

THE BIG IDEAS OF WRITING

At Highwood, our curriculum provision is designed to make sure children develop the knowledge and skills of:

- ♣ transcription (spelling and handwriting)
- ♣ composition (articulating ideas and structuring them in speech and writing).

Our whole school strategy mirrors that of the reading Big Ideas and focuses on 7 key strands to embed writing for a purpose, an audience but also inspire writing content: Decode, Explain, Retrieve, Interpret, Choice, Perform and Review.

Writing Strand	Content
Decode	Using synthetic Phonic knowledge (Letters and Sounds) to select the corresponding letters and graphemes in order to spell. The use of morphology and etymology to understand the relationship between spelling and meaning.
Explain	Explaining the purpose, audience and features of writing, then selecting appropriate features to write in a specific form.
Retrieve	Retrieving, collecting and drafting ideas or research to implement into writing content.
Interpret	Using writing features to convey meaning and provide their desired audience opportunities for interpretation.
Choice	Making deliberate and purposeful vocabulary, punctuation and presentational choices for meaning, impact and effect.
Perform	Perform and rehearse their own ideas and compositions to an audience and consider the impact of performances from others.
Review	Evaluating writing and editing to improve the cohesion and quality either independently, with peers or an adult.



Writing is inspired through the use of quality reading materials that are planned carefully across the school. Highwood's philosophy is built on a focus of writing for different purposes (Four in total: Entertain, Inform, Discuss and Persuade) which then contain individual text types within them. For example, writing to inform includes: Letters, Recounts, Explanations Biographies and Instructions etc. In order to transfer the knowledge and skills for each Purpose, irrespective of Text Type, we have identified the knowledge components that will build towards to the composite knowledge.

Each piece of writing is linked to the Key Question for the term. The units begin with a cold task relating to the writing purpose. Once the teacher has provided whole class feedback, they then plan the teaching cycle based on the analysis of the assessment data. Children are explicitly made aware of the purpose and audience so that their success criteria can be built around scaffolding high-quality writing with appropriate grammatical and sentence features.

Year 1 National Curriculum Objectives



- Spell words containing each of the 40+ phonemes taught.
 - Spell common exception words.
 - Spell the days of the week.
 - Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular for verbs.
 - Use the prefix 'un'
- Use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper.)
 - Apply simple spelling rules.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Use understanding of prefixes to create adjectives. E.g. kind, unkind.
- Use understanding of suffixes to change verb tenses. Pass, passed, passing



- Joining words and clauses using 'and'.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Use and understand the appropriate grammatical terminology in discussions and writing.
 - Use personal pronouns.
- Write for different purposes and explain the selected audience.



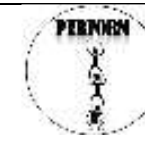
- Draft a sentence by saying it aloud before writing.
 - Compose a sentence orally to write it.
- Sequence sentences to form short narratives.
 - Collect ideas by thinking aloud.
- Discuss and rehearse ideas/words from known texts to use in their own writing.



- Choose a full stop, question mark or exclamation mark in writing for the reader to interpret the meaning.
- Sequence sentences to form short narratives that readers can understand and interpret.



- Sit correctly at a table, holding a pencil comfortably and correctly.
- Understand which letters belong to which handwriting 'families' and to practise these. E.g. b, d, l
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
 - Form capital letters.
 - Form digits 0-9.
 - Leave spaces between words.
- Choose appropriate grammatical terminology in writing.



- Draft a sentence by practising it aloud to others before writing.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.
- Finalise written pieces including taught handwriting objectives.

- Re-read what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.



Year 2 National Curriculum Objectives



- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning new ways of spelling phonemes for which one or more spellings are already known.
 - Spell common exception words.
 - Spell more words with contracted forms.
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones (e.g. their, they're and there, one/won)
- Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.



- Building writing stamina and positive attitudes by writing: narratives about personal experiences and those of others (real and fictional), about real events and poetry.
- Writing for different purposes selecting taught and familiar features.
- Use familiar and new punctuation correctly. E.g. full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use sentences with different forms (statements, questions, commands and exclamations).
- Use past and present verbs correctly and consistently.
 - Use verbs in the progressive form.
 - Use co-ordinating conjunctions (or, and, but).
- Use and understand the appropriate grammatical terminology when discussing writing.



- **Planning or saying out loud what they are going to write about.**
 - Plan by writing down ideas and/or key words, including new vocabulary.
 - Encapsulating what they want to say, sentence by sentence orally, using key vocabulary or through written ideas.
- Retrieving and collecting grammatical features from a variety of forms.
- Discuss familiar texts and extract ideas, words or phrases to use in their own writing.



- Use expanded noun phrases to provide the reader an opportunity to interpret character or setting. E.g the spoilt, bossy girl.
- Use subordinating conjunctions (when, if, that, because).



- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes 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 and orientation.
- Use spacing between words that reflects the size of the letters.
 - Use expanded noun phrases to describe and specify.
- Use and select when to use some features of written Standard English.



- **Planning or saying out loud what they are going to write about to others.**
 - Read aloud what they have written with appropriate intonation to make the meaning clear.
- Finalise drafted pieces by publishing in an appropriate handwriting script.

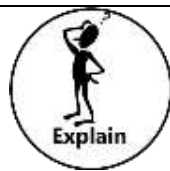


- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing makes sense.
- Re-reading their writing to check verbs that indicate time are used correctly, including verbs in the continuous form.
- Proof-reading to check for errors in spelling, grammar and punctuation.
- Make simple additions, revisions and corrections to their own writing.

Year 3 and 4 National Curriculum Objectives



- Use prefixes and suffixes and understand how to add them.
 - Spell homophones.
 - Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g children's].
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences which have spellings and punctuation taught so far.
- Indicating possession by using the possessive apostrophe with plural nouns.



- Write by organising paragraphs around a theme.
- Discuss a model text to select the appropriate structure, vocabulary and grammar in their own writing.
- Write narratives which create settings, characters and plot using appropriate features.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions (because, when, if, although).
- Use and understand the grammatical terminology accurately and appropriately when discussing their writing.
 - Using and punctuating direct speech accurately.
 - Using commas after fronted adverbials.



- Plan by discussing writing similar to that which they are planning to write.
 - Plan by discussing and recording ideas.
- Draft ideas for writing by composing and rehearsing sentences orally (including dialogue).
- Draft writing by orally building varied and rich vocabulary and an increasing range of sentence structures.



- Write narratives which create settings, characters and plot in which a reader can interpret to create their own meaning.
- Using appropriate conjunctions, adverbs and prepositions in writing to express time and cause.
- Make vocabulary choices for readers to interpret their own meaning. E.g. similes, metaphors



- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.
- Increase the legibility, consistency and quality of handwriting.
- Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition.
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- Using fronted adverbials in writing to provide more detail for the reader.
- Writing in the present perfect form of verbs in contrast to the past tense.









- Draft writing by composing and rehearsing sentences orally (including dialogue) with others.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Publish written pieces in an appropriate context, including some amendments made during the editing process.



- Evaluate the effectiveness of their own and others' writing and suggest improvements.
- Suggesting changes to grammar and vocabulary to improve consistency.
- Edit to include the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors and edit accordingly.

Year 5 and 6 National Curriculum Objectives

 <ul style="list-style-type: none"> • Spell some words with silent letters. • Distinguish the difference between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • Use dictionaries to check the spelling and meaning of words. • Use phonetic knowledge to find words in a thesaurus. • Use further prefixes and suffixes and understand how adding them creates meaning. 	 <ul style="list-style-type: none"> • Identifying the audience and purpose of the writing; then writing effectively, selecting the appropriate form. • Write using organisational and presentational devices to structure text and explain how this guides the reader. • Recognising vocabulary and structures that are appropriate for formal and informal writing. • Write using a wide range of devices to build cohesion within and across paragraphs. • Use and understand the grammatical terminology accurately and appropriately when discussing their writing. • Using brackets, dashes or commas to indicate parenthesis (extra information). • Use semi-colon, colons or dashes in an appropriate context. • Using commas to clarify meaning or avoid ambiguity in writing. <ul style="list-style-type: none"> • Using hyphens to avoid ambiguity. 	 <ul style="list-style-type: none"> • Planning writing by noting and developing initial ideas. • Plan writing by drawing on reading and research. • Identifying the audience and purpose of the writing, then use other similar writing as models for their own, to write effectively. • Use a thesaurus to explore word choices to implement in the writing process.
 <ul style="list-style-type: none"> • Consider how authors have developed characters and settings in what pupils have read or listened to. • Writing by describing and developing settings, characters and atmosphere • Integrating dialogue to convey character and advance the action. • Using passive verbs to affect the presentation of information in a sentence. • Using modal verbs or adverbs to indicate degrees of possibility. <ul style="list-style-type: none"> • Using relative clauses with an implied relative pronoun. 	 <ul style="list-style-type: none"> • Writing fluently, legibly and with increasing speed, choosing an appropriate writing implement for the task. • Draft writing by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Distinguishing between the language of speech and writing and choosing the appropriate register. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. 	 <ul style="list-style-type: none"> • Consider how authors have developed characters and settings in what pupils have seen performed. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Publish pieces of writing in an appropriate context, including any amendments that have been made throughout the editing process.



- Evaluate the effectiveness of their own and others' writing.
- Edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Edit to ensure the consistent and correct use of tense throughout a piece of writing.
- Edit to ensure correct subject and verb agreement when using singular and plural.
- Proof-read for spelling and punctuation errors.