



Tell Me More...

English at Wisborough Green Primary School

C Bennett/G Jeal November 2023

Early Years Writing Curriculum Expectations

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

KS1 Writing Curriculum Expectations

I can write simple, clear narratives about myself or others (real or fictional).

☐

I can write about real events in a clear and simple way.

☐

I can use capital letters and full stops mostly correctly.

☐

I can use question marks correctly when needed.

☐

I can use present and past tense mostly correctly and consistently.

☐

I can use co-ordinating conjunctions.

e.g. but, or, and, so

☐

I can use some subordinating conjunctions.

e.g. after, as, when, if, that, even though, because, until, since

☐

I can segment spoken words into phonemes and represent these by graphemes and I can spell these words mostly correctly.

☐

I can spell many common exception words.

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.

☐

I can form capital letters and digits of the correct size, making sure they are the correct way around.

☐

I can use finger spaces between words.

☐

KS2 Writing Curriculum Expectations

I can write for a range of purposes, making sure that the language I am choosing shows an understanding of the person reading it. <i>e.g. writing informally and in the first person in a diary</i>		<input type="checkbox"/>
I can describe settings, characters and atmosphere. <i>You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.</i>		<input type="checkbox"/>
I can include dialogue to convey character and advance the action. <i>e.g. include emotions, actions and characters' thoughts in your dialogue.</i> <i>With a psychotic smirk, the witch whispered: "I have a gift for her, too." She edged towards the crib. The crowd gasped in fear.</i>		<input type="checkbox"/>
I can use the appropriate vocabulary and grammatical structures for my writing. <i>e.g. writing informally and in the first person in a diary, using contracted forms in dialogue etc.</i>		<input type="checkbox"/>
I can build cohesion within and across paragraphs using the following:	Co-ordinating conjunctions. <i>e.g. for, and, nor, but, or, yet, so</i>	<input type="checkbox"/>
	Subordinating conjunctions. <i>e.g. although, after, as, when, if, that, even though, because, until, unless, since</i>	<input type="checkbox"/>
	Adverbials. <i>e.g. include when and where the verb happened.</i> <i>As the clock struck midnight, the shadow moved across the graveyard.</i>	<input type="checkbox"/>
	Pronouns to avoid repetition. <i>e.g. Jon kicked the ball. Jon scored.</i> <i>Jon kicked the ball and he scored.</i>	<input type="checkbox"/>

I can use tenses correctly and consistently.		<input type="checkbox"/>
I can use a range of punctuation mostly correctly:	Inverted commas.	<input type="checkbox"/>
	Apostrophes for possession.	<input type="checkbox"/>
	Commas for fronted adverbials.	<input type="checkbox"/>
	Commas for clauses.	<input type="checkbox"/>
	Commas in a list.	<input type="checkbox"/>
	Brackets, dashes and commas (parenthesis).	<input type="checkbox"/>
	Commas for clarity.	<input type="checkbox"/>
	Hyphens.	<input type="checkbox"/>
	Semi-colons.	<input type="checkbox"/>
	Colons.	<input type="checkbox"/>
I can spell some words from the Year 5/6 spelling list: <i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i>		<input type="checkbox"/>
I can use a dictionary to check the spelling of uncommon or more ambitious words.		<input type="checkbox"/>
I can write neatly and legibly with joined letters.		<input type="checkbox"/>

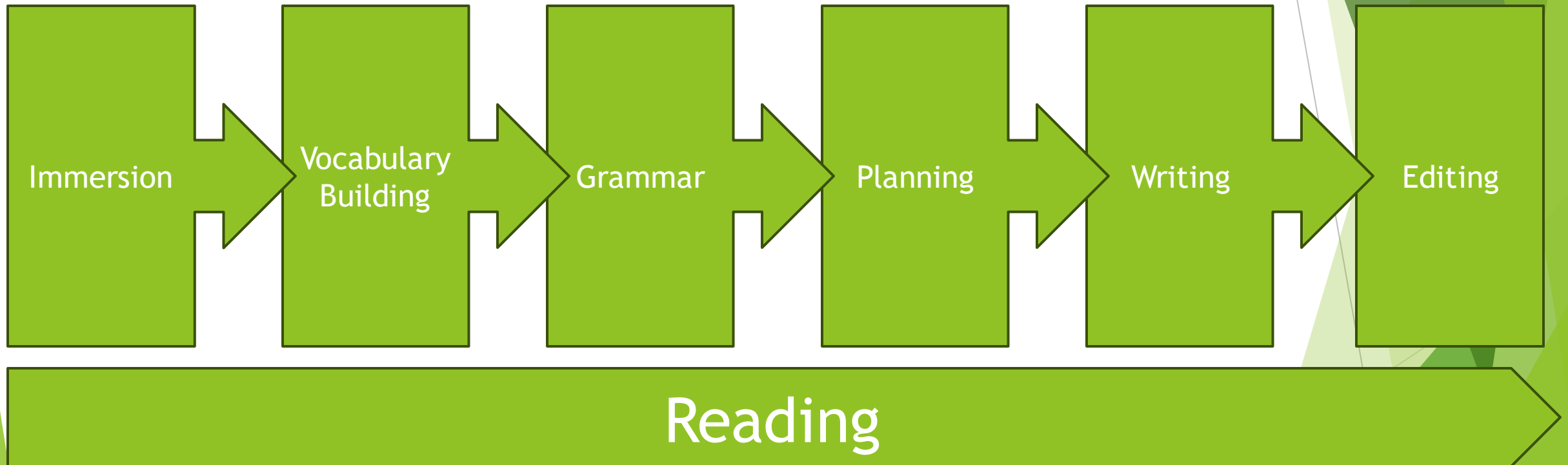
Writing Assessment

- Writing is teacher assessed for all year groups as follows:
 - Working towards the expected standard
 - Working at the expected standard

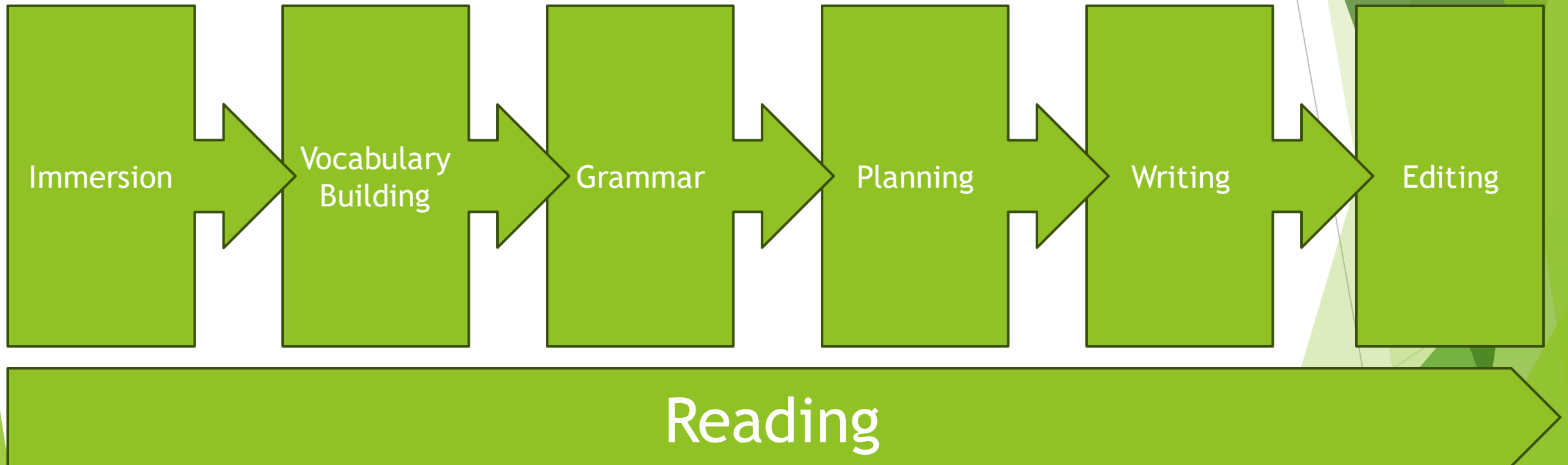
- Year 6 writing is assessed as follows:
 - Working towards the expected standard
 - Working at the expected standard
 - Working at greater depth

Year 6 writing is subject to moderation by the LA

Writing Journey



Writing Journey

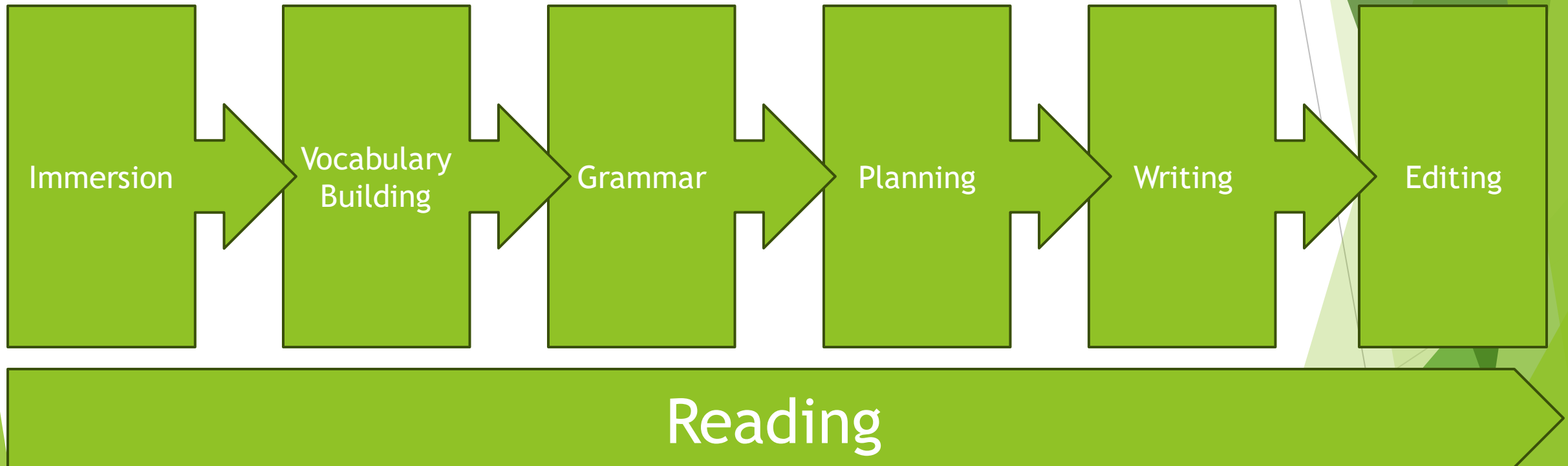


Immersion

- Reading texts
- Drama
- Roleplay
- Watching films/video clips
- Music
- Trips
- School visitors
- Visitor talks
- Theme days

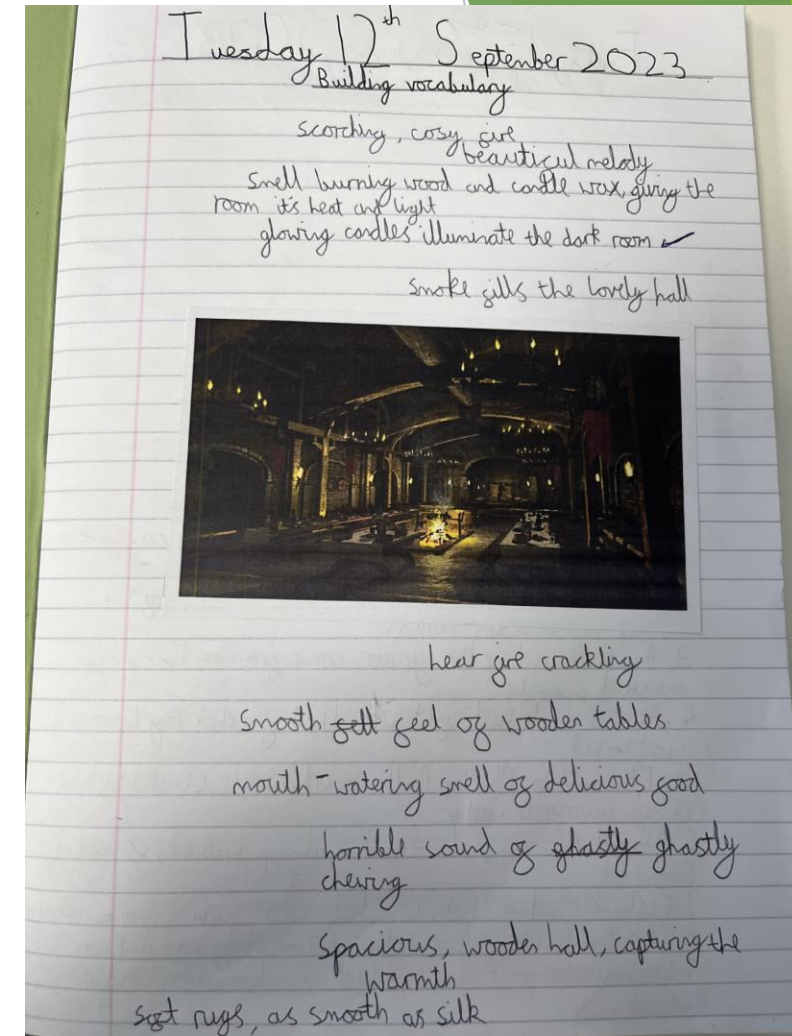
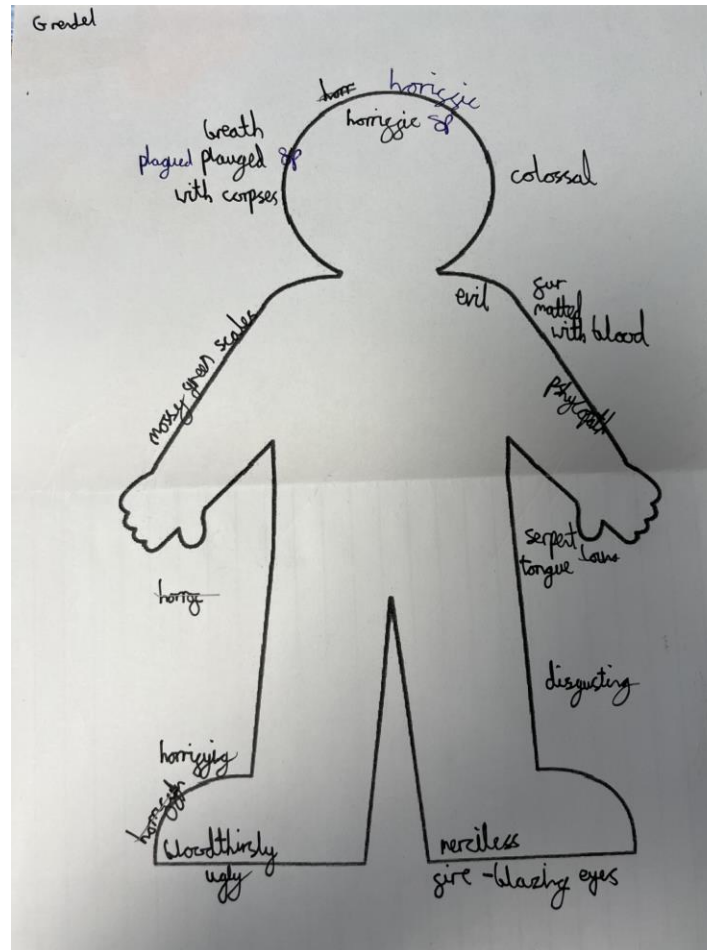


Writing Journey

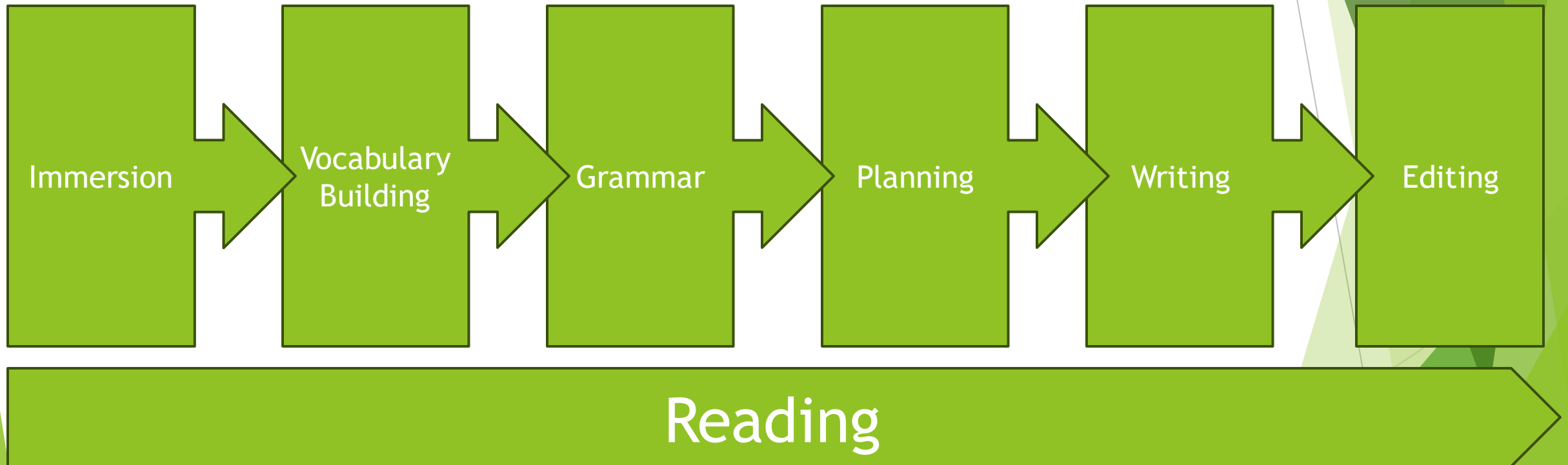


Vocabulary Building

- Authors' notebooks
- Working walls



Writing Journey



Grammar

- Taught explicitly and through the writing journey

Vocabulary, Grammar and Punctuation

Word

I can

recognise the difference between plural and possessive -s
use standard English in speech and writing

Sentence

I can

add adjectives, nouns and prepositions to give more detail
use fronted adverbials

Text

I can

use paragraphs to organise my ideas
choose appropriate pronouns or nouns to help my writing flow

Punctuation

I can

use inverted commas and other punctuation to indicate direct speech
use apostrophes to show plural possession
use commas after fronted adverbials

I can talk about my work using these words

pronoun determiner
possessive pronoun
adverbial

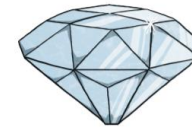


adjective

Adjectives describe nouns or pronouns.



delicious
cake

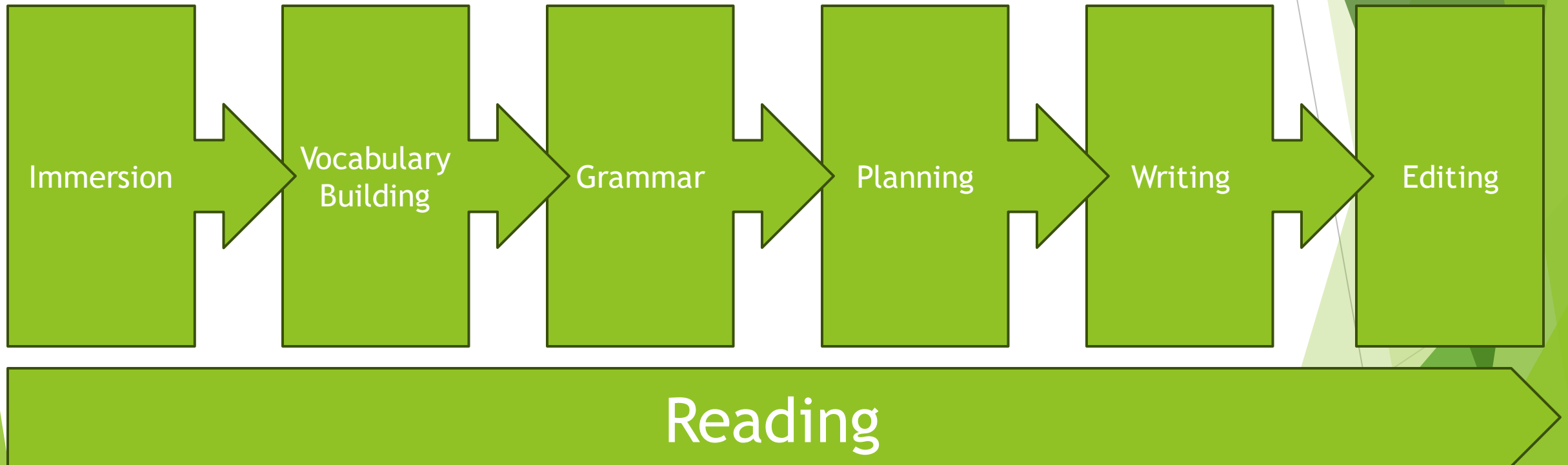


sparkly
diamond



beautiful
flower

Writing Journey



Planning

- Different planning formats
- Audience and purpose
- Noting initial ideas

Wednesday 1st November

Writing Plan

<p>Audience and Purpose</p> <p>Audience: People at the church</p> <p>Purpose: To tell people to remember the lives of soldiers and other people in the army.</p>	<p>Introduction Dear Diary,</p> <p>I'm up early, 4:00 hours packing my bags before we set off on the train. Now saying farewell to my family as their eyes fill with tears.</p>
<p>Events (what happened?):</p> <ul style="list-style-type: none"> - Get there - Sit in trench - Feet hurt - Hours sitting in it - Now sitting in bed writing in this diary 	<p>Feelings (how you felt?):</p> <p>Fearful</p> <ul style="list-style-type: none"> • Petrified • Worried • Dying of boredom • Unknown
<p>Sentence starters:</p> <ul style="list-style-type: none"> • Next • Now • After that • From now on 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Life slips away before my very eyes. • Life changing experience • Patience is key

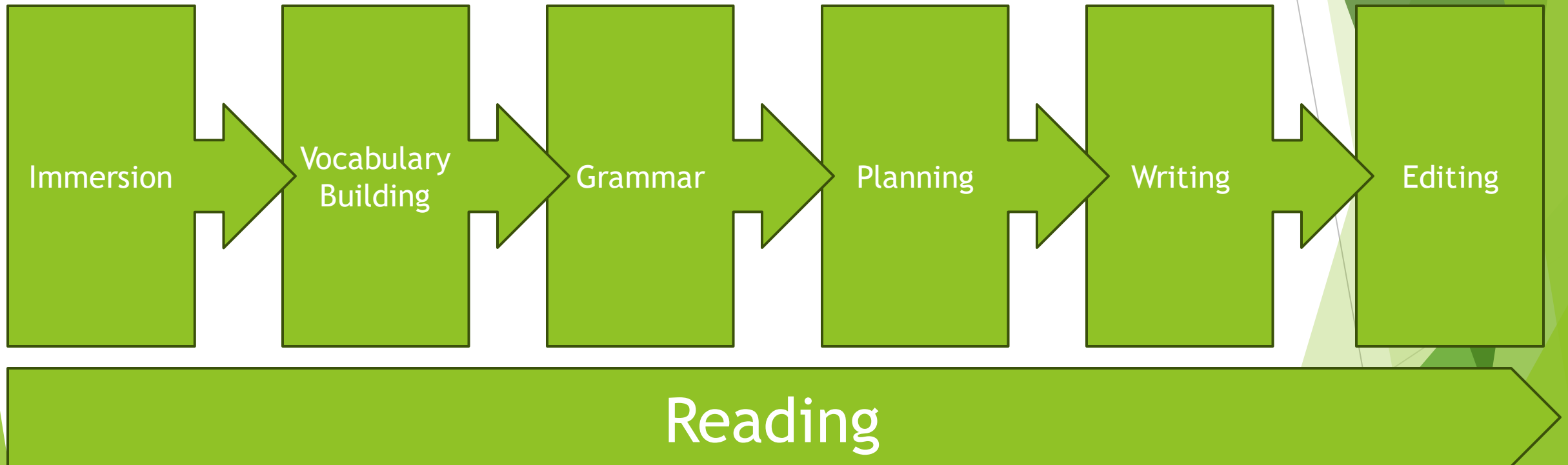
Purpose: To entertain and amuse Name: I am snow

Audience: Year 5 Roman Class

Theme: Snow

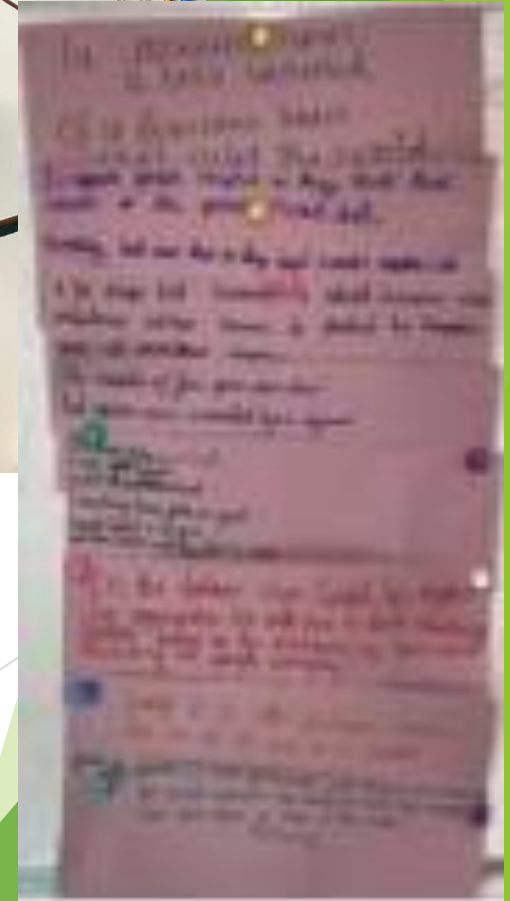
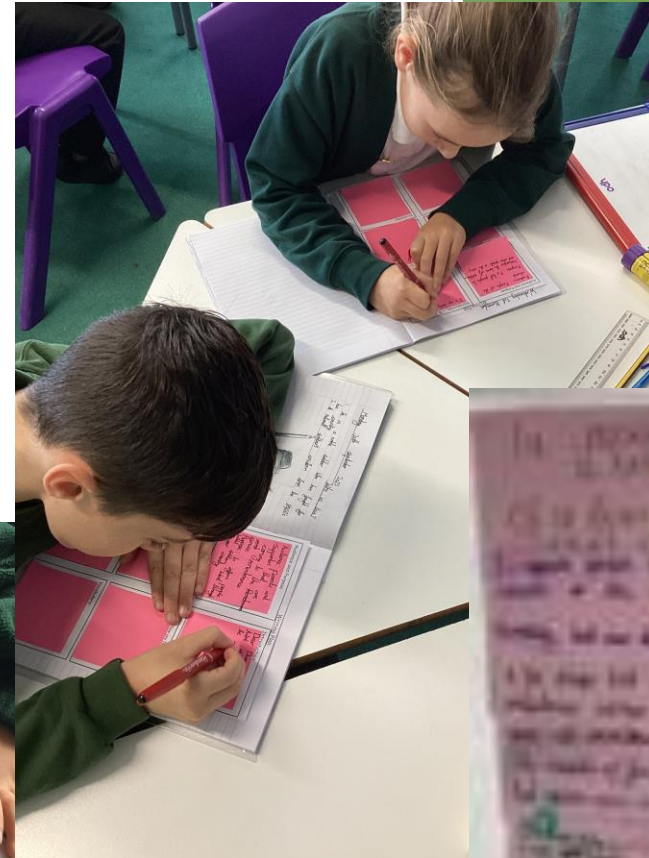
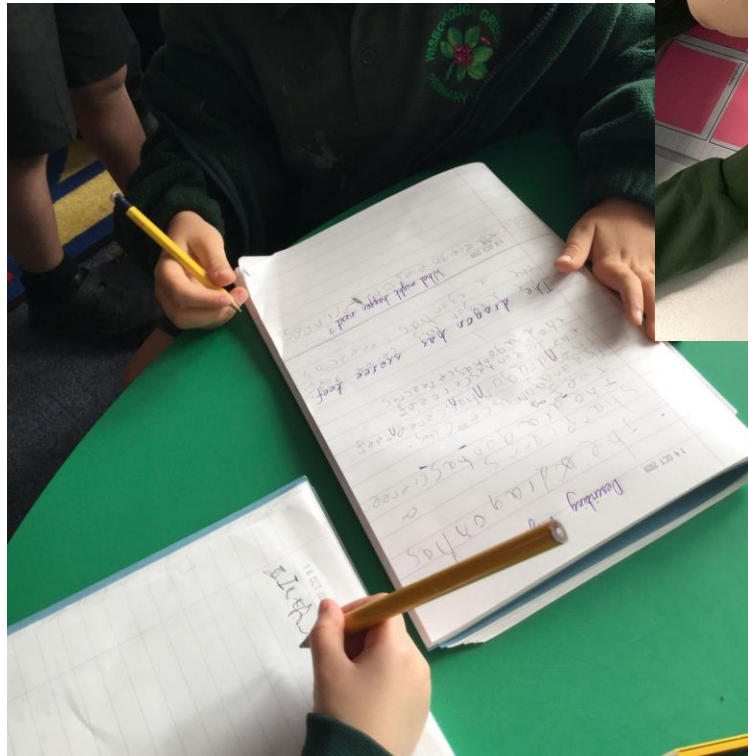
Vocabulary	Grammar/Toolkit
- Waltz through sky	- Personification
- As soon as born twirl ^{dried}	- commas
- paint dark ^{dried} grass	- A, b, A, b e.g. Hi(A) as in rhyme
- usually exuberant	rhymes (hell/o/b) my(A) → rhymes
- Sleep 'till time come me pass	
- farewell I am snow	
goodbye	
- bring joy children	
- Sometimes temper out control	

Writing Journey

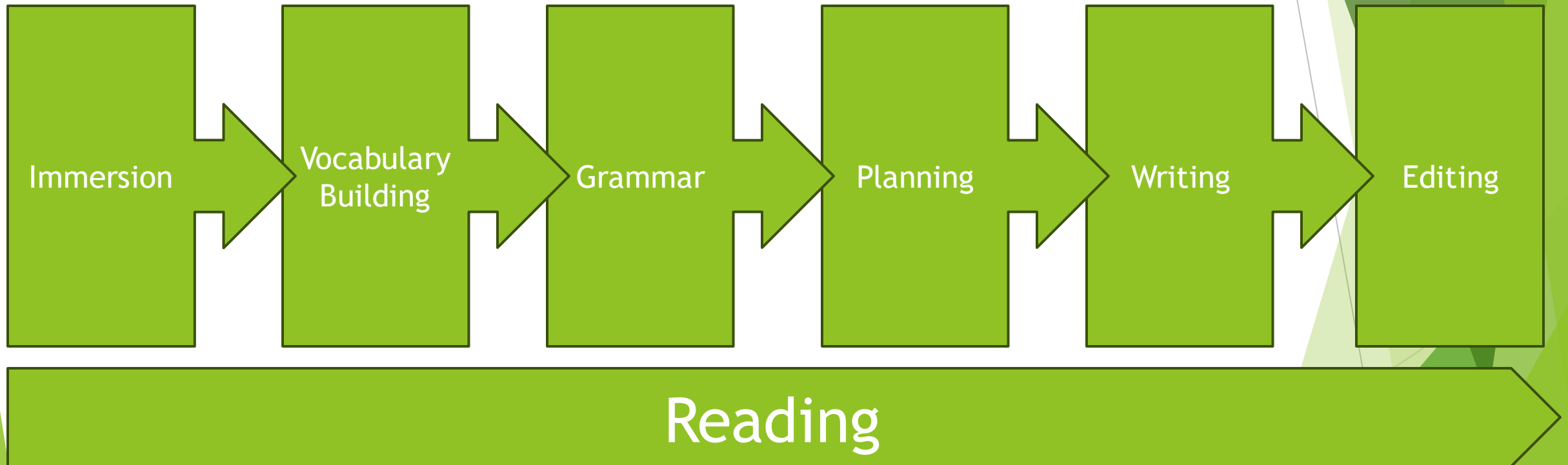


Writing

- Whole class modelling
- Shared writing
- Independent writing



Writing Journey



Editing

- Checking punctuation
- Checking spellings
- Improving words/sentences

Wednesday 1st November 2023

05:00 hours up early ^{I headed out the door} I ~~hadn't~~ ^{hadn't} had time to finish my breakfast as I had to get ready to board the train awaiting to take me to serve my country. Saying goodbye isn't an option as I'm positive I'll see them again.

^{been marching on and have now} I've arrived and getting ready in the barracks. Gun loaded, uniform on, I'm ready to fight. War has been ~~declared~~ ^{declared} here starts the bombing, gun shots and marching ~~for~~ ^{dodging} on end. I guess from now on the trenches are my home for as ~~many years as it takes~~ ^{as it takes}.

^{I shot down one person myself} 06:00 hours my shift has ended it's nothing I expected. ^{I and} I almost got shot. The bags under my eyes my face look as paled as a path. I can't sleep properly as the bombing and gun shots make an ear bleeding noise.

^{a lot} 08:00 hours the earliest I've been up so far. For ^{dinner} breakfast I had a ^{beef} ^{slow} sandwich. The ^{of} ^{words} We've got a lot of rations to collect. Our ration book is almost licked off.

The skin on the bottom of my feet is ^{rotting} peeling off due to frost. It's horrible.

08:00 hours a letter from my family house held ~~and~~ ^{and} read it and it reminds me that I never said goodbye but I'll be back so no need. Family I'll be back soon no doubt.

Monday 16th October 2023

Writing a character description

In a cave, sealy and strong, ^{lies} ~~lays~~ a malicious monster waiting to arise. He starves himself because he knows once he gains power a big feast will come. When the malicious monster starts gaining power, ~~he slowly~~ ^{he slowly} rises. Once he's out of the cave, the fierce and ferocious monster, moving like a shadow, murders those ~~incredibly~~ ^{incredibly} innocent villagers. This fierce and ferocious, monstrous and malicious, corpse eating and colossal beastly monster is called Grendel.

^{Hyena?} Grendel is as ugly as a ~~blob~~ ^{blob} ~~fish~~ ^{fish}. He is as horrifying as a ~~designer~~ ^{designer} ~~masking~~ ^{masking} ~~stripes~~ ^{stripes} and ~~black~~ ^{black} bear. His mouth is covered in blood. His breath is plagued with corpses, like you couldn't even imagine. He has drooping lips, pointed ears a serpent tongue. He's a monster that you wouldn't want to meet on the street. If you would see him open his mouth, you might see some ~~bodyparts~~ ^{bodyparts} or bones stuck in his teeth.

This evil, deadly demon is a bloodthirsty slaughterer with a terribly dark soul. He's a murderer and the worst thing is ~~that~~ ^{that} when he murders he feels ~~exuberant~~ ^{exuberant}, that's right. He enjoys scavenging down helpless bodies and drinking blood as it would be a gritty cocktail.

Exuberant
Hear
So if you ever find a mysterious cave and you hear some ~~loud~~ ^{loud} ~~loud~~ ^{loud} munching then run away because you never know if it might be Grendel because some say that he's in there watching you, listening to you, smelling you.

'Crash!' Oh no it might be Grendel! Keep running to safety but don't turn back.

Handwriting - KS1

Reception:

- Write recognisable letters, most of which are correctly formed

Year 1:

- 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' (i.e. letters that are formed in similar ways) and to practise these

Year 2:

- 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.



Handwriting - KS2



Year 3 and 4:

- 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 [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch]

Year 5 and 6:

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.

Handwriting forms part of the KS2 writing judgement



Supporting Writing at Home

- Place to write
- Read, read, read!
- Reflective journal
- Authentic writing opportunities
- Be a writing role model
- Vocabulary notebooks
- Ask questions!
- Publishing writing
- Handwriting practice



Thank you for listening.
Any questions?

