

# Writing at The Endowed

Writing at The Endowed, although primarily taught through English, is a focus in all subjects' areas where applicable. The teaching of writing is a large focus for our whole school. Within our school, writing is taught through a specific text for each year group that is appropriately chosen by the teachers in unison with the English lead so that the children are constantly being shown great examples of writing.

English is at the heart of education. Our schools' vision for writing, throughout the curriculum, is that every child is able to write with clarity, accuracy and coherence. It is essential that children have the opportunity to access a broad and rich curriculum. Throughout their time at The Endowed, children develop and progress with their skills of spelling, punctuation and grammar to support them with their communication skills.

Writing, in English, is taught through the use of quality literature. Grammar and spelling lessons are often discrete within the curriculum so that children learn to use these within their every day writing and not just stand alone in English. It is paramount that all children see the importance of spelling and grammar throughout their own writing and support is given across all subjects with this.

Teachers and the English subject lead work closely to ensure high quality texts are chosen to teach the children writing through reading. Using this method, we are able to keep up to date with our chosen texts and the children are given the opportunity to read a variety of books. This also allows the children to be exposed to a great variety of styles of writing; something that is often discussed with both the class text and their individual reading books too.

Key Stage / Year group	Writing within The Endowed English curriculum
Lower Key Stage 2	Lower KS2 Pupils should learn to spell new words correctly and have plenty of practice in spelling them. Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

<p><b>Upper Key Stage 2</b></p>	<p>Upper KS2 Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.</p>						
<p><b>Year 3</b>  (1<sup>st</sup> year at The Endowed)</p>	<p><b>Spelling</b></p> <p>All words in Year 2 list correctly spelt</p> <p>Words from the Year 3 and 4 list are spelt with growing accuracy</p> <p>Topic vocabulary spelt correctly</p> <p>Capital letters for proper nouns</p>	<p><b>Punctuation</b></p> <p>Capital letters, full stops, question marks, commas in lists</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p><b>Grammar</b></p> <p>Compose and rehearse sentences orally</p> <p>Consistent tense / subject / verb</p> <p>Write simple dictated sentences</p> <p>Use a wider range of conjunctions, including <i>when, if, because, although before, after, while, so, because</i></p> <p>Use a wider range of adverbs for example, <i>then, next, soon, therefore</i></p> <p>Use a wider range of prepositions for example, <i>before, after, during, in, because of</i></p> <p>Able to use <i>a</i> or <i>an</i> accurately</p> <p>Add suffixes accurately eg <i>ing, er, ed, tion, super-, anti-, auto-</i></p> <p>Add prefixes accurately eg <i>un, in, dis, mis</i></p>	<p><b>Writing / Composition</b></p> <p>Create settings, characters and plot in narrative</p> <p>Use simple organisational devices for example, headings and sub-headings in non-narrative writing</p> <p>Organise paragraphs around a theme, as a way to group related material</p> <p>Choose nouns or pronouns for clarity and avoid repetition</p> <p>Use varied and rich vocabulary and an increasing range of sentence structures</p> <p>Use of the present perfect form of verbs instead of the simple past (for example, <i>He has gone out to play</i>)</p>	<p><b>Presentation / Handwriting</b></p> <p>Letters correctly formed</p> <p>Use a legible joined script</p> <p>Lines of script need to be well spaced</p> <p>Understand which letters are best left unjoined</p> <p>All learning needs to have a title and date</p> <p>All learning needs a margin</p>	<p><b>Evaluation</b></p> <p>Use learning objective and success criteria</p> <p>Assess the effectiveness of writing and suggest improvements</p> <p>Proof-read for spelling and punctuation errors</p> <p>Proof read writing to check meaning is clear, including doing so as the writing develops</p> <p>Propose changes to grammar and vocabulary to improve writing</p> <p>Read aloud writing using intonation and controlling the tone and volume</p>	<p><b>Writing units/texts</b></p> <p>Traction Man Ice Palace Stone soup The Jungle Book The Boy who grew Dragons The Wreck of The Zanzibar</p>

			Use inverted commas for direct speech  Use the first 2 or 3 letters in a word to check spelling in a dictionary	contrasted with <i>He went out to play</i> )		so that the meaning is clear	
<b>Teaching strategies</b>	<p>Children should be able to write down their ideas quickly          Their grammar and punctuation should be broadly accurate spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SpaG sessions          Children should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say          Children are taught a spelling focus discretely which is then the focus of marking for that week, this is also mirrored with regards to the teaching and assessment of grammar throughout the curriculum          CT to model the elements of the writing process to include planning, drafting, writing, editing and improving          Regular opportunities to write at length and so develop writing stamina. Children to have experience of writing for different purposes and audiences across all areas of the curriculum</p>						
<b>Key vocabulary</b>	vowel, consonant, conjunction, preposition, adverbs, clause, subordinate clause, direct speech, inverted commas, word families, prefixes, present perfect						
<b>Assessment</b>	<p>Weekly spelling checks          Biweekly grammar assessment using grammar hammer          Grammar and spelling scores used for formative assessment and to influence further teaching          Teacher assessment collected at end of Term 1, 2, 3, 4 5 and 6          Regular opportunities to moderate across year group and phase SPaG assessment completed in Terms 2, 4 and 6</p>						
<b>Support for children operating below ARE</b>	<p>Dictation – CT/TA scribing          Phonics support          Word games – high frequency words for those not yet secure with the spelling of words          Language through colour          Handwriting support          Access to laptop for support (Word)          Dyslexia support          Word banks / writing mats</p>						
<b>Year 4</b>	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar</b>	<b>Writing / Composition</b>	<b>Presentation / Handwriting</b>	<b>Evaluation</b>	<b>Writing units/texts</b>
(2 <sup>nd</sup> year at The Endowed)	<p>All words in Year 2 list correctly spelt</p> <p>Words from the Year 3 and 4 list spelt correctly</p>	<p>Capital letters for proper nouns</p> <p>Use the possessive</p>	<p>Use plural and possessive s</p> <p>Identify the main and subordinate clause in a sentence</p> <p>Use fronted adverbials</p>	<p>Create settings, characters and plot</p> <p>Use simple organisational devices for example, headings and subheadings in non-narrative writing</p>	<p>Letters formed correctly</p> <p>Use legible joined script</p>	<p>Use learning objectives and success criteria</p> <p>Assess the effectiveness of</p>	<p>The Bee is not afraid of me</p> <p>Krindlekrax</p> <p>The Chocolate Tree</p>

	<p>able to use a or an correctly</p> <p>Spell homophones – meet/meat, here/hear</p> <p>Add suffixes accurately eg. Un, in, dis, mis</p> <p>Check spelling in a dictionary</p>	<p>apostrophe accurately</p>	<p>Use pronouns and possessive pronouns</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Use of expanded noun phrases</p>	<p>Organise paragraphs around a theme, as a way to group related material</p> <p>Choose nouns or pronouns for clarity and avoid repetition</p> <p>Use varied and rich vocabulary and an increasing range of sentence structures</p> <p>Use of the present perfect form of verbs instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p>Technical vocabulary used and spelt correctly</p> <p>Develop length of texts by giving reasons and explanations</p>	<p>Lines of script need to be well spaced</p> <p>Understand which letters are best left unjoined</p> <p>All learning needs to have a title which is underlined</p> <p>All learning needs to have a margin</p>	<p>writing and suggest improvements</p> <p>Proof-read for spelling and punctuation errors</p> <p>Proof read writing to check meaning is clear, including doing so as the writing develops</p> <p>Propose changes to grammar and vocabulary to improve writing</p> <p>Read aloud using intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Iron Man</p> <p>Midsummer Nights Dream</p>
<p><b>Teaching strategies</b></p>	<p>To develop as writers, children need to be taught to enhance the effectiveness of what they write as well as increasing their competence. Children are taught a spelling focus discretely which is then the focus of marking for that week, this is also mirrored with regards to the teaching and assessment of grammar throughout the curriculum</p> <p>Children are taught the different elements of the writing process, sometimes through drama and role play when appropriate</p> <p>Opportunities to plan, write and edit on through every piece of writing the children participate in.</p> <p>CT to model each part of the writing process on a regular basis.</p> <p>Extended writing opportunities to ensure children develop greater writing stamina</p> <p>Children should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum.</p> <p>Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions</p> <p>Children are taught handwriting skills across all subjects</p>						
<p><b>Key vocabulary</b></p>	<p>pronoun, possessive pronoun, plurals, possessive apostrophe, inverted commas, fronted adverbials, determiners, conjunctions</p>						
<p><b>Assessment</b></p>	<p>Weekly spelling checks</p> <p>Biweekly grammar assessment using grammar hammer</p> <p>Grammar and spelling scores used for formative assessment and to influence further teaching</p>						

		Teacher assessment collected at end of Term 1, 2, 3, 4 5 and 6 Regular opportunities to moderate across year group and phase SPaG assessment completed in Terms 2, 4 and 6					
<b>Support for children operating below ARE</b>		Dictation – CT/TA scribing Phonics support Word games – high frequency words for those not yet secure with the spelling of words Language through colour Handwriting support Access to laptop for support (Word) Dyslexia support Word banks / writing mats					
<b>Year 5</b> (3 <sup>rd</sup> year at The Endowed)	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar</b>	<b>Writing / Composition</b>	<b>Presentation / Handwriting</b>	<b>Evaluation</b>	<b>Writing units/texts</b>
	Spell unstressed vowels in polysyllabic words  Spell words with common letter string 'ough'  Spell words ending in -cious, -tious, -cial, -tial, -able, -ible, - ably, -ibly  Words with silent letters: e.g. kn-, -mb, -bt Words with the ie sound spelt ei after c	Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)	Write legibly and fluently with increasing speed using joined-up handwriting  Choose the writing implement that is best suited for a task	Use own knowledge to plan, draft, write and edit own compositions  Develop a choice for an appropriate tone for writing (informal or formal)  Use devices to build cohesion within a paragraph  Link ideas across paragraphs using adverbials of time, place and number  Perform own compositions, considering audience using appropriate intonation, volume and movement	Use learning intention and success criteria  Assess the effectiveness of their own and others' writing  Proof-read for spelling and punctuation errors  Propose changes to vocabulary, grammar and punctuation  Ensure the consistent and correct use of tense throughout a piece of writing  Perform their own compositions, using appropriate intonation, volume, and movement so	Journey to the River Sea  Kensukes Kingdom  Floodland  The Last Bear

						that meaning is clear	
<b>Teaching strategies</b>		<p>Children should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate.          Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions          Children should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say          Children are taught a spelling focus discretely which is then the focus of marking for that week, this is also mirrored with regards to the teaching and assessment of grammar throughout the curriculum          CT to model the elements of the writing process to include planning, drafting, writing, editing and improving          Regular opportunities to write at length and so develop writing stamina          Children to have experience of writing for different purposes and audiences across all areas of the curriculum</p>					
<b>Key vocabulary</b>		modal verb, adverbs of possibility, relative clause, relative pronoun, bracket, dash, verb prefixes, cohesion					
<b>Assessment</b>		<p>Weekly spelling checks          Biweekly grammar assessment using grammar hammer          Grammar and spelling scores used for formative assessment and to influence further teaching          Teacher assessment collected at end of Term 1, 2, 3, 4 5 and 6          Regular opportunities to moderate across year group and phase SPaG assessment completed in Terms 2, 4 and 6</p>					
<b>Supporting for children operating below ARE</b>		<p>Phonics support          Word games – high frequency words for those not yet secure with the spelling of words          Language through colour          Handwriting support          Access to laptop for support (Word)          Dyslexia support          Word banks / writing mats</p>					
<b>Year 6</b> (4 <sup>th</sup> year at The Endowed)	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar</b>	<b>Writing / Composition</b>	<b>Presentation / Handwriting</b>	<b>Evaluation</b>	<b>Writing units/texts</b>
	<p>Explore less common prefixes and suffixes</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of</p>	<p>Difference between vocabulary used for formal and informal speech and writing</p> <p>Use of the subjunctive form</p> <p>Use of active and passive voice to affect the presentation of information in a sentence</p> <p>Develop use of antonyms and synonyms</p>	<p>Write legibly and fluently with increasing speed using joined-up handwriting</p> <p>Choose an appropriate handwriting style for a particular task</p>	<p>Use own knowledge to plan, draft, write and edit own compositions</p> <p>Describe settings, characters and atmosphere, and integrate dialogue to convey character</p>	<p>Use learning intention and success criteria</p> <p>Assess the effectiveness of their own and others' writing</p>	<p>The Garbage King</p> <p>The Arrival</p> <p>The Lost Words</p> <p>Windrush Child</p> <p>Letters from the Lighthouse</p>

	<p>Homophones and other confused words</p> <p>Words ending in -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Revise all previous spelling patterns in preparation for end of KS2 assessment</p>	<p>semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. recover/recover)</p> <p>Use of ellipsis</p>			<p>and advance the action</p> <p>Choose the appropriate tone for writing (informal or formal), and demonstrate shifts</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance meaning and improve work</p> <p>Use layout devices to structure different texts</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Propose changes to vocabulary, grammar and punctuation</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Holes</p>
<p><b>Teaching strategies</b></p>	<p>Teachers should prepare children for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are</p> <p>Writing should be sufficiently fluent and effortless for children to manage the general demands of the curriculum in Year 7, across all subjects and not just in English</p> <p>Children are taught a spelling focus discretely which is then the focus of marking for that week, this is also mirrored with regards to the teaching and assessment of grammar throughout the curriculum</p> <p>Children have daily writing opportunities to include planning, drafting, writing and editing</p> <p>Opportunities to write at length with a focus on the quality of the written content</p> <p>Children to have experience of writing for different purposes and audiences across all areas of the curriculum</p> <p>Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions</p>						

<b>Key vocabulary</b>		subject, object, synonyms, antonyms, ellipsis, hyphen, colon, semi-colon, bullet points, active, passive, formal, informal, subjunctive form
<b>Assessment</b>		<p>Weekly spelling checks</p> <p>Biweekly grammar assessment using grammar hammer</p> <p>Grammar and spelling scores used for formative assessment and to influence further teaching</p> <p>Teacher assessment collected at end of Term 1, 2, 3, 4 5 and 6</p> <p>Regular opportunities to moderate across year group and phase SPaG assessment completed in Terms 2, 4 and 6</p>
<b>Supporting for children operating below ARE</b>		<p>Phonics support</p> <p>Word games – high frequency words for those not yet secure with the spelling of words</p> <p>Language through colour</p> <p>Handwriting support</p> <p>Access to laptop for support (Word)</p> <p>Dyslexia support</p> <p>Word banks / writing mats</p>