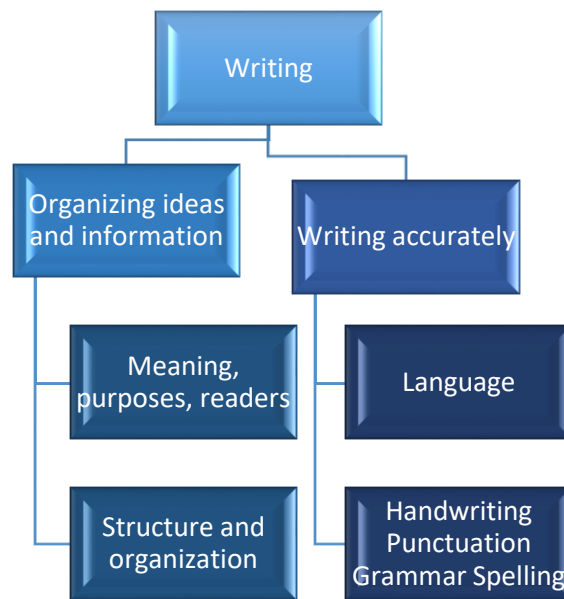
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Writing in the curriculum

This is how the learning objectives for writing are structured in the current curriculum for Wales. The skills on the left hand branch are often referred to as the **composition** skills, while those on the right are often referred to as the **transcription** skills.



Frank Smith in *Writing and the Writer* (2013) formulated this distinction. He broke the writing process down into the different jobs which come under these two headings:

1. Composition - **author** (the actual creation of a text);
 - Getting ideas
 - Selecting words
 - Grammar

2. Transcription - **secretary** (the writing down of the text)
 - Physical effort of writing
 - Spelling
 - Capitalisation
 - Punctuation
 - Paragraphs
 - Legibility



Pre-writing

When we begin to develop children's writing skills there is a focus on the right hand branch of the diagram, the transcription skills because children have to be physically able to write. However, one has to pose the questions, will this be the case in the future as we use technology more and more. That said, the gross motor skills which are the focus at these very earliest stages of pupils' writing journey are vital in lots of other areas of life.

Developing gross & fine motor skills

Opportunities need to be provided for learners to develop gross motor skills of the movements and directionality that will later support fine motor skills for writing.

Activities may include:

- Painting on a large scale outdoors with large brushes (various sizes)
- Developing upper body strength through physical activity
- Tyre rolling
- Sweeping brushes
- Write Dance is an approach and a method that provides movement opportunities so children can develop the physical skills needed to develop their handwriting skills. The movement is driven by the music and the underlying principle is enjoyment to build confidence.



Opportunities also need to be provided for learners to develop fine motor skills for writing. Activities may include:

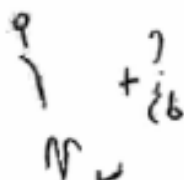
- Threading
- Using scissors
- Playdo
- Jigsaws
- Using straws



Making a start

Part of the development of fine motor skills includes using pencils, chalk, markers, and pens, paint brushes to make marks on paper or other surfaces. Children will draw and then often spontaneously make marks they think are “writing”. This stage is often referred to as **emergent writing** and is characterized by:

- Increasing formation of shapes which resemble letters in formation and presentation
- Grouping of letter shapes appearing

Writing Development					
1		Random marks Overlapping layers	5		Symbols and letters in linear form
2		Separate symbols Attempts closed shapes Combines shapes and lines	6		Message using own letters
3		Marks in linear form	7		Lots of writing Standard pattern of writing Some words on own
4		Symbols with letters	8		Simple sentences Some words accurately written Capital letters and full-stops

Some of the indicators that pupils are ready to move on to composition are:

- Is aware of narrative and non-narrative texts
- Makes marks to communicate meaning
- Can produce an ORAL narrative and recount
- Is developing a limited range of vocabulary



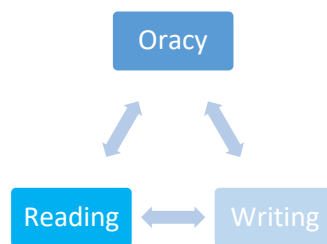
Early writing

At this stage, we are developing the two branches I spoke of earlier, transcription and composition, alongside each other.

In most Foundation Phase classrooms, pupils are given lots of opportunities to practise their fine motor skills. When they have good fine motor skills, teachers usually begin to develop “handwriting skills” in a systematic way (see other booklet). Some schools may even use a commercial handwriting scheme. When possible, provide lots of resources to encourage writing: colourful pens, pencils, paper, etc.

Get the children to write familiar words – names, common high frequency words.

Developing the other branch of writing, composition, needs to be linked to other areas of Language, Literacy and Communication. Remember this?



In my experience, oracy skills are essential if pupils are to go on to develop good writing skills. Would you expect a child to be able to write something they could not tell you about beforehand? It is also crucial that children have something to say and write about. So often, teachers expect pupils to write without having prepared the children by giving them something to think about, talk about and write about. Writing without the material to write about is like knitting without wool.



This is where stories or class themes / topics are so valuable. Stories and themes give children something to write about. Often they will give them a purpose for writing. They also give you and the pupils shared knowledge and experience so that you can better support your learners.

Encourage learners to ‘talk’ about what they have “written”. Always encourage the writer to read aloud what they have written. You or another adult can even act as a scribe for their ideas sometimes and model the writing.



Different types of writing in the classroom

Just as there are different types of reading in the classroom, so too there are different types of writing.

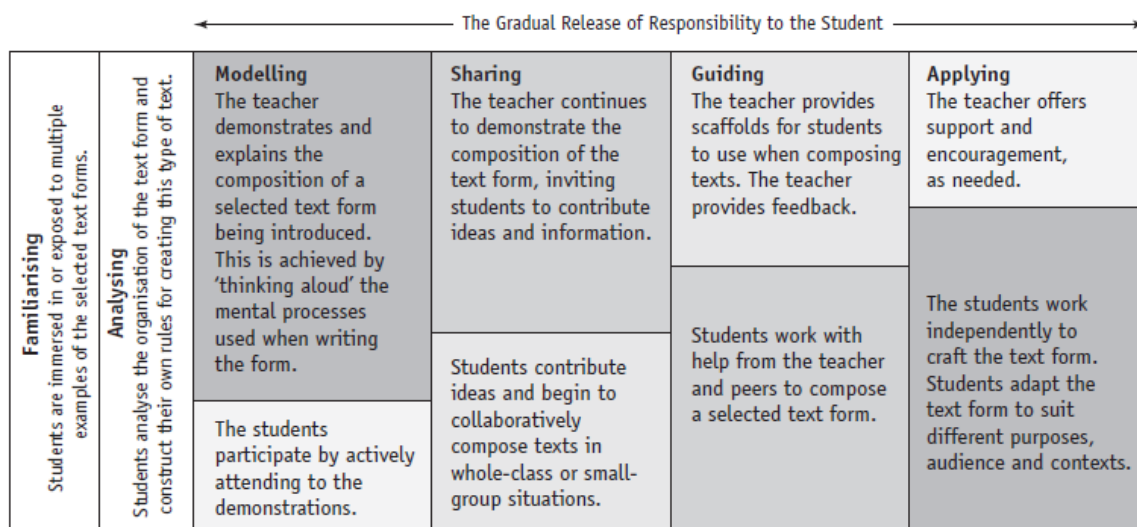


Figure 1.13 Introducing a New Form of Text Using a Gradual Release of Responsibility Model

Modelled writing

The teacher will write 'thinking aloud' and the learners can observe and support the process of writing as thoughts are recorded.

It is important in modelled writing to ensure the learners

- Observe the intention of why you need to write (purpose)
- Directionality of writing
- Choice of words / grammar etc.

Shared writing

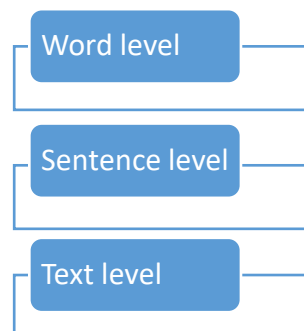
Again this is similar to modelled writing but the children participate in the process far more. Here are some of the things you can do:

- Use shared and guided writing to model and to discuss ways in which language can be presented
- Discuss phrasing, words and punctuation
- Develop a vocabulary for discussing writing e.g., verb, adjective, etc.
- Talk with children about why it is useful to develop a good knowledge about language
- Discuss words and their meanings and origins
- Talk about morphemes and how words are put together.



- Make collections of words, for example, homonyms, antonyms, synonyms, loan words, homographs and homophones.

We can also refer to these different levels



Guided writing

This is an additional step towards independent writing. Differentiation is supported and a group will be targeted to focus on a specific skill that needs to be reinforced and developed further. The teacher is able to provide immediate feedback and this strategy builds confidence.

Guided writing might include things like:

1. Reordering sentences
2. Reordering sentences into passages
3. Substitution tables
4. Matching beginning and ending of sentences
5. Complete the template

	Modelled Writing	Language Experience	Shared Writing	Interactive Writing
Definition	Demonstrating writing behaviours and verbalising the thinking processes involved with those behaviours	Using a shared experience as a basis for jointly composing a text	Working with students to compose and construct a piece of writing, with the teacher acting as scribe	Working with students to compose and construct a text collaboratively, using a 'shared pen'
Key Features	• Brief sessions from 5 to 10 minutes • Each session has a clear, singular focus • Use clear 'think aloud' statements • Writing occurs in front of students • The composed text can be seen by all students	• Based on a shared experience • Text composed as a result of the experience • Use students' language when creating the text	• Sessions kept brief and lively, from 10 to 20 minutes • Teacher scribes, students contribute ideas • Teacher thinks aloud, invites questions and discussion • Each session has a planned explicit focus based on students' needs	• Sessions kept brief and lively, from 10 to 20 minutes • Usually small group • Teacher and students share the pen • Each session has a planned explicit focus based on students' needs • Students participate actively

	Guided Writing	Independent Writing	Author's Chair
Definition	Teacher scaffolds and supports a group of students with similar needs as they develop writing behaviours and understandings	Students independently apply previously learnt writing processes, understandings and strategies to own texts	An opportunity for students to voluntarily share their writing and receive constructive feedback
Key Features	• Students grouped to focus on an identified need • Most writing is done as individuals • Teacher is the guide and supporter • Sessions are about 10 to 20 minutes • Students receive support and feedback when required	• Students take responsibility for their writing • Students apply previous learning • All students engaged in a writing-related task • Sustained period for writing • Students write for authentic purposes	• Writing is shared with peers • Feedback is explicit and constructive • Sessions are 10 to 15 minutes • Can be used daily at the end of writing sessions



Talk for writing

Talk for writing (Talk4writing) is currently a very popular way of preparing children to write. It builds on the idea I have already mentioned that children being able to talk about what they want to write about is crucial. Its main proponent is Pie Corbett, who is rather a charismatic character, so I strongly recommend you watch this video to understand what the process entails.



<https://www.youtube.com/watch?v=JdvJZD-cplg>

This method of preparing pupils to write does two important things:

Secures subject matter: ensuring children become experts and enthusiasts in the topic

Imitates: uses a strong shared text as a model from which children internalize the key language features

These can then be built upon to:

Innovate: using the structure and language patterns of the model text for shared planning and writing in a new, but closely related, context,

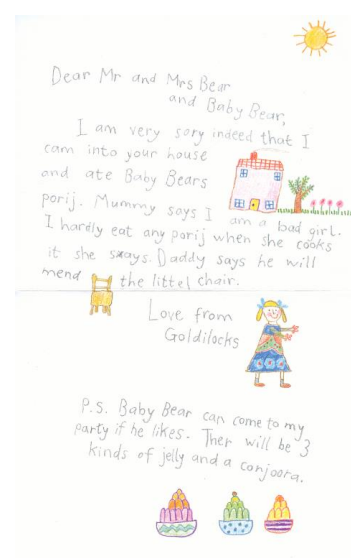
Apply independently: children independently writing that text type in literacy lessons and across the curriculum

This process is often used to support pupils before they write stories. Story writing is usually the first form of writing we teach. However, before we look at the different forms of writing we are going to consider why we write.

Writing fiction

We normally begin by writing stories with children. It is a form they are very familiar with and enjoy. That said, using stories as a great stimulus for learning, stories can also be used to teach non-fictional writing as can be seen from the illustration.

I have given examples of storyboards that can be used for planning writing in the appendices.





The writing process

“What is the writing process like? We tend to focus on the ideas when we talk about this but the transfer of ideas via writing to other people is the main process”
Medwell et al. (2014)

Consider these points, especially the reasons why we write. We write because we have something to say. Children’s writing needs to be purposeful and valued so think about how you will achieve these things in your classroom.

- Have something worth saying;
- Decide that writing is the most important medium for saying it;
- Have an audience in mind for what is written;
- Think about how the ideas will be expressed;
- Put these expressions down on paper;
- Reconsider what has been written, and perhaps make alterations;
- Pass on the writing to where it is intended to go.

Writing is difficult. For many children, unless they have had a chance to engage with and explore their ideas they genuinely find it difficult to write. Many children need to actually experience something in order to write about it. Effective teachers never ask children to just write with no preparation. Effective teachers spend time exploring and developing ideas, language, composition and transcription skills.

Writing is difficult – value your students’ efforts

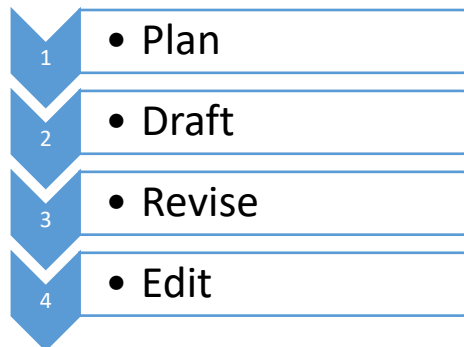
- Praise
- Letting them read it aloud to the class
- Display it on the wall somewhere in school
- Write a note to her parents telling them of his/her efforts

The more familiar your pupils are with language through listening to you read, reading themselves, talking about writing and having something interesting to say, the more likely they are to write well.

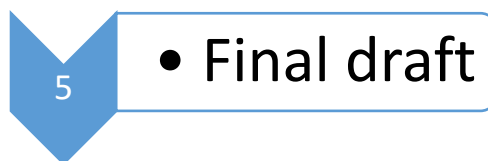


Key messages about writing

- Writing has to be taught – it does not arise spontaneously;
- Written language is different from spoken language;
- The writer is separated from the reader by time and space;
- Writing is more concise and explicit than speech;
- A wide range of reading is important for building up a knowledge of written language.



This is an useful way of thinking about the writing process and is worth sharing with pupils and getting them to use. You can model its use in modelled and shared sessions. As children get older they need to be able to plan what they are going to write, write a first draft, revise and edit. You may wish to add a fifth section, a final draft section, to this process sometimes. It is not necessary for pupils to write a “best” copy of everything they write.





Grammar and punctuation

Knowledge about grammar and punctuation can make a significance difference to children's literacy development, but it is important to bear in mind seven key principles.

Build up your own subject knowledge. To teach grammar you need explicit as well as implicit knowledge, so that you are confident about using the correct terms and explaining these. Don't just learn the next term you are teaching. It is important to be able to relate new learning to other features and the text as a whole.

Give talk a high priority in your classroom. Children need to be able to select from a wardrobe of voices that includes Standard English.

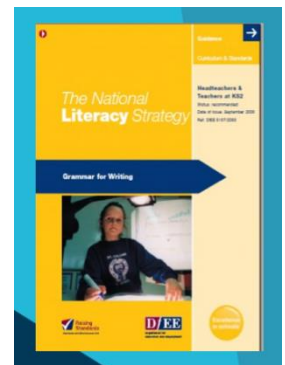
Remember the purpose of teaching grammar. Grammar is not simply the naming of parts of speech or for teaching the rules of English. It needs to be strongly embedded in classroom talk, reading and writing.

Teach grammar in context. By introducing children to grammatical features and language in context, you will be helping them to internalise these principles. Try not to go for the ready-made solution by using a worksheet in a book. It will make very little difference to children's use of language and will be meaningless for those learners who are not yet able to think in abstract ways.

Read aloud and discuss how authors use grammar. Children who read extensively and are read to will have a 'toolbox' of structures, patterns and rhythms to draw on.

Be systematic. Make sure you know what the class you are working with have already learned and what they need to learn now. Link new learning with their prior knowledge.

Make learning grammar fun. Teaching grammar can involve investigation, problem-solving and language play as part of developing children's awareness of and interest in how language works.





Teaching pupils a knowledge of text types or forms

Consider how many different forms of writing there are.
These are just some.

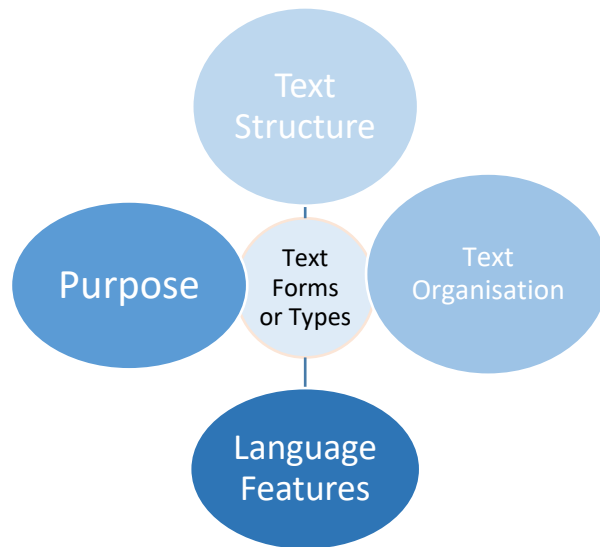


Pupils need to be taught how to write many different types of text. However, there are 6 forms that most schools focus on:

- Instruction
- Recount
- Persuasion
- Explanation
- Non-chronological report

I have given more examples in the appendices.

Pupils need to understand the structure, purpose, organization and features of each form.



Text organization refers to the way a text is laid out and the order in which the information is presented.

Most texts start with an introduction of some kind. However this will vary according to the text type.

The **structure** refers to the way ideas, feelings and information are linked within a text. Types of patterns that are used to link and organize information include:

- Compare and contrast
- Problem and solution
- Listing things logically or chronologically

Language features refers to the type of vocabulary and grammatical structures used in a text. Each text type or form has specific language features that are appropriate to that form

Children need to understand the **purpose** of what they are writing and need to have an **audience** in mind for what is written.

- Children should be encouraged to use the writing skills that they learn in Literacy lessons across the curriculum.
- Any curriculum subject can offer opportunities to practise writing one of the text types
- Thematic work provides great opportunities for children to develop their understanding of the topic.
- Children are also able to practise writing different text types in contexts that engage them.
- They will also have lots of content fresh in their minds and reinforced by resources and displays.





Instructions

- Tell somebody how something should be done through a series of steps.



Structure

- Goal - a statement of what is to be achieved, e.g. *how to make a sponge cake*.
- Materials/equipment/items needed, e.g. *2 eggs, flour*.
- Sequenced steps to achieve the goal, e.g. *cream the butter and sugar*.
- Often there is a diagram or illustration.

Language Features

- Simple, clear language.
- Imperative, 'bossy' verbs (mix, press, cut, use, shake).
- Second person, e.g. *You will need...* (Usually, but can be third person).
- Necessary detail only in a formal tone.
- Numbered or uses time connectives, e.g. *first, next, after that*.
- Can have labelled diagrams/pictures.

Examples of instructions: recipes, games in PE, how to..., science investigations.



Discussion

- to present arguments and information from differing viewpoints.



Structure

- Often starts with a question.
- Statement of the issue plus an overview of the main arguments.
- Arguments '*for*' plus supporting evidence to back this up, in one or several paragraphs.
- Arguments '*against*' plus supporting evidence to back this up, in one or several paragraphs.
- Alternatively, argument/counter argument, one point at a time within the same paragraph.
- Recommendation - summary and conclusion based on a '*weighing up*' of the evidence.

Language Features

- The simple present tense, written in the third person (impersonal voice).
- Abstract nouns, e.g. *truth, justice, belief, hope, concern*.
- Logical connectives, e.g. *therefore, however*.
- Complex sentences containing a formal tone and technical vocabulary.
- Identify groups who support/oppose, e.g. *supporters of...believe...*

Example of a discussion: Should dogs be banned from parks?



Recount

- Retells an event in time (chronological) order.

Structure

- An introduction that helps the reader to understand the recount (who, what where, when).
- A recount of events as they occurred. Start from the beginning, think of it as a timeline.
- Some reflection or personal comments about the event can be added.
- A closing statement that sums up the main points.

Language Features

- Past tense, e.g. *I went...*
- Names of people, places, things.
- Written in first or third person.
- Has time connectives, e.g. *then, next after that, finally.*
- 'Action' verbs e.g. *planted, sorted.*
- Quotations - direct or reported speech.
- Must be lively and interesting, interesting detail.

Examples of recounts: diaries, witness statements, experiments, insurance claim.

Non-chronological report

Structure

- An opening, general classification, e.g. *Sparrows are birds.*
- A number of paragraphs about different aspects of the subject – these could be arranged in any order.
- A detailed description of the chosen topic, using relevant technical vocabulary.
- Conclusion - this may refer back to some of the main points.

Language Features

- Present tense (unless historical).
- Use words which generalise, e.g. *sparrows not sam the sparrow.*
- Factual descriptions.
- Technical vocabulary that is relevant to the subject.
- Formal, impersonal language written in the third person.
- Gives clear information.

Examples of non-chronological reports: school reports, factfiles on animals.





Persuasion

- to argue the case for a particular point of view, to persuade others.



Structure

- Often begin with a question or state a point of position.
- Start with a clear presentation of the point to be argued, e.g. **vegetables are good for you.**
- Introduction may sometimes include a summary of points to be raised
- Arguments - often in the form of a point, plus details to provide strong evidence for the point being made e.g. **They contain vitamins. Vitamin C is vital for...**
- Reiteration - a summary of the arguments followed by a restatement of the opening argument, e.g. **We have seen that... so...**

Language Features

- Use simple, present tense.
- Logical connectives, e.g. this shows, however, because.
- Paragraph connectives - use time, e.g. firstly, secondly, finally, etc.
- Emotive language and exaggeration.
- Convincing words/flattery (surely, clearly, obviously).
- Catchy names and slogans (adverts).

Examples of persuasive writing: posters, adverts, leaflets, publicity campaigns.



Explanation

- to explain how something works or why something occurs.



Structure

- General statement to introduce the topic, e.g. **in the autumn, some birds migrate.**
- Organised around a series of events.
- A series of logical (ordered) steps explaining how or why something occurs, e.g. **because the hours of daylight shorten.**
- These steps continue until the explanation is complete.

Language Features

- Written in the simple, present tense.
- Cause and effect language, e.g. **because, if, therefore.**
- Use time connectives, e.g. **then, next.**
- Formal voice written in the third person (impersonal).
- Technical vocabulary.
- Labelled diagrams might also be included.

Examples of explanations: Why do coasts erode? What causes the seasons?



Warmup games for writing session

Developing vocabulary

Name it!

This game is based upon the idea that one way to improve writing is to use precise nouns rather than general ones, e.g. poodle rather than dog.

Give the children a category such as dogs, cars, shops, flowers and ask them to list as many types as they can - there is no need to record them unless you specifically want to.

As an extension choose some of the suggestions and discuss what characteristics they have, e.g. poodle: trimmed, neat, tippy-toed, Labrador: bouncy, energetic, and enthusiastic.

Word Associations

The game is played in pairs. You set the first word and then let children offer other words, try not to think but just say the first word that comes into your head taking it in turns.

You may need to model how to play this first. Good luck and have fun!

Chain Link

This game is based around vocabulary generation and using the vocabulary. Start the children off with a statement such as

The birds swooping in the clear blue sky.

Sky like an azure gem.

Gem of an idea in the air

Here, the children must take the last word and start off the next line/statement with it. It demands that children think and use words flexibly.

If this is played with young children, the lines do not have to follow on making sense but can stand on their own.



Usual Words in Unusual Combinations

Questions and Answers

You and the class will need to generate a set of questions being as inventive as possible. You or they will need to record these so that they can be dipped into anytime you want to play this game. Children ask things such as 'How does a computer work? , Where is the sun? What is gravel?

When you want to play the game, dip in and choose a question and then try to answer it in the most imaginative way that you can. Partner talk may be necessary here to generate answers before sharing with the class.

The following answers were given to the question 'How does a computer work?'

- with the sweat and tears of my brother
- using a bolt of lightening and friction from my fingers
- it doesn't
- with worms and viruses infesting your words

Word Orchestra

This is a usual words in unusual combinations game

Using a picture from the text, ask children to generate words, nouns, verbs, adjectives and adverbs. Focus on what can be seen in the picture and collect as many as possible. Write each one on a card for a child to hold and is big enough for others to see.

Put a group of children in a line and act as a conductor. When you point to a child they say their word. Point to 2 or 3 children in reasonably quick succession. If it doesn't sound right try other combinations. If it sounds good, say it again and ask someone to jot it down.

The children can play this in groups and you can have a whole class orchestra, taking it in turn to conduct.

How does it go together?

With the children generate a list of nouns and then a separate list of verbs and to put a noun and verb together in an unusual way. Looking out of my window I can see tree, grasses, street light, road sign and a randomly selected list of verbs rushed, slithered, dreamed, sat, wheeled

Now I can start to put them together. The streetlight dreamed, the grasses rushed etc. The children can then go on to create sentences choosing the ones that most appeal to them. The sentences could be collected and made into poems.

You could play the same game with adjectives and nouns.



Expanding an Idea

Fortunately, Unfortunately

The children will need to work in pairs. Give them a statement to start off with, e.g. Mrs Simpson walked across the playground. They then take it in turn to give another statement starting with fortunately or unfortunately. So it might go something like this:

fortunately she was going in the right direction

unfortunately she tripped over

fortunately she had skateboard pads on her knees

unfortunately she didn't have them on her elbows

fortunately

Tall Stories

The class are asked to imagine something has happened but they are not told what it is. They must write down a couple of sentences beginning with 'It was so funny I.....', 'It was so awful I.....'

Organise the class so that they are in two teams and stand in a long line facing each other. One team becomes the funny team and the other the awful team.

Move down the line with each person saying their funny or awful statement. The children need to add the correct expression, body language and intonation.

Great fun!

If you have been to our talk for writing training in Devon you will be very familiar with Tell me more.... It is a great game for expanding an idea.

Tell me more

In non-fiction this is a great game to play around with the content that you want to write about. Start off with an opening gambit such as 'Ancient Egyptians built the pyramids.' and then someone says 'tell me more about how the pyramids are built or tell me more about the pyramids.' You must then answer. If you can't then you need to make a note of this and go and look up more information. It really helps in this game if you let your partner know the title of your writing or purpose as that can often focus the aspects that you tell me more about.



In fiction this is even easier as you just make it up as you go along. 'Tell me more about the character John.' Or the setting etc.

This is a very high value game where children start to run the language of their text over their tongues to make it their own.

What if.....?

Give the children a situation, e.g. Spiderman has landed in school and then ask them to generate lots of what ifs.

What if he went up onto the highest part of the building?

What if he wore his pants inside his tights? (Thank you Simon for this one!)

What if he lost his powers?

What if he picked up a child and flew off with them?

The idea at first is just to generate lots of what ifs. Once the children can do this then you can start to work on some of the ideas and how they might evolve.

Groups of children could take ideas they are particularly keen on and three using freeze frames show what happens as a result of the what if. If you have been on our blueprints course, these ideas could then be fixed to a blueprint and a story developed.



Imaging and Developing the Imagination

See the Picture

This is an imaging game, designed to help children use the images in their own minds and attach words to them.

Ask all children to create an image in their heads. This might be a setting in a story they are writing, something that they are writing a poem about or an experience that the whole class have had on a trip. Ask them to hold the image in their head and then ask:

- What can you see?
- What colours stand out most?
- How does it feel?
- Walk around your image. What other things do you see?

Children then share with a partner their image and things that they noticed. Finally jot down a list of words and phrases from their image.

When children start this keep the walk around the image short and build up what they do over time.

The more familiar your pupils are with language through listening to you read, reading themselves, talking about writing and having something interesting to say, the more likely they are to write well.

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Appendix 1 Storyboards

Name: _____

Name:

My Main Characters

Opening:

Story Planning Mountain

Build up:

Climax:

Ending:

My Setting



Plot Diagram for _____

Climax:

9. _____
8. _____
7. _____
6. _____
5. _____
4. _____
3. _____
2. _____
1. _____

Rising Action →

Falling Action →

10. _____
11. _____
12. _____
13. _____

Resolution:

Exposition

Protagonist:
Antagonist:
Setting – Time:
Setting – Place:
Internal Conflict:
External Conflict:

Author's Theme:

Symbolism:
Foreshadowing:
Irony:

Name _____

Name:

Story Planning Hill

Climax :

Opening:

Ending:



OUTCOME
Type here

PROBLEM
Type here

CHARACTERS
Type here

ACTION
Type here

TITLE and AUTHOR:

SETTING
Type here



Appendix 2

Shared writing talking frames – Pie’s handy phrases

Phrases to encourage the children to strive to find the right word or phrase (training the brain to generate alternatives and select the most appropriate) while not demotivating children by rejecting their ideas (fear is the enemy of creativity)

- We’ll come back to that idea later
- That’s not a bad idea
- Ooh, that would be a good word
- That’s a lovely idea
- Lots of good ideas/ Lots of other good words
- I hope you use that
- Which do you think would work?
- We don’t want...
- Our job as writers is to think of something new, something fresh that will startle the reader
- Think again
- That’s a great idea
- Any others?
- See if you can get a list going
- Why do you think I chose that one?
- Let’s go for...
- That’s more dramatic

Phrases to encourage “magpie-ing” good words and phrases

- I hope you use that in your writing
- Let’s bank that one
- I’m saving that one
- You can magpie from the model
- Jot some of the words down as we go along
- Ooh, save that good word
- Put that in the Save It bank
- Make certain you jot that down

Phrases to encourage looking more closely/ thinking/speaking further

- What else does it look like?
- Somebody give me something you can see/ hear
- What might you see?/hear?/feel?/think?
- Keep going



- What else could we have?
- Just think about that for a moment
- First thought not always the best thought
- Push, push, push. Are you pleased with...
- It's going to be much more powerful if
- Now let's think about this
- We don't want something so obvious
- We could say but I think we could do better than that
- Do you think we should say or
- Can you say a little more about that

Phrases to encourage children to read sentences aloud to see if they work

- So just listen to this
- Reread it carefully
- Let's just read that and see how it sounds
- Let's reread it and that may help use do the next part

Phrases to help them use powerful nouns (name it)

- Do you know the name of a ...

Phrases to add in extra challenges

- I'm going to do a simile now... As ----- as?
- Try some alliteration
- Now let's think about
- What word could we use to describe...

Getting everyone involved through talk partners

- Turn to your partner and... /finish that sentence off
- In fifteen seconds...
- On your whiteboards...
- In your pairs, quick.../ add a little more information

Keeping it pacy

I need the next sentence

Quick!" I need the next word

Understanding non-fiction texts

- What's this paragraph all about?
- Can you spot the topic sentence?
- How do you know this is the first/next/last paragraph?



- We need something else now
- We've got ----- what else do we need? What could follow? You tell me.
- What facts would really interest the reader here?
- Now which bits of information are needed?
- Does it all fit together logically?
- Which bits don't seem to fit?
- What would make it flow better?
- How can we make the conclusion more interesting?



Appendix 3

Characteristics of different text types

Text type	Purpose/audience	Key organisational features
Label	To name	Fact or fiction? Fact Tense: present Voice: 3 rd person singular Other key features: word or sentence
Caption	To explain a photograph or a picture	Fact or fiction? Either Tense: any Voice: usually 3 rd Other key features: word or sentence
Description	To describe a person, place, occurrence or situation	Fact or fiction? Either Tense: Usually past or present Voice: 1 st Other key features: use of adjectives and adverbs
Story	To entertain To make you think	Fact or fiction? Fiction Tense: any, but usually past Voice: usually 3 rd but can be 1 st or passive Other key features: should have a definite structure and students need to be taught the different parts
Instruction	To tell you what to do	Fact or fiction? Fact Tense: 2 nd person Voice: passive Other key features: Can be sentences or can be bullet points
List	To remind	Fact or fiction? Usually fact Tense: none Voice: none Other key features: Layout
Postcard or short letter	To share experience	Fact or fiction? Fact/opinion Tense: Mainly present Voice: 1 st person Other key features: Layout
Message	To communicate a short piece of information in writing	Fact or fiction? Fact Tense: Any Voice: Usually 1st Other key features: Length



Forms	To supply information	Fact or fiction? fact Tense: Usually present Voice: Usually 3rd Other key features: Layout, style of the answers, type of font
Personal recounts/Diary	To make a record of something that happened	Fact or fiction? Fact Tense: past Voice: 1 st person Other key features: Sequence, layout
Narrative	To write about something that happened or will happen in the order it occurs	Fact or fiction? Fiction Tense: Usually past Voice: 1 st or 3rd Other key features: Use of sequencing words
Factual recount	To tell about something that happened in the order in which it occurred	Fact or fiction? Fact Tense: Past Voice: 1 st or 3rd Other key features: Use of sequencing words
Dialogue/Play	To write down what people said, say or will say	Fact or fiction? Either, but usually fiction Tense: Usually, past Voice: 1 st person Other key features: the special layout of the page
Plan	To write down what is going to happen	Fact or fiction? Fact Tense: Future Voice: Any Other key features: Sentences of bullet points, use of sequencing words
Non-chronological information texts, e.g. text books, leaflets	To communicate factual information	Fact or fiction? Fact Tense: Present Voice: 3 rd or passive Other key features: can be written in paragraphs but can also be set out in all kinds of ways on the page.
Explanation, e.g. an experiment	To write what happened and why it happened	Fact or fiction? Fact Tense: Usually past (passive for older students) Voice: 3 rd Other key features: Use of words like: because, consequently, as a result of.....



Newspaper report	To write about something that happened	Fact or fiction? Fact Tense: Past Voice: 3 rd person Other key features: Use of headlines, focus on: who, where, when, what, why, how?
Announcement, Birth, death, special event	To write about something you want everyone to know	Fact or fiction? Fact Tense: present Voice: 2 nd Other key features: Must include important details
Invitation	To invite someone to a special event or somewhere	Fact or fiction? Fact Tense: Present Voice: 3 rd Other key features: Wording, essential detail & layout on page
Formal letter	To write to someone you wish to communicate with in an official way	Fact or fiction? Fact Tense: Present, in the main Voice: 1 st Other key features: Formal language, letter conventions & layout
emails	To communicate quickly	Fact or fiction? Fact Tense: Usually present Voice: 1 st Other key features: Short, may use very informal language and abbreviations



Appendix 4

Something to think about

Vocabulary



Connectives

so
first
because
next afraid
lonely exciting

beautiful awful
enormous fierce magic
accident adventure

slightly bravely happiness
gigantic weird freezing quietly
sadness transport shelter baggage
companion vehicle fear joy

and

because so
but when then

nevertheless if while
although besides also after
eventhough however as well as

Openers



Punctuation

my
the I

first then so
next last but if
soon after because
another thing at last
the last time another time

another thing after a while
although afterwards before
sometimes often eventually
never always besides eventhough if

.

. ?

. ? ! ,



Appendix 5

Progression in Sentence Types – Using Alan Peat’s Sentence Types

Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
1 & 2	2A sentences Two adjectives preceding the first noun and two adjectives preceding a second noun	He was a tall, awkward man with an old, crumpled jacket	Expanded noun phrases Adjectives and adjectival phrases
	If, if, if, then sentences (if, if, then for those who can't) Three dependent clauses in series. It is necessary to use a comma after each of the clauses beginning with <i>if</i>	If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed	
	All the W's sentences Short sentences. Should not be scattered too frequently as will lose impact	Why do you think he ran away? What next? Why is our climate changing? Will that really be the end?	Could be used to teach rhetorical questions (in later years) Question
	List sentences No less than three and no more than four adjectives before the noun. Can be very dramatic when combined with alliteration	It was a dark, long, leafy lane	Make it explicit to the children that sometimes list sentences use a list of adjectives as well as nouns
	BOBs sentences But, Or, Because, So Two part sentence – first part ends with a comma and second part begins with a co-ordinating conjunction (BOBS). No comma before because.	She ran down the road because a man was chasing her. He wept buckets, so he had to blow his nose.	Comma before some conjunctions Compound sentences
	Similes	The moon hung above us like a	Poetic device



	Some should be banned (cold as ice, hot as the sun etc) If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché	patient, pale white face Although it was August, it was as cold as a late December evening	Figurative language
	Fronted adverbial sentences Begins with an adverb	Silently, the bow swam across the river	Fronted adverbials Commas after fronted adverbials
	Name – adjective pair – sentences Works on a show and tell basis where name and details form the main clause	Little Tim – happy and generous – was always fun to be around.	Adjectives Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional (<i>Yr 4 objective</i>)
	First word last sentences Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence	Brilliant, the whole day was just brilliant!	Repetition Exclamation
	What +! Sentences Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.	What a lovely day! What a delicious smell! What an awful din!	Exclamation mark Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Ing, ing, ing sentences	Hopping, skipping, jumping, he made his way to the park.	



Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
3 & 4	3_ed sentences (2_ed for LA chn) Three related adjectives , each of which ends in –ed. Usually the adjectives will describe an emotion. Display a A-Z of –ed adjectives	Frightened, terrified, exhausted, they ran from the creature	Ensure these are taught as adjectives NOT verbs Determiner – stands before any noun if necessary to enable the sentence to make sense (<i>the, a, this, my, any</i>)
	Emotion word, (comma) sentences Does not conform with traditional subject-verb combination sentence Uses adjective to describe emotion, followed by a comma . Rest of sentence describes actions related to the opening emotive adjective. Placing the emotive adjective at the start of the sentence gives more weight to that word. Possible provide and A-Z of emotion words	Desperate, she screamed for help	Adverbial phrases Openers
	2 pairs sentences Two pairs of related adjectives . Each pair is followed by a comma and separated by the conjunction and	Exhausted and worried, cold and hungry, they did not know how much further they could go	Varying sentence openers Expressing place and cause when using conjunctions
	Short sentences Formed with one, two or three words. May be interjections requiring an exclamation mark. Model this sentence type in context. Elipsis marks may be used also to indicate a stutter	Then it happened	
	De: De OR Description: Details sentences A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and second adds further details. Colon's function is to signal that information in second clause will expand on information in the first part of the sentence	Snails are slow: they take hours to cross the shortest of distances	Relative clause – a subordinate clause that modifies a noun already mentioned (tells us more about the noun)



	Once children have grasped this, the first clause could be an implied question, then the second an answer (see second example)	She wondered if it would ever end: it soon would, but not as s/he expected!	Snails are slow: they take hours to cross the shortest of distances Key: Noun, Relative clause NB – sentence with relative clause may not be demarcated with a colon She got herself a cake that she had bought yesterday. Use of colon
	Verb, person sentences A typical sentence (subject-verb) inverted, opening with a verb to give it greater importance/weight. Chosen verb is followed by a comma then the name of a person or personal pronoun (he, she, they it), followed by the remainder of the sentence	Flying, John had always been terrified of it	Choosing nouns or pronouns appropriately to within a sentence to avoid ambiguity and repetition Varying sentence starters
	Ad, same ad sentences Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma. Once children have grasped this, introduce words other than because to bridge the sentence	He was a fast runner, fast because he needed to be	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)
	BOYS sentences But, Or, Yet, So Two part sentence – first part ends with a comma and second part begins with a co-ordinating conjunction (BOYS)	He was a friendly man, but he could become nasty It was a warm day, yet the clouds gathered	Subordination using a subordinating conjunction (e.g. <i>when, if, that</i> or <i>because</i>) Co-ordination using a co-ordinating



			conjunction (e.g. <i>or</i> , <i>and</i> or <i>but</i>) Expressing place and cause when using conjunctions
	Many questions sentences Initial question ending with a question mark, followed by a further phrase or single word which poses additional, related questions. Each additional word or phrase concludes with a question mark Beware of unnecessary capitalisation	Where is the treasure? the diamonds? the gold? the rubies?	Writing for effect
	Double ly ending sentences Ends with two adverbs of manner. First part of this sentence type ends in a verb. Two adverbs of manner are then added to add precision to the sentence	The worried people ran quickly and purposefully He swam slowly and falteringly	Swapping adverbs and clauses
	3 bad – (dash) question sentences Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic	Thirst, heatstroke, exhaustion – which would kill him first?	Using dashes as progression from a list sentence
	Noun, which/who/where sentences Has an embedded/subordinate clause . Always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense). The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun. A subordinate clause does not have to begin with <i>which</i> .	Cakes, which taste fantastic, are not so good for your health	
	P.C. sentences (paired conjunctions) Some words demand a second second word in order to make sense – this is the essence of the paired conjunction. (BA) – both/and (NA) – not so/as (NN) – neither/nor (AA) – as/as	It was <i>both</i> cold <i>and</i> unpleasant for him to work there	Conjunctions



	Italics '<i>stressed word</i>' sentences Occurs in written dialogue and helps the reader to <i>hear</i> a word. Perfect to use when word processing.	John walked to the second floor window and leaned out as far as he could to watch the birds in the garden below. His mother looked at him in horror. "John, <i>please</i>."	Italics
--	---	---	-----------------------



Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
5 & 6	O.(I.) sentences OR Outside: Inside sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings) Bracketed sentence shows viewpoint. Possible words for beginning second sentence: However...In truth...Secretly...Happy/sad...Brave/terrified etc	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)	Choosing nouns and pronouns (me, him, he himself, his etc) appropriately for clarity and cohesion Viewpoint Parenthesis
	Some; others sentences Compound sentences beginning with the word <i>some</i> and have a semi-colon instead of a conjunction separating the latter half of the sentence	Some people love football; others just can't stand it	Use of the semi-colon, colon and dash to mark the boundary between independent clauses
	Personification of weather sentences An element of the weather is given a human attribute. When grasped, introduce an adverb	The rain wept down his window The rain wept pitifully down his window	Determiner – stands before any noun if necessary to enable the sentence to make sense (<i>the, a, this, my, any</i>) ' <u>The</u> rain wept down <u>his</u> window.'
	The more, the more sentences The first more should be followed by an emotive word and the second more should be followed by a related action. Provide a list of human emotions When grasped introduce <i>The less, the less sentence</i>	The more upset she was, the more her tears flowed The less happy he became, the less likely he was to smile	Adverbial starters



	<u>_ing, _ed</u> This sentence inverts typical sentence structure (subject-verb) and moves from present to past tense. Begins with a verb ending in <i>ing</i> followed by the location of the action and then a comma. After the comma, the latter part begins with a name or personal pronoun followed by a second verb with an <i>ed</i> ending and a pivotal incident	Walking in the bush, she stopped at the sight of a crocodile facing her.	Preposition – links a following noun or pronoun to some other word in the sentence (unlike conjunctions, they cannot link clauses) ‘Walking <u>in</u> the bush, she stopped <u>at</u> the sight of a crocodile facing her.’ ‘She waved <u>to</u> her mother and watched her as she disappeared <u>in</u> the fog <u>at</u> the bottom of the street.’
	Irony sentences Deliberately overstates how good or bad something is. The overstated word (such as <i>wonderful</i> is then shown to be a falsehood in the remainder of the sentence, when truth is evidenced. Begin by collecting superlatives which can be used in the initial, ironic part of the sentence. Display as a A-Z of these.	Our ‘luxury’ hotel turned out to be a Farm outbuilding	



Language, Literacy and Communication Skills

Strand: Writing



Foundation Phase pedagogy

Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- ~~tasks~~ and challenges that encourage problem solving and discussion.

Range of experiences

Children should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- ~~communicate~~ in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Children can use ~~translangua~~l and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that has been extended from the LNF or that is a specific Language, Literacy and Communication Skills Area of Learning skill will appear as bold. These skills are further identified by the following icons.

Extended skill p **Area of Learning skill v** When combined with the LNF statements, these skills form the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.



Language, Literacy and Communication Skills				
Strand: Writing				
Elements	Aspects	Nursery	Reception	Year 1
Organising ideas and information	Meaning, purposes, readers	Children are able to:	Children are able to:	Children are able to:
		experiment with a range of mark-making instruments and materials across a range of contexts	mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences v	write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences v
		attribute meaning to marks, drawings and art work, e.g. adult annotation	produce pieces of emergent writing v	write for different purposes
		communicate by using symbols and pictures	convey meaning through pictures and mark making	write text which makes sense to another reader, which may include details and pictures
		realise that the spoken word can be written down v	orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning p	use talk to plan writing
		begin to recognise the alphabetic nature of writing and understand that written symbols have meaning v	recognise the alphabetic nature of writing and understand that written symbols have meaning	
		write letters, numbers and/or symbols randomly	copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner p	re-read and improve their writing to ensure that it makes sense
		use pictures to convey meaning on-screen	use pictures and symbols to compose writing on-screen	experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
		imitate act of writing within role-play activities v	use written language within role play and active learning v	use written language for different purposes, audiences or functions within play and structured activities v

Key: Normal text: LNF statement Extended skill p Area of Learning skill v



Language, Literacy and Communication Skills					
Strand: Writing					
		Nursery	Reception	Year 1	Year 2
Domain	Aspects	Children are able to:	Children are able to:	Children are able to:	Children are able to:
Organising ideas and information	Structure and organisation		begin to sequence words, signs or symbols appropriately	sequence content correctly, e.g. instructions, recipes	follow a structure in their writing with support, e.g. reports, lists
		orally contribute to a form modelled by the adult	contribute to a form modelled by the teacher, e.g. through shared writing	follow a form modelled by the teacher	follow and build upon a form modelled by the teacher
		show an understanding, in simple terms, of different purposes and functions of written language, e.g. in role play		develop the use of a storyline within imaginative writing	refine the use of a storyline within imaginative writing
Writing accurately	Language			use a simple plan to support and organise writing, e.g. story boards, thinking maps	organise writing with a beginning, middle and end
		show an understanding, in simple terms, of different purposes and functions of written language, e.g. in role play	show understanding of different formats, e.g. cards, lists, instructions	understand different types of writing, e.g. record of events, descriptions, narrative	use different types of writing appropriate to purpose and reader
	Handwriting		use language associated with writing, e.g. letters, words, sentence	use language associated with writing, e.g. question mark, capital letters, punctuation marks	understand and use language appropriate to writing, e.g. nouns, verbs, adjective
Handwriting	Grammar			use specific words which relate to the topic of their writing	use simple subject-related words appropriately
		pick up small objects with finger and thumb and start to hold writing implements appropriately, using pencil grip	hold writing instruments appropriately	form upper- and lower-case letters that are usually clearly shaped and correctly orientated	form upper- and lower-case letters accurately and with consistent size
	Punctuation				
Spelling		demonstrate an understanding of the directionality of written print	write from left to right		
		identify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities	discriminate between letters		

Key: Normal text: EMF statement Extended skill Area of learning skill

Curriculum for Writing: Foundation Phase Framework



Language, Literacy and Communication Skills					
Strand: Writing					
Elements	Aspects	Nursery	Reception	Year 1	Year 2
Writing accurately	Handwriting Grammar Punctuation Spelling	Children are able to:	Children are able to:	Children are able to:	Children are able to:
			distinguish between upper- and lower-case letters and show an awareness of full stops ▲	use capital letters and full stops with some degree of consistency	use capital letters, full stops and question marks accurately, and sometimes use exclamation marks
				begin to use connectives to expand a point	use connectives to write compound sentences
				use some ordering words, e.g. first, then ❖	use ordering words, e.g. first, next, then, lastly
					use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were
			use correct initial consonant by beginning to apply phonic knowledge	spell some words conventionally, including consonant vowel-consonant and common digraphs, e.g. th, ck	use spelling strategies such as segmenting, simple roots and suffixes, e.g. ing, ed
			begin to use spelling strategies such as sound-symbol correspondence and oral segmentation with support such as clapping sounds in vowel-consonant and consonant-vowel-consonant words ❖	use spelling strategies such as sound-symbol correspondence and segmenting	use knowledge of syllables to spell polysyllabic words ❖
			use spelling support such as phonic mats, flashcards and other resources ❖	use spelling support such as picture dictionaries, spelling mats and other resources ❖	use a dictionary ❖
			use familiar and high-frequency words in writing	spell high-frequency words correctly	spell high-frequency words correctly

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖



Language, Literacy and Communication Skills					
Strand: Writing					
Elements	Aspects	Nursery	Reception	Year 1	Year 2
Writing accurately	Handwriting	Children are able to:	Children are able to:	Children are able to:	Children are able to:
	Grammar Punctuation Spelling		Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>dau gi, y gath</i> .	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i> .	Welsh-medium statement: use some mutations, that have been practised orally, e.g. <i>y bel, fy mag, i'r dref</i> Welsh-medium statement: spell some words that use <i>y/ufi</i> , e.g. <i>ŷ, llun</i> , and diphthongs, e.g. <i>coed</i> .



Key Stage 2 English Programme of Study	
Strand: Writing	
Range of experiences	
 Learners should be given opportunities to: • write for a variety of purposes, including to: – recount – instruct – inform – explain – argue/persuade – discuss/analyse – evaluate – narrate – describe – empathise • write in a range of continuous and non-continuous texts in a variety of forms, e.g. letters, diaries, articles, stories, reports, speeches, short plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies • write for a range of authentic audiences, real or imagined, e.g. peers, younger learners, teachers, family members, historical and fictional characters • produce poetic writing, using imagery and poetic devices, e.g. rhyme and form • use a wide range of written and dynamic stimuli, e.g. stories, picture books, images, poems, experiences, film, paintings, music • use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, peers. Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.	
The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.	
Key	Within the table, text taken from the LNF will appear as normal text. Text that is a specific English Programme of Study skill will appear as bold. These skills are further identified by the following icon.
Programme of study skill 	When combined with the LNF statements, these skills form the Key Stage 2 English Programme of Study.
N.B.	In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.



Key Stage 2 English Programme of Study		Year 6				
Strand: Writing		Year 5				
Exempts	Aspects	Year 4				
	Meaning, purpose, readers	Year 3				
Organising ideas and information		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
		write for different purposes and readers choosing words for variety and interest	select what they write to the purpose and reader, choosing words appropriately e.g. descriptive and persuasive language	use the characteristic features of an increasing range of continuous and non-continuous texts in their writing, using imagination where appropriate	use the characteristic features of a range of continuous and non-continuous texts creatively in their writing, adapting their style to engage the reader, using imagination where appropriate	adapt writing style to suit the reader and purpose, e.g. formal style for unknown readers, simple style for younger readers
		use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate	use the characteristic features of an increasing range of continuous and non-continuous texts in their writing, using imagination where appropriate	explain their ideas with supporting details, including observations and explanations where relevant	explain upon main ideas with supporting reasons, information and examples	use the characteristic features of a range of continuous and non-continuous texts creatively in their writing, adapting their style to engage the reader, using imagination where appropriate
		include relevant details, information or observations in their writing	explain their ideas with supporting details, including observations and explanations where relevant	gather ideas to plan writing	use techniques in planning writing, e.g. mindmapping, sequencing, placement activities	write a comprehensive account of a topic or theme
		make down ideas to use in writing	gather ideas to plan writing	explore and use appropriately the different forms of writing on-screen to interact with others, e.g. weblogs, e-mails, blogs	explore the layout of web pages to create material using available tools	use a range of strategies to plan writing, e.g. notes, diagrams, flowcharts
		use on-screen functions, e.g. font, colour, cut, paste, etc. to present their work in ways to interest the reader and enhance meaning	explore and use appropriately the different forms of writing on-screen to interact with others, e.g. weblogs, e-mails, blogs	proofread their own work and that of others, assessing and identifying ways to improve before editing	proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/draft work to show progression	explore different ways to present work and use them appropriately, e.g. moving images, slides, voice-over
		proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit	proofread their own work and that of others, assessing and identifying ways to improve before editing	improve writing, checking for clarity and organisation	review and improve writing, explaining why they have made changes	proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/draft work to show progression
		review and improve sections of their work	improve writing, checking for clarity and organisation			reflect on, edit and adapt to improve their writing



Key Stage 2 English Programme of Study

Strand: Writing

		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Writing accurately	Grammar Punctuation Spelling Handwriting	use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing ❖ start sentences in a variety of ways use adjectives and adverbs to expand simple sentences and phrases use connectives for causation and consequence, e.g. <i>because, after</i> use full stops, question marks, exclamation marks and commas for lists spell plural forms correctly in context, e.g. -s, -es, -ies use past tense of verbs consistently, e.g. <i>consonant doubling before -ed</i> use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. <i>most common polysyllabic words</i> spell all high-frequency words correctly produce legible handwriting and present work appropriately joining letters in some words.	begin to craft their writing using the standard forms of English, e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tense</i> ❖ vary the order of words, phrases and clauses in sentences use adjectival and adverbial phrases to add interest and precision use connectives to show links within sentences use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. <i>it's (it is)</i> use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. <i>words with more complex patterns</i> produce handwriting which is clear and legible and may be cursive.	craft their writing by using the standard forms of English, e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖ use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. <i>before you start ... , if you do this then ...</i> use conditionals to show hypotheses or possibilities, e.g. <i>if, might, could</i> use the full range of punctuation to guide the reader in complex sentences, e.g. <i>commas, bullet points, speech marks and apostrophes for possession</i> use a variety of strategies to spell words with complex regular patterns, e.g. <i>exercise, competition</i> produce legible, cursive handwriting with increasing fluency.	craft their writing by using the standard forms of English, e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖ use varied sentence structures for emphasis and effect use the full range of punctuation accurately to clarify meaning use strategies to spell correctly polysyllabic, complex and irregular words produce fluent and legible handwriting.



Key Stage 2 English Programme of Study	
Strand: Writing	
Range of experiences	
Learners should be given opportunities to: • write for a variety of purposes, including to: – recount – instruct – inform – explain – argue/persuade – discuss/analyse – evaluate – narrate – describe – empathise • write in a range of continuous and non-continuous texts in a variety of forms, <i>e.g. letters, diaries, articles, stories, reports, speeches, short plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies</i> • write for a range of authentic audiences, real or imagined, <i>e.g. peers, younger learners, teachers, family members, historical and fictional characters</i> • produce poetic writing, using imagery and poetic devices, <i>e.g. rhyme and form</i> • use a wide range of written and dynamic stimuli, <i>e.g. stories, picture books, images, poems, experiences, film, paintings, music</i> • use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, <i>e.g. authors, peers.</i> Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.	
The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.	
Key Within the table, text taken from the LNF will appear as normal text. Text that is a specific English Programme of Study skill will appear as bold. These skills are further identified by the following icon. Programme of study skill V When combined with the LNF statements, these skills form the Key Stage 2 English Programme of Study. N.B. In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.	



Literacy – Writing across the curriculum			Progression step 1	
Elements	Aspects	Learners are able to:	Learners are able to:	
Organising ideas and information	Meaning, purposes, readers	- experiment with a range of mark-making instruments and materials across a range of contexts - attribute meaning to marks, drawings and art work, e.g. adult annotation - communicate by using symbols and pictures - write letters, numbers and/or symbols randomly - use pictures to convey meaning on-screen - orally contribute to a form modelled by the adult	- convey meaning through pictures and mark making - compose and dictate a sentence describing events, experiences and pictures to communicate meaning - recognise the alphabetic nature of writing and understand that written symbols have meaning - copy and write letters, words and phrases - use pictures and symbols to compose writing on-screen - begin to sequence words, signs or symbols appropriately - contribute to a form modelled by the teacher, e.g. through shared writing - show understanding of different formats, e.g. cards, lists, invitations	
	Structure and organisation			
Writing accurately	Language			
	Handwriting Grammar Punctuation Spelling	- pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer grip - demonstrate an understanding of the directionality of written print - identify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities.	- hold writing instruments appropriately - write from left to right - discriminate between letters - distinguish between upper- and lower-case letters - use correct initial consonant by beginning to apply phonetic knowledge - use familiar and high-frequency words in writing - Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>du</i> <i>gi</i>, <i>y</i> <i>gath</i>.	

Literacy – Writing across the curriculum			Progression step 2	
Elements	Aspects	Learners are able to:	Learners are able to:	
Organising ideas and information	Meaning, purposes, readers	- communicate purposefully in writing, e.g. may be supported by a drawing - use pictures, symbols, letters in sequence and familiar words to communicate meaning - talk about what they are going to write - write words, phrases and simple sentences and read back own attempts - select letters, words and pictures to compose writing on-screen	- write for different purposes - write text which makes sense to another reader, which may include details and pictures - use talk to plan writing - re-read and improve their writing to ensure that it makes sense - experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily	
	Structure and organisation	- sequence content correctly, e.g. instructions, recipes - follow a form modelled by the teacher - understand different types of writing, e.g. records of events, descriptions, narrative	- follow a structure in their writing with support, e.g. reports, lists - follow and build upon a form modelled by the teacher - organise writing with a beginning, middle and end - use different types of writing appropriate to purpose and reader	
Writing accurately	Language	use specific words which relate to the topic of their writing	- use language appropriate to writing, including standard forms of English - use vocabulary related to the topic or subject context	
	Grammar Punctuation Spelling Handwriting	- form upper- and lower-case letters that are usually clearly shaped and correctly orientated - use capital letters and full stops with some degree of consistency - begin to use connectives to expand a point - spell some words conventionally, including consonant-vowel-consonant and common - use spelling strategies such as sound-symbol correspondence and segmenting - spell high-frequency words correctly - Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y</i> <i>fynch</i>.	- start sentences in a variety of ways - use adjectives and adverbs to expand simple sentences and phrases - use connectives for causation and consequence, e.g. <i>because</i>, <i>after</i> - use full stops, question marks, exclamation marks and commas for lists - spell plural forms correctly in context, e.g. <i>-s</i>, <i>-es</i> - use past tense of verbs consistently, e.g. <i>conscient</i> doubling before <i>-ed</i> - use strategies including knowledge of word families, roots, morphology and graphic - use common Welsh words correctly - spell all high-frequency words correctly - Welsh-medium statement: use the standard form of the verb as relevant to the context - Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar</i> <i>ben</i>.	

Literacy – Writing across the curriculum			
Elements	Aspects	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	- write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose - explain ideas fully, showing implications and consequences - plan writing making choices about the best ways to present content for effect, e.g. building a case for something, secondary details that help the reader understand - use the tools and conventions of ICT to present information and data and to structure content - identify areas for improvement in their writing, edit and redraft	- adapt presentation of material according to intended meaning and effect, e.g. choice of how much detail needed to be convincing - make connections and/or elaborate to ensure full coverage of topic - in planning writing make choices about content, structure, language, presentation to suit the purpose - choose the best ways to present writing using ICT in order to communicate clearly and effectively - edit and improve their writing using appropriate tools, hyperlinked pages for different information on a topic, moving graphics to show processes - use criteria to identify ways to improve, and then redraft
Structure and organisation	Structure and organisation	- adapt structures in writing for different contexts, e.g. describe outcome, outline process or discuss an issue - select and organise ideas and information to give a clear and full account - use paragraphs to organise longer pieces of writing into sections	- use whole-text structure to support and communicate meaning, e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters - select, analyse and present ideas and information convincingly or objectively - organise longer pieces of writing making links within and between paragraphs
Writing accurately	Language	- use impersonal language to convey ideas and information, e.g. the interest is calculated by, sharp assessors are necessary to ... - use varied and appropriate vocabulary accurately, including subject-specific words and phrases	- use the third person to convey ideas and information, e.g. according to experts sources reveal that - use technical terms, language and expression consistent with the subject content
Grammar	Grammar	use a wide range of sentence structures choosing connectives to make meaning clear	write simple, compound and complex sentences with grammatical accuracy in their writing
Punctuation	Punctuation	use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops, commas, semi-colons, apostrophes)	use the full range of punctuation in order to clarify meaning, e.g. amendments, colons and semi-colons
Spelling	Spelling	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
Handwriting	Handwriting	- produce fluent and legible handwriting - Well-medium statement: write sentences ensuring that the verb tense and person is usually correct in context - Well-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context	- produce fluent and legible handwriting - Well-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is correct in context - Well-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context



