



Rosary School KS2 English Depth Writing Overview

This document has been created with the parent/carers audience in mind to explain in detail how our process writing approach is put into effect across all year groups, and throughout the year.

Statement of intent

We intend to create confident writers who develop stamina for writing throughout their time at primary school. We aim for all our pupils to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure our pupils are immersed in a range of genres and have a clear understanding of purpose.

At the Rosary School we:

- Recognise the effect that a confident, fluent, and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understand how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life.
- Provide a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensure that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- Ensure that all pupils understand all elements of English, as per the national curriculum.



Rosary School KS2 English Depth Writing Overview

Contents

Statement of intent	1
Goals for our pupils	4
The Writing Learning Journey	4
The writing learning journey process.....	4
Slow Write	9
New Vocabulary for our Journey	10
Working Walls	10
Spellings.....	10
Rainbow Spellings/Dictation	11
Depth Writing Tasks	11
Cross-curricular links	11
Equal spread of coverage of genres	12
Edit and improve process using annotations and footnote system	12
Non-negotiables for each year group	12
Writing Assessments	14
Year 3 objectives	14
Year 4 objectives	17
Year 5 objectives	19
Year 6 objectives	22



Rosary School KS2 English Depth Writing Overview

Handwriting..... 23

Teaching and Learning 24

Planning format..... 25



Rosary School KS2 English Depth Writing Overview

Goals for our pupils

We have a set of goals for all our pupils and ensure that our approach and how we put it into effect is inclusive. Our pupils are:

- Working toward having a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings.
- Challenged and encouraged to take risks and view mistakes as another part of the learning process.
- Will always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

The Writing Learning Journey

Each unit of writing will consist of learning done through (roughly) a 2-3 week learning journey. We plan to deliver daily 1-hour lessons, Monday to Friday, at the same time each morning. This is to ensure that the build-up of knowledge and skills is progressive and clear. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to adjust where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done. If an extra lesson is needed for drama/speaking and listening, then teachers have the freedom to do so. There is no need for a new Learning Journey to begin on a Monday or for it to be completed on a Friday. Each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images, or lyrics from a song (anything that might get the children excited about writing).

The writing learning journey process

KEY: WAGOLL – 'what a good one looks like' & WABOLL – 'what a bad one looks like'

Lessons in green could be omitted if learning journey is less than two weeks.

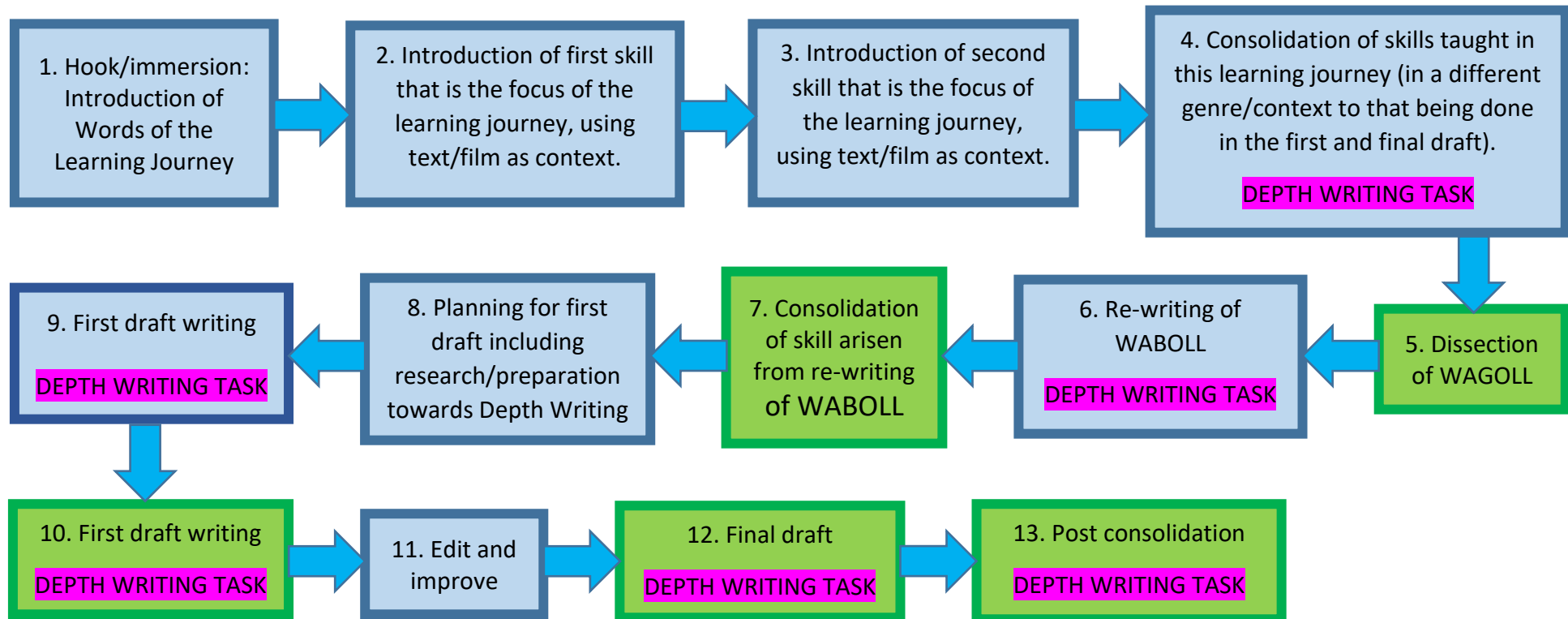
Slow write lessons must take place weekly, at any point in the week.

Dictation (Rainbow) and spelling lessons must take place weekly (this can be taught at any point in the week)

Optional - Speaking and listening lesson. Can be slotted in at any point in the learning journey.



Rosary School KS2 English Depth Writing Overview



A WEEKLY DICTATION (RAINBOW SPELLINGS) LESSON AND SPELLING LESSON IS DONE EITHER AS PART OF THE LEARNING JOURNEY AS DETAILED ABOVE OR AS A SEPARATE LESSON. THIS IS DONE AT ANY POINT IN THE WEEK AS LONG AS CHILDREN HAVE HAD ENOUGH TIME TO LEARN THESE SPELLINGS AT HOME.



Rosary School KS2 English Depth Writing Overview

The table below gives detailed explanation of the steps in the journey detailed in the process above:

1	Hook – There must be a hook into the learning journey to make the writing engaging and purposeful. These hooks can be small and simple or as extravagant as you want. You may refer to/re-introduce a class book that has been read, show a film clip, stage a break-in, show the children a letter from the Prime Minister, dig up a time capsule, put forward a request form the Police for the children to write a description of a suspect etc. It is also during this lesson that you may explain the ‘End Point’ for their learning journey. <u>New vocabulary of the learning journey</u> – Children are to be introduced to the words of the learning journey here. These must be explained to the children with examples given and the use of these words should be modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. Children will then be given the opportunity at this point to compile sentences using these words. In the front of the books, children should copy these words into their vocabulary banks to refer to throughout the year. These vocabulary banks are set under the statutory word list for that phase. See example.
2	<u>First skill of the learning journey</u> - Here, we will focus on one of the two skills children will be applying in this unit of work. These must be related to the National Curriculum and should be referred to as ‘Writing Tools’. It is vital that children understand the purpose of the tool they are using and its desired impact on the reader. E.g., I will use contrasting conjunctions as this will help add detail for the reader in relation to an opposite point. This is an opportunity for the children to fully understand the writing tool/s they will be using. Teachers will produce a guide to place on the working walls for children to refer to as detailed previously. These working wall guides may stay up for as long as they are required beyond a unit of work, as children may need to refer to these when applying tools to other writing independently. Based on the first skill we taught the children they will complete sentence level work in the context of the stimulus they are using to form their own writing. E.g., For the video Alma, if you were focussing on the skill of using relative clauses, the children would produce sentences that apply this skill... Alma, who was a carefree girl, skipped through the icy streets of the city.



Rosary School KS2 English Depth Writing Overview

	The workhouse, that was notorious amongst the desolate children of London, was the last place I wanted to go.
3	<u>Second skill of the learning journey</u> - Here, we will repeat the process of teaching a skill but focussing on a different skill/writing tool. Again, teachers will produce a guide for the working wall that will aid children's understanding and independence.
4	<u>Consolidation of skills</u> - Children are to complete the activity to consolidate learning around the two skills they have learnt so far. It is important that they aim to include vocabulary for the learning journey in their application. Following the second input of a skill/writing tool, here children are expected to produce writing where they are applying the use of both skills learnt during this unit so far. This may be in the form of a character/setting description, a short extract, a different POV etc. but should be related to the stimulus where possible. This should not be in the form of the writing you expect to do as the end piece. This is so that children can apply their learning in a different context.
5	<u>Dissection of WAGOLL¹</u> - Introduction to text type through WAGOLL - Looking at features within the genre including which writing tools are best suited and why with focus on purpose – this shows the children the expectation of what they themselves are aiming for by the end of their unit of work. This should include: - Features of the genre you are covering (e.g., if you are writing an autobiography, it should have key dates, be written in chronological order, first person pronouns etc.) - New vocabulary of the learning journey - Evidence of the skill(s) that you will be covering (writing tools). Where possible, the WAGOLL is written by the teachers themselves, this way they can easily show the above expectations.
6	<u>Re-writing a WABOLL²</u> – Children here will be given the opportunity to re-write an example of the end piece which is not to a high standard. The purpose of this is to give the children the chance to up-level writing, apply the use of the skills taught and apply the use of the words of the learning journey without being distracted by the content and context as this will already be within the WABOLL. The teachers WABOLL should show a poor

¹ 'What a good one looks like'

² 'What a bad one looks like'



Rosary School KS2 English Depth Writing Overview

	example of use of vocabulary and use of writing tools, but otherwise should not contain mistakes or sentences that do not make sense. Before children are sent to re-writing the WABOLL, there should be discussion, modelling and scaffolding on how the WABOLL can be improved. It is important that in addition to the skills of that learning journey being discussed, other writing tools appropriate to the learning journey are also talked about and used as a way of improving the WABOLL.
7	<u>Consolidation of skills</u> – Children complete activity to consolidate or revisit misconceptions arisen when re-writing WABOLL. If not already done, teachers should produce a guide for the walking wall that will aid children's understanding and independence.
8	<u>Research and preparation towards planning the writing task</u> – Children use books and IT to gain knowledge, facts, and information that will be used in their writing. They may also gain knowledge through drama activities such as hot-seating characters, interviews, or group discussion. <u>Planning stage</u> - Children to plan their piece of writing based on the stimulus. Here, children are given the option of using a planning frame where they are guided into using the skills taught as part of the learning journey as well as the words of the learning journey.
9&10	<u>First draft preparation with focus on SPaG³ skills</u> – Before a first draft is complete, the class teacher must lead a shared write with the children so that they will have an idea of where to lead their own writing. During the shared writing session, it is vital that the teacher 'thinks out loud', purposefully referring to the skills/writing tools and spelling rules they are focusing on. When children write their first draft, it is important that they are reminded to refer to their plans and refer to the working wall to help them in their writing.
11	<u>Edit and improve using the annotation and footnote system</u> – Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in green pen. Once they have done this, they will then use a footnote system to improve/add sentences or sections to their work for their final draft. Teachers should explain that the expectation is that they add/change at least 5 sentences or sections of writing as a minimum in KS2. NOTE: Corrections or edits, where one word is being changed or if there is a punctuation mark being added, should be done in the body of the text. Anything beyond this where children are changing or adding a whole sentence or a paragraph, should be done as a footnote.

³ SPaG stands for Spelling, Punctuation and Grammar



Rosary School KS2 English Depth Writing Overview

	Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.
12	<u>Final draft with continuous improvements</u> - Must be completed at the end of at least one unit per half term (minimum) and must include all the edits and improvements that have been made during these sessions. This should be done in children's Final Draft books. It is vital that children understand that this is not just an exercise in writing up the first draft with improvements in our best handwriting. Teachers should model to the children how we should continue to improve our work as we write mentally. This is so that self-improving and on-going editing becomes second nature to children. When modelling how to make continuous improvements, it is important to think out loud so children can 'see' the teachers example and understand why they are making the changes they are.
13	<u>Post consolidation lesson</u> – After assessment of the learning during the learning journey, a follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a stand-alone lesson (which could be as a slow-write) or can be linked to the context of the writing done. Teachers should think about how children who have secured all skills can be challenged here. For example, if a child has secured their use of relative clauses, can they apply this to different forms of writing? Can they use the relative pronoun 'whose'? Depth Writing challenges at this point would be highly suitable for children who were secure in their understanding.

Slow Write

Slow writing is an approach to writing that uses a step-by-step structure to create a short text or paragraph. Like a writing frame, a teacher will give specific writing prompts or instructions around what grammar, language, or punctuation features to include in each sentence. For example, children could be asked to include a semicolon in a sentence or use a simile in a sentence.

At The Rosary, we timetable one 'Slow write' lesson per class per week. Children have a regular opportunity to revise and embed previously taught skills and build stamina in response to an image.



Rosary School KS2 English Depth Writing Overview

New Vocabulary for our Journey

For each journey, children will be introduced to new words. These words should be relevant to the work being produced within the English learning journey. As part of our work on continuous provision across the school, children will expand their vocabulary and knowledge of vocabulary, as this encourages children to improve their writing and spelling and allows independent learning. We aim to introduce the children to a minimum of 6 new words during each learning journey. Two of these new words should be introduced in the first 5 minutes of the lesson, and the remainder within the first three lessons of the learning journey.

Each new word will be displayed in the classroom as follows, to include the definition of the word, what type of word class it is and an example of the word within a sentence (related to the stimulus). Where possible, the example sentences should be created using the skills being taught for the learning journey. So, if one skill being taught is fronted adverbials, the example (some, not all) sentences should include fronted adverbials. These should be premade and printed either on A4 or A3 so that they are visible by ALL children. See example above. These should include the word, word class, definition, an example of the word used in a sentence and synonyms for that word.

Working Walls

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. These should be written clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that their teachers are using these as a form of continuous provision. These should remain on the walls for as long as the children need and should remain after a learning journey, so children are reminded and encouraged to use these skills in other writing.

Spellings

Each week, children will be taught a spelling rule/pattern based on the curriculum explicitly, either as stand-alone session or as part of an English lesson. Children will then be expected to apply this rule in sentences based on the context of their learning. Spellings will go home based on the rule (where appropriate, chosen by the pupil). As well as these, children will be tested on 'blind words' where they will have words to spell following the rule/pattern, but these may



Rosary School KS2 English Depth Writing Overview

NOT be on the spelling sheet that has gone home. Words will be chosen either by the teacher or by the pupil and either given as a pre-typed list or copied into their reading record.

Rainbow Spellings/Dictation

Dictation should be completed weekly as part of the national curriculum requirements in Rainbow Spelling books. These should test the group of spellings that the child is currently working on. These could be in the form of sentences or a paragraph. Once these have been read out and the children have written these, they are to mark their own work.

Depth Writing Tasks

Depth Writing tasks should be used at least twice during each learning journey process. These are designed to give children a better understanding of the relationship between the reader and the writer. Tasks should be appropriate to the needs of the children and different tasks can be used for the same piece of writing. Teachers should use judgement to decide which tasks would be appropriate and for which children. There are shorter tasks that may be more appropriate for less able children and longer, more in depth tasks for able writers. There are a wide variety of ways these tasks could be used from whole lessons, gap tasks, extension tasks, part of specific vocabulary learning, diversion tasks (during a writing task), during the edit and improve process or as part of the overall learning journey within a writing unit. Teachers are encouraged to use them in any way they feel might benefit the children.

Cross-curricular links

Wherever possible, the writing learning journeys should link to other areas of the curriculum. Teachers should Use the cross-curricular overviews to help children with ideas on how to link writing to History, Geography and Science. These are suggested links/ideas, and it is not compulsory for these particular links to be used.



Rosary School KS2 English Depth Writing Overview

Equal spread of coverage of genres

Genres of writing should be covered with an equal spread. This is done so that children can apply skills equally to a range of writing as well being able develop technical, structural and vocabulary understanding. It also gives fixed points of comparison for each piece of writing. These genre overviews should be done at the start of the year but done so loosely so that they can easily be adapted when needed. These overviews should detail any links made to other areas of the curriculum as well as skills that will be covered.

Edit and improve process using annotations and footnote system

Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in green pen. Once they have done this, they will then use a footnote system to improve/add sentences or sections to their work for their final draft. Teachers should explain that the expectation is that they add/change at least 5 sentences of sections of writing as a minimum in KS2 to improve their writing.

Corrections or edits where one word is being changed/added or if there is a punctuation mark being added should be done in the body of the text (annotations). Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be included as a footnote.

Teachers should ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.

Non-negotiables for each year group

For each year group in KS2, there is a set of non-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and developing the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the text type. These would be useful to refer to when thinking about the skills coverage for each learning journey.

The table below outlines a set of non-negotiables for each year group:



Rosary School KS2 English Depth Writing Overview

Year 3	Year 4	Year 5	Year 6
• Use capital letters, full stops, question marks, exclamation marks and commas for lists. • Use conjunctions, adverbs, and prepositions, mostly accurately, to inform time, place, or cause ○ Use conjunctions (when, so, before, after, while, because). ○ Use adverbs (e.g., then, next, soon). ○ Use prepositions (e.g., before, after, during, in, because of). • Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact. • Correctly use verbs in 1st, 2nd, and 3rd person. • Use perfect form of verbs to mark relationships of time and cause. • Use punctuation mostly accurately, including some use of	• Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause. • Use past and present tense correctly and consistently. • Use some cohesive devices e.g., co-ordinating, and subordinating conjunctions, adverbs, and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition). • Use adjectival phrases (e.g., biting cold wind). • Use appropriate choice of noun or pronoun. • Use fronted adverbials and use a comma after fronted adverbial (e.g., Later that day, I heard bad news.). • Use apostrophe for singular and plural possession. • Use commas to mark clauses.	• Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly. • Use inverted commas and other speech punctuation to indicate direct speech. • Use commas to clarify meaning or avoid ambiguity. • Add phrases to make sentences more precise and detailed. • Use range of sentence openers – judging the impact or effect needed. • Use pronouns to avoid repetition. • Indicate degrees of possibility using adverbs (e.g., perhaps, surely) or modal verbs (e.g., might, should, will). • Use the following to indicate parenthesis: ○ Brackets ○ Dashes ○ Commas	• Use subordinate clauses to write complex sentences. • Use passive voice where appropriate. • Use expanded noun phrases to convey complicated information concisely (e.g., The fact that it was raining meant the end of sports day). • Use a sentence structure and layout matched to requirements of text type. • Use semi-colon, colon, or dash to mark the boundary between independent clauses. • Use colon to introduce a list and semi colon within a list. • Use correct punctuation of bullet points. • Use hyphens to avoid ambiguity. • Use full range of punctuation matched to requirements of text type. • Use wide range of devices to build cohesion within and across paragraphs.



Rosary School KS2 English Depth Writing Overview

Year 3	Year 4	Year 5	Year 6
inverted commas to indicate direct speech. • Group ideas into basic paragraphs. • Write under headings and sub-headings. • Write with increasing legibility, consistency, and fluency. • Use 'a' or 'an' before a word starting with a vowel or consonant.	• Use inverted commas and other punctuation to punctuate direct speech. • Use paragraphs to organised ideas around a theme. • Use connecting adverbs to link paragraphs.	• Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Use relative clauses beginning with who, which and that to add detail and description. • Use verb phrases to create subtle differences (e.g., she began to run). • Consistently organize into paragraphs. • Link ideas across paragraphs using adverbials of time (e.g., later), place (e.g., nearby) and number (e.g., secondly). • Use fronted adverbials with commas to vary sentence structure.	• Use paragraphs to signal change in time, scene, action, mood, or person.

Writing Assessments

As part of our assessment and internal moderation, we will judge writing with a holistic view looking at a range of writing across the curriculum. Following the objectives as they are set out in the national curriculum, we will make our assessments using the following assessment framework in KS2.

Year 3 objectives



Rosary School KS2 English Depth Writing Overview

Working towards the expected standard (WTS)

The pupil can write for different purposes:

- Use models of writing, arising from discussions of writing with a similar structure, to demonstrate features of a given form.
- Use models of writing to make some vocabulary and grammar choices.
- Use oral composition, during the drafting process, to make appropriate vocabulary and grammar choices.
- Use the present and past tenses accurately and consistently including the progressive form.
- Use some diagonal and horizontal strokes needed to join letters.
- Spelling most words correctly (year 1 and 2).
- Accurately demarcate all sentences in their writing with capital letters and full stops and use question marks and exclamation marks correctly when required.

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- Use paragraphs to group related ideas and information mostly accurately.
- Punctuation is used, mostly accurately, including some use of inverted commas to indicate direct speech.
- Use some features of the given form, as appropriate to audience, which are mostly accurate.
- Use conjunctions, adverbs, and prepositions, mostly accurately, to inform time, place, or cause.
- Use nouns and noun phrases, modified by adjectives and other nouns to add detail.
- Use the present perfect form of verbs in contrast to the simple past tense.
- Use simple organisational devices, including headings and sub-headings to aid presentation.
- Use a range of conjunctions including, when, if, because, although to write sentences containing more than one clause.
- Use 'a' or 'an' before a word starting with a vowel or consonant.
- Spell some words correctly (year 3 and 4 list) including further.
 - accurate spelling of some prefixes and suffixes



Rosary School KS2 English Depth Writing Overview

- accurate spelling of common homophones
- accurate spelling of some words that are often misspelt

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- Increase the consistency, legibility, and quality of their handwriting.
- Write for a range of purposes and audiences across the curriculum in a variety of genres.
- Spell Year 1 to Year 3 words accurately and apply rules and patterns proficiently.
- Evaluate the effectiveness of own and others' writing making improvements to grammar and vocabulary.



Rosary School KS2 English Depth Writing Overview

Year 4 objectives

Working towards the expected standard (WTS)

The pupil can write for different purposes:

- Use the full range of punctuation taught at key stage 1 mostly correctly.
- Use expanded noun phrases to describe and specify characters and plots.
- Use some paragraph/sections to organise ideas.
- Use sentences of different forms including some sentence structures with more than one clause.
- Use past and present tense correctly and consistently.
- Use some cohesive devices e.g., co-ordinating, and subordinating conjunctions, adverbs, and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition).
- Use co-ordination (e.g., or/and/but) and subordination (e.g., when /if /that /because).
- Using direct speech with some punctuation.
- Spelling most contracted forms correctly.
- Adding suffixes to spell most words correctly e.g. -ment,-less, -ness, -ful, -ly.
- Spelling most words correctly (year 1 and 2).
- Spelling some words correctly (year 3 and 4).
- Use diagonal and horizontal strokes needed to join letters in most of their writing.



Rosary School KS2 English Depth Writing Overview

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- Use paragraphs to organise ideas mostly correctly and consistently.
- Create/describe settings, characters, and plots.
- Use an increasing range of cohesive devices within and across sentences and paragraphs including co-ordinating and subordinating conjunctions, adverbs, and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition).
- Use different verb forms (progressive/present/present perfect/past tense).
- Use some varied sentence structures with more than one clause including a wider range of conjunctions (co-ordinating and subordinating conjunctions)
- Use fronted adverbials.
- Use commas for clarity after fronted adverbials.
- Use inverted commas in direct speech.
- Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possessive apostrophe with plural nouns mostly correctly.
- Spell most year 1 to year 4 words accurately and apply rules and patterns proficiently including further prefixes, suffixes, and homophones- see list
- Produce legible joined handwriting.

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- Increase the consistency and quality of their handwriting.
- Select vocabulary (nouns and pronouns) appropriately for clarity and cohesion and to avoid repetition.



Rosary School KS2 English Depth Writing Overview

Year 5 objectives

Working towards the expected standard (WTS)

The pupil can write for different purposes:

- Use features of selected form, as appropriate to audience, purpose, and context, drawn from discussion of models of similar writing
- Use ideas from own reading.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
- Spelling most words correctly (year 3 and 4) including further prefixes, suffixes, and common homophones.
- Use accurate spelling of words, that are often misspelt, including most words from the Years 3/4-word list and some from the Years 5/6-word list.
- Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possessive apostrophe with plural nouns mostly correctly.
- Write descriptions.
- Use pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition.
- Edit and improve own work making changes to grammar and vocabulary.
- Spell year 1 to year 4 words correctly and apply rules and patterns proficiently.
- Use accurate spelling of most suffixes, as listed in English *programmes of study key Stage 1 and 2*.



Rosary School KS2 English Depth Writing Overview

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- Use settings, characters and plot are to create narrative.
- Use paragraphs to organise information and ideas around a theme.
- Use adverbials of time place and number to link ideas across paragraphs.
- Use appropriate tense choice and other devices to build cohesion within and across paragraphs.
- Writing is proof-read for spelling and punctuation errors, including some use of a dictionary to check spelling.
- Use fronted adverbials to vary sentence structure.
- Use a progressively varied and rich vocabulary and a range of sentence structures.
- Handwriting is usually legible and fluent; it is not always maintained when writing at efficient speed.
- Spelling of some words that are often misspelt are spelt mostly accurately.
- Use accurate spelling most of suffixes, as listed in *English programmes of study: key stages 1 and 2 National curriculum in England* – Appendix 1 for Years 5/6.
- Use accurate spelling of some common homophones and other words which are often confused.
- Nouns and noun phrases modified by preposition phrases to expand and develop ideas, information, and description.
- Relative clauses beginning with who, which and that to add detail and description.
- Use the standard form for verb inflections in written Standard English.
- A range of punctuation is used, mostly accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.
- Spell year 1 to year 5 words correctly and apply rules and patterns proficiently.



Rosary School KS2 English Depth Writing Overview

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- Use appropriate choice of letter shape, and whether or not to join letters; it is maintained when writing at efficient speed.
- Skills are applied across the curriculum for a range of genres.



Rosary School KS2 English Depth Writing Overview

Year 6 objectives

Working towards the expected standard (WTS)

The pupil can write for a range of purposes:

- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- write legibly

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:



Rosary School KS2 English Depth Writing Overview

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g., literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g., semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
-

Handwriting



Cursive handwriting teaches pupils to join letters in words as a series of continuous flowing movements or patterns. Words can be written without taking the pencil off the page. Continuous style provides a directional left, right movement. This flowing, rhythmical movement aids speed and fluency particularly when practised from Foundation level with the final product being neat and fast. This cursive style also lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer. Pupils with specific learning disabilities find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement. Children with motor problems learn a series of easy, rhythmical movements, which help to improve fine motor co-ordination.



Rosary School KS2 English Depth Writing Overview

Teaching and Learning

At the end of each big term at The Rosary Catholic Primary School, it is the expectation that there are a minimum of four to six pieces of writing in the children's Final Draft books. There should be a range of text types, including fiction, non-fiction, and poetry, and from across the curriculum.

Non-statutory text type/ genre guidance for Key Stage One					
Fiction	• Write stories with traditional settings • Write stories with predictable and patterned language • Write stories with a fantasy setting • Write stories from a different culture • Write stories with a familiar setting • Write letters and postcards • Write invitations	Non-fiction	• Write instructions. • Write recounts. • Write simple explanations. • Write non-chronological reports.	Poetry	• Learn a poem by heart • Write poems using senses • Write shape poems • Write riddles

Non-statutory text type/ genre guidance for Key Stage Two					
Fiction	• Write stories set in places pupils have been. • Write stories that contain mythical, legendary, or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts, and fictional biographies inspired by reading across the curriculum.	Non-fiction	• Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally.	Poetry	• Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme, and metaphor).



Rosary School KS2 English Depth Writing Overview

Teachers clearly establish the purposes and audiences for writing at the start of the process of each 'learning journey' or unit of work. They make teaching objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they will need to undertake and the nature of proposed outcome, which is real and purposeful. The learning journey should be made clear to the children, who are fully involved in the process and clear about the outcome they are working towards. In KS2, pupils experience writing in different forms for a variety of audiences. They write for different purposes and are taught to plan, draft, proofread, improve, and present their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing, e.g., newspaper reports, advertisements, websites. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary, and spelling.

Planning format

We are committed to ensuring that what we do is effective and efficient, therefore the expectations of planning will always be minimum to give teachers more time to resource. The following is a suggested planning format example and is designed to be minimal so that the planning of a 3-week learning journey should take no longer than 45 minutes. Alternatively, the teachers can use their Smartboard slides or PowerPoint presentations as their planning format. This leaves more time to focus on finding and formulating exciting and effective resources and for teacher to think about differentiation.



Rosary School KS2 English Depth Writing Overview

Weekly plan for English writing @ Rosary Catholic Primary School		Year: 3	Term: Autumn 1 st half	Week: 1	Week beginning: Monday 3 rd September 2021												
Genre: Fiction – First person recount to historical setting		End point for the week: plan a narrative recount				Week <u>1</u> of <u>3</u>											
I can / Success Criteria	Whole class		Guided / independent group work			Plenary/Progress Check	Evaluation – learning intentions achieved?										
	Word / phonics level work (skills)	Text and sentence level work	Red- LA	Amber- MA	Green- HA												
I can identify features of a recount <u>Success Criteria</u> 1 st person, past tense, conjunctions, adjectives, commas in a list.	(Introduce new vocabulary and create working wall sheets) Words for Learning Journey – Plunge, abnormal, community, forested, assistance, warmth Introduce story of Stone Age Boy and read through with class. Talk about type of text (recount, as written in 1 st person) Go over features of recount: 1 st person, past tense, conjunctions, adjectives, commas in a list.		Get children to highlight features they can spot in the story and change or add features where they think they can. Children to re-write or add sentences to text. During this learning journey, we are going to write our own recount of travelling to the Stone Age!			Discuss features children have highlighted.											
I can create expanded noun phrases <u>Success Criteria</u> Determiner adjective noun preposition	(Introduce new vocabulary and create working wall sheets) Introduce skill and create working wall sheet – use of expanded noun phrases. Show children https://www.youtube.com/watch?v=WhFoRVNjJfD&t=122s (The Expanded Noun phrase song) Talk about a noun phrase would be a simple description of a noun using an adjective. Explain that an expanded noun phrase would be one where we develop it further using a preposition.		Children to create own noun phrases and expanded noun phrases based on pictures linked to Stone Age.			Peer mark each other's sentences or phrases. Use coloured pens to underline different parts of the phrase											
I can use a range of conjunctions <u>Success Criteria</u> Clause Conjunction Clause Check sentence makes sense	(Introduce new vocabulary and create working wall sheets) Introduce second skill of using conjunctions and create working wall sheet for children to refer to. Give children list to stick into books.		Children create sentences using conjunctions from the list.			Share sentences with rest of class. Do they make sentence? Discuss how clauses have been joined. Self mark – underlining conjunction in each sentence.											
SLOW WRITE LESSON I can write a descriptive walkthrough <u>Success Criteria</u> See right.	Consolidate skills learnt around expanded noun phrases and conjunctions where the children describe the camp from the story. Show children picture a Stone Age camp. Shared Slow write – taking ideas from children – include 5 senses. Write as a descriptive walkthrough. 1 st sentence must include an expanded noun phrase 2 nd sentence should include the conjunction 'when' 3 rd sentence has to describe the women 4 th sentence must include a conjunction 5 th sentence should describe something you could hear		Give children picture a Stone Age camp. They complete slow write, following each <u>criteria</u> . If completed the 5 sentences, pupils can continue using their choice of criteria. 			Have children written sentences including expanded noun phrases and conjunctions correctly?											
I can plan a narrative recount <u>Success Criteria</u> Choose events Sequence in planning frame One sentence per picture to prompt idea	Give children a starting picture and end picture for them to plan their recounts. Children are then to choose from various picture related to the Stone Age that they could use in between to detail their trip to the past e.g. campsite, a hunt, cave painting, creating fire etc.		Children to plan story as 8 panel <u>storyboard</u> with one sentence to prompt ideas. <table border="1" data-bbox="1097 1319 1612 1372"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>													Children talk through their story with a partner.	