

Curriculum Design for Writing

Reading INTENT

At Mosaic Jewish Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; writing is key in this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Our intentions in writing are for children to:

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

Writing Implementation

Units begin with a pre-assessment, or a 'Cold Write', piece of extended writing. These pieces of work are then assessed and used to inform future planning, also ensuring effective coverage of sentence and word level work in order that children are equipped with the necessary skills to write successfully in each genre. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the English curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate. English is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

Writing is taught via a mixture of methods:

Shared Writing:

Shared writing allows teachers to demonstrate and model writing, including the thought processes that are required. Teachers make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to writing. These sessions help children generate a list of features that they would expect to use. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

Independent Writing:

Children are given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children will be given a range of opportunities to assess their own writing in order to further their own learning.

Spellings:

Pupils are taught different spelling rules or patterns on a weekly basis. In KS1 we use the scheme 'Little Wandle' to teach phonics and spelling. The spelling rules which are in phase 6 are taught in Y2. In KS2 we use the scheme 'Purple Mash' to teach the relevant spelling patterns and rules. Children's spelling is assessed throughout the year, using 'GAPS' tests.

Vocabulary:

Vocabulary is taught explicitly through shared and guided reading lessons. The teacher will give a definition of a word and the children will use the word in context, ensuring that they understand its meaning. Other opportunities for teachers to enhance pupils' vocabulary arise naturally in their reading, writing and across the curriculum. As vocabulary increases, teachers show pupils how to understand the relationships between words and teach strategies of how to work out and clarify the meanings of unknown words and words with more than one meaning. All classrooms are vocabulary rich and all children take part in the 'Vocabulary Challenge' each term where they are tested on their knowledge of 40 words linked to their learning that term.

Writing Impact

We aim to ensure that our children's attainment and progress is in line or exceeds their potential when considering their varied starting points, always aiming for accelerated progress and 'closing the gap'. We want there to be no significant gaps in the progress of different groups of children, e.g. disadvantaged v non-disadvantaged. The % of children working at and above Age Related Expectations should meet targets set at the beginning of the year. We want our end of Key Stage data to be on an upward trend and be closer to, meet or even exceed national expectations.

We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We use the National Curriculum objectives to inform teachers and senior leaders of the knowledge and skills the children have achieved. Senior leaders closely monitor data, teaching and learning and hold Pupil Progress Meetings and Moderation Meetings to assess individual children's needs. We intend the impact of our Reading curriculum will ensure our children are academically prepared for life beyond primary school.

Progression of Skills

Skills	EYFS – Reception	KS1 – Year 1	KS1 – Year 2	KS2 – Year 3	KS2 – Year 4	KS2 – Year 5	KS2 – Year 6
Phonic and Whole word spelling	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words • the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> "spell further homophones (by, to, there, where, here, ai, a-e, ee, st, ssed" for all pupils spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell further homophones (long o, long i) spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> Spell words with the /i:/ sound spelt ei after c Spell homophones ce/se and ow/ou spell some words with 'silent' letters Spell 60 of the words from the year 5/6 word lis 	<ul style="list-style-type: none"> Spell all words from the year 5 and 6 words list 'ough' words spelt correctly e.g. 'dough, tough' Words ending in 'ial' spelt correctly e.g. 'special, official' continue to distinguish between homophones and other words which are often confused
Other words building spelling	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (as reading) beginning to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Spell words with the suffix – cious and – tious Spell words with the suffix –ant or –ent Spell words with the suffix – ance or –ence Spell words with the suffix – able or –ible Spell words with the suffix – ably or –ibly Spell suffixes beginning with vowel letters to words ending in – fer Use dictionaries to check the spelling and meaning of words Use a thesaurus 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

<p>Transcription</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
<p>Handwriting</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practice these 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Handwriting is legible and fluent. • Choosing the writing implement that is best suited for the task • Using further organisational features (Heading, bullet points, underlining) • To choose which shape of a letter to use when joining or when not to join specific letters. 	<ul style="list-style-type: none"> • Handwriting is legible and fluent • Choosing the writing implement that is best suited for the task • Using further organisational and presentational devices to structure text and guide the reader. (For example: headings, bullet points, underlining etc) • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • Handwriting is legible and fluent • Using further organisational and presentational features such as headings, bullet point and underlining. 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
<p>Context for writing</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing. • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read,

							listened to or seen performed
Planning writing	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • discussing and recording ideas • draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary
Drafting writing	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary with increased sophistication. • in narratives, describing settings, characters and atmosphere • précising longer passages • Adverbials of time are used for cohesion • using further organisational and presentational devices to structure text and to guide the reader • Paragraphs are sequential. They move the plot forward, change time and pace, character, subject, mood and/or viewpoint • using expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary to give clarity, contrast and understand how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Use a range of adverbials (time, manner, degree, place, frequency) • Applies a range of sentence openers • using further organisational and presentational devices to structure text and to guide the reader
Editing writing	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used 	<ul style="list-style-type: none"> • begin to evaluate and edit the effectiveness of their own and others' writing and suggesting improvements • begin to propose 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to

			<p>correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> proofreading to check for errors in spelling, grammar and punctuation 	<p>changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> begin to proofread for spelling and punctuation errors 	<p>grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> proofread for spelling and punctuation errors 	<p>throughout a piece of writing</p> <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, proofread for most spelling and punctuation errors 	<p>enhance effects and clarify meaning</p> <ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Performing writing	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> Begin to read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation and volume. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> joining words and joining clauses using "and" Begin to use adjectives to describe 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> Begin to develop their understanding of the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Begin to develop their use of nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Begin to use conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing. using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility

				<ul style="list-style-type: none"> • Begin to use fronted adverbials 			
<p style="text-align: center;">Grammar</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession 	<ul style="list-style-type: none"> • Begin to use the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) • Begin to use fronted adverbials and commas • Use punctuation for direct speech • Use conjunctions adverbs and prepositions to express time and cause • Indicate possession by using the possessive apostrophe with singular and plural nouns 	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • se punctuation for direct speech • Use conjunctions adverbs and prepositions to express time and cause • Indicate possession by using the possessive apostrophe with singular and plural nouns 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • Implementing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms in writing. • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • use repetition to build tension or emphasise

<p>Punctuation</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, • question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> • Begin to punctuate direct speech (i.e. Inverted commas) • Begin to indicate grammatical and other features by indicating possession by using the possessive apostrophe. 	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing. • Using brackets, dashes or commas to indicate parenthesis. • using commas to clarify meaning or avoid ambiguity in writing • Using a colon to introduce a list • Using semi colons to separate items in a list 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • use of ellipsis for cohesion or show a passage of time • To correctly punctuate bullet points consistently
<p>Vocabulary</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark, adjective 	<ul style="list-style-type: none"> • noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma 	<ul style="list-style-type: none"> • adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> • determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> • modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<ul style="list-style-type: none"> • subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points