

WRITING HANDBOOK: 2022 - 2023



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OUR INTENT FOR THE TEACHING AND LEARNING OF WRITING

Our intention is to enable all children at Two Rivers to enjoy writing. We feel that our learning environments and high-quality teaching of writing will enable children to become confident skilled writers.

- Be fluent writers
- Enjoy writing in different contexts and for different purposes and audiences
- Write clearly, accurately and coherently, adapting language and style accordingly
- Be curious and creative when it comes to writing, for example by being interested in learning the meaning of new words
- Have a wide vocabulary and understanding of grammar

IMPLEMENTATION

We teach writing best when we:

- We involve families in supporting their child's reading and writing
- The English curriculum is coherently planned and sequenced
- We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils

THE WRITING PROCESS

This is the recommended teaching sequence for Writing. Teachers need to use their professional judgement to identify how many skills-based lessons are needed for the text type.

Analyse - 1 lesson

- Read example of text type at greater depth standard (WAGOLL)
- Identify audience and purpose
- Analyse and annotate features/ content/ style



Skills - 2-6 lessons

- A series of skills based lessons, based on features from the WAGOLL
- Skills shared on working wall



Plan - 1 lesson

- Teacher models plan of final piece
- Plan written/ glued into Writing book



Final piece - 1 lesson

- Teacher completes shared write with class
- Child uploads work on seesaw and records audio of piece of writing
- Teacher marks on seesaw



Edit and improve - 1 lesson

- Make edits as instructed by the verbal feedback on seesaw

CROSS-CURRICULAR LINKS

We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources
- Group discussions
- Comprehension
- Extended explanations and descriptions
- Debates and discussion texts
- Write-ups of experiments and instructions

ADAPTIVE TEACHING

We will provide suitable scaffolds to make sure that every pupil makes maximum progress in Writing and when using their literacy skills across the curriculum

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning

- Identifying pupils who would benefit from more support in an area of their English learning and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more demanding and open-ended tasks and planned challenges within each lesson.
- Teachers and teaching assistants will work with a target group of children every lesson.

MARKING AND FEEDBACK

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

During skills lessons, the teacher will give live feedback. The pupils will respond to in the moment feedback using a green editing pen. After the lesson, the teacher will use marking codes in the margin (appendix 1) using a purple pen that the pupil again responds to in green.

During the 'long write' at the end of each unit, children will take a photo of their writing and record themselves reading their work to Seesaw. The teacher will record their verbal feedback on the app using the same marking codes as above, but this time also giving next steps in advance of the editing lesson.

MONITORING, ASSESSMENT AND MODERATION

MONITORING

We will monitor teaching and learning of Writing and literacy skills during foundation subjects and Science in our school to make sure that all of our pupils make the best possible progress from their starting points.

The senior leadership team will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Book scrutinies

ASSESSMENT

Every term, teachers will tick the KPIs (appendix 2) that have been met for each child. They will also select their lowest greater depth child as well as their lowest and highest expected child. The Writing will look at the work of these children to agree judgements.

MODERATION

YEAR 2 AND YEAR 6

At the end of KS1 and KS2, we will standardise writing samples to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- Make sure staff have a consistent approach to marking pupils' work

We will refer to the Standards and Testing Agency (STA)'s exemplification materials for KS1 and KS2 to support with this.

Teachers will also meet with other teachers from the same year group within the partnership to moderate work.

YEARS 1, 3, 4, 5






Teachers will meet with other teachers from the same year group within the partnership to moderate work at least biannually.

LEARNING ENVIRONMENT

Pupils will learn English in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Are quiet
- Have minimal distractions, for example not containing a distracting amount of decoration
- Display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme

APPENDIX 1

/	Finger spaces between words
	Punctuation in a circle to demarcate sentences
CL	Capital letters
V	Verbal feedback given
S	Adult support needed
	Challenge in mathematics that deepens understanding
	When the objective/activity is met
	When the objective has been partially met
.	When objective has not been achieved
	When work is on seesaw. This shows that work will be marked/recognised on seesaw.

APPENDIX 2

YEAR 1

Name _____

	Expected Standard						
Composition and Structure	Compose a sentence orally before writing it.						
	Sequence sentences to form short narratives						
	Re-read what is written to check it makes sense.						
	Read aloud their writing clearly enough to be heard by their peers and teachers						
Vocabulary, Grammar and Punctuation	Joins words and clauses using 'and'.						
	Punctuate many sentences using a capital letter and full stop, question mark or exclamation mark.						
	Mostly accurate use of capital letter for names of people						
	Some use of capital letters for names of places, days of the week and the personal pronoun 'I'.						
Handwriting	Most lower case letters formed in the correct direction						
Transcription	Spell words containing 40+ phonemes already taught.						
	Spell most Y1 common exception words.						
	Name the letters of the alphabet in order.						
	Add suffixes using the spelling rule for s or es as the plural marker for nouns						
	Greater Depth						
Composition and Structure	Speak grammatically correct sentences.						
	Some use of expanded noun phrases.						
	Make some simple corrections to their own writing.						
	Read with expression						
Vocabulary, Grammar and Punctuation	Mostly controlled use of and to join independent clauses.						
	Most sentences punctuated using a capital letter and full stop.						
	Mostly accurate use of capital letters for names of places, days of the week and the personal pronoun 'I'.						
Handwriting	Letters correctly sized in relation to one another, starting and finishing in the right place.						
Transcription	Correctly use alternative sounds taught so far.						
	Spell some Y2 common exception words						
	Name letters starting from any point.						
	Add suffixes using the spelling rule s or es for the third person singular marker for verbs.						

YEAR 2

	Expected Standard						
Composition and Structure	write simple, coherent narratives about personal experiences and those of others (real or fictional)						
	write about real events, recording these simply and clearly						
	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required						
	use present and past tense mostly correctly and consistently						
	use co-ordination (e.g. or / and / but)						
	use some subordination (e.g. when / if / that / because) to join clauses						
Handwriting	use spacing between words that reflects the size of the letters						
	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						

Transcription	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others							
	spell many common exception words							
Greater Depth								
Composition and Structure	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing							
	make simple additions, revisions and proof-reading corrections to their own writing							
	use the punctuation taught at key stage 1 mostly correctly							
Handwriting	use the diagonal and horizontal strokes needed to join some letters.							
Transcription	spell most common exception words							
	add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)							

YEAR 3

Expected Standard								
Composition and Structure	In some writing, organise paragraphs around a theme.							
	In non-fiction, used headings and subheadings to aid presentation.							
	In narratives creates settings, characters and plot.							
	Composes sentences, progressively building a rich and varied vocabulary.							
	Proof reads for spelling errors including non-negotiable and high frequency words when given direction from the teacher.							
Vocabulary, Grammar and Punctuation	Edits punctuation errors (CL, FS, ! ? "" , in a list ' for contractions) when directed by teacher.							
	Uses conjunctions, adverbs, and prepositions to express time and cause within a sentence (when, if, that, because, as, since, during, after, before).							
	Chooses appropriate pronouns and nouns (ie. Rather than being vague and using 'thing' or 'stuff') within sentences.							
	Begins to use the possessive apostrophe for singular nouns.							
	Uses the present perfect form of verbs as well as the simple past (e.g. He has gone out to play (present perfect), He went out to play (simple past)).							
	Some use of inverted commas to punctuate speech.							
	<ul style="list-style-type: none"> • capital letters & full stops • question marks • commas for lists • apostrophes for contractions used mostly correctly. 							
Handwriting	Use the diagonal and horizontal strokes needed to join letters in most of their writing and understand which letters, when adjacent to one another, are best left unjoined.							
Transcription	Spell many of the words from the 3/4 list accurately.							
	Apply knowledge of spelling rules and patterns taught in year 3.							
Greater Depth								
Composition and Structure	Writing shows cohesion within each paragraph.							
	Headings and subheadings are well selected and appropriate to context.							
	Settings and characters are described in detail.							
	Some use of figurative language and devices.							
	Independently proof reads or spelling errors including nonnegotiable and high frequency words							
Vocabulary, Grammar	Independently proof reads punctuation errors (CL, FS, ! ? "" , in a list ' for contractions)							

and Punctuation	Varied use of conjunctions, adverbs, and prepositions within sentences.							
	Can choose either noun or pronoun to add impact to writing.							
	Often uses the possessive apostrophe correctly for singular nouns.							
	Varies use of past tense by using present perfect (he has played tennis), simple past (he played tennis) and past progressive (he was playing tennis) forms in writing							
	Some direct speech punctuated correctly.							
	Uses taught punctuation to add effect to writing.							
Handwriting	Most writing is joined and legible							
Transcription	Spell many of the words from the 3/4 list accurately.							
	Consistently applies knowledge of spelling rules and patterns taught in year 3.							

YEAR 4

	Expected Standard							
Composition and Structure	In narratives, creates setting, characters and plot.							
	Uses expanded noun phrases to add detail and description, including use of adjectives and prepositional phrases.							
	Uses rich and varied vocabulary including figurative language and devices.							
	Composes sentences using an increasing range of sentence structures' including simple, compound and complex.							
	Uses a wider range of conjunctions to write complex sentences (e.g. if, when, after, although, if, as, until, because, even though).							
	Paragraphs are organised around a theme in most writing.							
	Proof reads for punctuation errors (CL, FS, ?! "" , in a list ' for contractions) with some direction from the teacher.							
Vocabulary, Grammar and Punctuation	Proof reads for spelling errors with some direction from the teacher.							
	Punctuates direct speech mostly accurately, including use of punctuation within and around inverted commas.							
	In narrative uses direct speech to convey a character's emotions, opinions and thoughts.							
	Uses fronted adverbials to show how, when and where, and uses a comma after a fronted adverbial most of the time.							
	Uses the possessive apostrophe mostly correctly. Begins to use the plural possessive apostrophe accurately.							
Handwriting	Chooses the appropriate pronoun or noun within or across sentences to aid cohesion and avoid repetition.							
	Most handwriting is legible and joined.							
Transcription	Spells most words from the Year 3/4 list accurately.							
	Apply knowledge of spelling rules and patterns taught in Year 4.							
	Greater Depth							
Composition and Structure	In narrative can maintain the view point of the character when writing in first person.							
	Can consistently use third person throughout a piece of writing, where appropriate.							
	Uses language and vocabulary choices with control to create impact and viewpoint.							
	Chooses sentence structures for effect (e.g short sentences to build tension, varied openers).							
	Varies the position of the subordinate clause for effect and variety.							
	Uses fronted adverbials to create links and cohesion between paragraphs.							
	Independently finds and corrects punctuation errors.							
	Independently finds and corrects spelling errors.							

Vocabulary, Grammar and Punctuation	Punctuates direct speech accurately and consistently.							
	In narrative, conveys characters through direct speech and actions.							
	Confidently uses fronted adverbials for cohesion and with accurate use of punctuation.							
	Accurately uses the possessive apostrophe for both singular and plural nouns.							
	Choose appropriate pronoun or noun to add impact to writing.							
Handwriting	All writing is legible, joined and controlled.							
Transcription	Spells some of the words from the 5/6 list accurately.							
	Consistently correctly spells words using spelling rules and patterns taught in Year 4.							

YEAR 5

	Expected Standard							
Composition and Structure	Sometimes selects vocabulary and grammatical structures that reflect the level of formality required.							
	Uses co-ordinating conjunctions and sub-coordinating conjunctions with increasing confidence.							
	Can use a dictionary and thesaurus to check spellings, word meanings and to find synonyms.							
	Evaluates and edits own writing with some direction from the teacher to improve spelling, grammar, punctuation and vocabulary. Independently makes some improvements.							
	In narrative, creates atmosphere by describing characters and settings and integrating dialogue.							
	Makes some use of adverbials, prepositions, conjunctions and pronouns across and within paragraphs to create cohesion.							
Vocabulary, Grammar and Punctuation	Relative clauses are used such as who, that, which, whose, which, or with an omitted relative pronoun.							
	Makes use of adverbs, prepositional phrases, and noun phrases to add detail and clarity.							
	Uses different verb forms mostly appropriately including some use of passive and modal verbs.							
	Uses inverted commas and other punctuation to punctuate speech accurately (including new line new speaker, punctuation within, before and after inverted commas).							
	Begins to use commas for clarity.							
	Begins to use punctuation for parenthesis accurately and makes some correct use of dashes and hyphens. Begins to learn colons and semi-colons.							
	Uses apostrophes for possession mostly accurately including for singular and plural nouns.							
Handwriting	Handwriting is consistently legible and joined.							
Transcription	Applies knowledge of spelling rules and patterns taught in year 5 with a reasonable degree of accuracy, including homophones.							
	Spells many of the Year 5/6 words accurately.							
	Greater Depth							
Composition and Structure	Selects vocabulary and grammatical structures that reflect the level of formality required mostly accurately.							
	Varies the position of the subordinate clause in a sentence. Uses a range of sentence structures including multi-clause sentences.							
	Independently uses a dictionary to check spellings and word meanings and a thesaurus to select appropriate synonyms.							
	Independently edits spelling, grammar, punctuation and vocabulary in order to improve writing.							

	In narratives, creates atmosphere through consciously selected sentence structures, vocabulary choices and integrating dialogue.						
	Can make conscious choices of adverbials, prepositions, conjunctions and pronouns across and within paragraphs to create cohesion.						
Vocabulary, Grammar and Punctuation	Use of embedded relative clauses.						
	Selects adverbs, prepositional phrases, and noun phrases to create effect in writing.						
	Selects verb forms for meaning and effect including passive and modal verbs.						
	Uses inverted commas and other punctuation to punctuate speech accurately (including new line new speaker, punctuation within, before and after inverted commas). Can vary the structure of sentences involving speech.						
	Uses commas for clarity.						
	Makes accurate use of punctuation for parenthesis, dashes and hyphens. Begins to use semi-colons and colons accurately.						
	Uses apostrophes for possession accurately including for singular and plural nouns.						
Handwriting	Maintains legibility, fluency and speed in handwriting.						
Transcription	Correctly spells spelling patterns taught in Year 5 including selecting the right spellings of homophones.						
	Spells most of the 5/6 words accurately.						

YEAR 6

	Expected Standard						
Composition, Vocabulary, Grammar and Punctuation	Selects vocabulary and grammatical structures that reflect the level of the formality required including: Use of passive verbs. Use of modal verbs. Using contracted forms in dialogue.						
	Uses a range of conjunctions (co-ordinating and subordinating) to vary sentence structure and build cohesion.						
	In narratives, describes settings, characters and atmosphere through carefully selected vocabulary and grammatical structures.						
	Integrates dialogue to convey character and advance the action.						
	Makes use of a range of cohesive devices including pronouns, adverbials, conjunctions within and across paragraphs.						
	Uses verb tenses consistently and correctly throughout writing.						
	Uses the full range of KS2 punctuation mostly accurately: <ul style="list-style-type: none"> Inverted commas and all other punctuation required for direct speech. Commas, dashes and brackets for parenthesis. Commas for clarity, after fronted adverbials and to mark subordinate clauses. Dashes Semi-colons in lists and to mark clauses. Colons to introduce a list and for clauses. Apostrophes for possession for both plural and singular nouns. Hyphens to avoid ambiguity ? ! , in a list ' for contractions CL FS – always accurately.						
Handwriting	Handwriting is joined, legible, and consistent. Maintains legibility when writing at speed and chooses to leave some letters unjoined to ensure legibility.						

Transcription	Independently finds and corrects spelling, punctuation and grammar errors and edits writing to make improvements.						
	Uses a dictionary to correct spelling errors and find the spellings of ambitious vocabulary.						
	Spells most words from the 5/6 list accurately						
	Mostly accurately spells spelling patterns taught over KS2.						
Greater Depth							
Composition, Vocabulary, Grammar and Punctuation	Can distinguish between the language of speech and writing and accurately choose the appropriate register (understand that colloquial expressions, contracted words, etc. are less likely in writing).						
	Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to do this.						
	Uses a wide range of sentence structures accurately and for effect including a wide use of conjunctions.						
	In narratives, draw independently on what they have read as models for their own writing and uses literary language and characterisation effectively.						
	Careful, conscious control over how to integrate dialogue to enhance narratives.						
	Show conscious control over cohesive devices.						
	Uses the full range of KS2 punctuation precisely: <ul style="list-style-type: none"> • Inverted commas and all other punctuation required for direct speech. • Commas, dashes and brackets for parenthesis. • Commas for clarity, after fronted adverbials and to mark subordinate clauses. • Dashes • Semi-colons in lists and to mark clauses. • Colons to introduce a list and for clauses. • Apostrophes for possession for both plural and singular nouns. • Hyphens to avoid ambiguity Uses punctuation to enhance meaning and avoid ambiguity.						
Handwriting	Handwriting is joined, legible, and consistent. Maintains legibility when writing at speed and chooses to leave some letters unjoined to ensure legibility.						
Transcription	Independently finds and corrects spelling, punctuation and grammar errors and extensively edits writing to make improvements.						
	Makes good and regular use of a dictionary to correct spelling errors and find the spellings of ambitious vocabulary.						
	Accurately spells nearly every word, including words from the 5/6 list. Finds and corrects own errors when they occur.						