Writing

It ain't whatcha write, it's the way thatcha write it."
—Jack Kerouac, WD

Not a wasted word. This has been a main point to my literary thinking all my life."
—Hunter S. Thompson

To produce a mighty book, you must choose a mighty theme.
– Herman Melville

Words are a lens to focus one's mind.
– Ayn Rand

Put these in order of importance

- ❖ Correct use of punctuation.
- ❖ Neat handwriting.
- ❖ Accurate spelling.
- ❖ Interesting ideas.
- ❖ Logical and effective organisation.
- ❖ Specific choice of words
- ❖ Awareness of the reader
- ❖ Purpose for writing

The New Curriculum

- Less of a focus on genre and more focus on quality writing

New content or emphasis

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Year-by-year objectives for Y1 and Y2, then LKS2 and UKS2

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Required spelling & grammar objectives & wordlists

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Priority for phonics in both key stages

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Focus on reading for pleasure

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Reciting poetry

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Clearer expectations regarding transcription

	Year 1	Year 2	Year 3
Phonic & Whole word spelling	• words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones	• spell further homophones • spell words that are often misspelt (Appendix 1)
Other word building spelling	• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1	• learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	• 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' and to practise these	• 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.	• 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
Contexts for Writing		• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	• saying out loud what they are going to write about • composing a sentence orally before writing it	• planning or saying out loud what they are going to write about	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing	• discuss what they have written with the teacher or other pupils	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Performing Writing	• read their writing aloud clearly enough to be heard by their peers and the teacher.	• read aloud what they have written with appropriate intonation to make the meaning clear	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	• leaving spaces between words • joining words and joining clauses using "and"	• expanded noun phrases to describe and specify	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)

Year 4	Year 5	Year 6	
spell further homophones / spell words that are often misspelt (Appendix 1)	• spell some words with 'silent' letters / • continue to distinguish between homophones and other words which are often confused / • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	• spell some words with 'silent' letters / • continue to distinguish between homophones and other words which are often confused / • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	**Phonic & Whole word spelling**
use further prefixes and suffixes and understand how to add them / place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals / use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them / • use dictionaries to check the spelling and meaning of words / • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them / • use dictionaries to check the spelling and meaning of words / • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	**Other word building spelling**
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			**Transcription**
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	• 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	• 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**
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own / • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own / • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	**Contexts for Writing**
discussing and recording ideas	• noting and developing initial ideas, drawing on reading and research where necessary	• noting and developing initial ideas, drawing on reading and research where necessary	**Planning Writing**
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures / organising paragraphs around a theme / in narratives, creating settings, characters and plot / in non-narrative material, using simple organisational devices	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning / • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action / • précising longer passages / • using a wide range of devices to build cohesion within and across paragraphs / • using further organisational and presentational devices to structure text and to guide the reader	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning / • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action / • précising longer passages / • using a wide range of devices to build cohesion within and across paragraphs / • using further organisational and presentational devices to structure text and to guide the reader	**Drafting Writing**
assessing the effectiveness of their own and others' writing and suggesting improvements / proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences / proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing / • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning / • ensuring the consistent and correct use of tense throughout a piece of writing / • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register / • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing / • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning / • ensuring the consistent and correct use of tense throughout a piece of writing / • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register / • proofread for spelling and punctuation errors	**Editing Writing**
read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	**Performing Writing**
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although / choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• use a thesaurus / • using expanded noun phrases to convey complicated information concisely / • using modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus / • using expanded noun phrases to convey complicated information concisely / • using modal verbs or adverbs to indicate degrees of possibility	**Vocabulary**

The test

SPAG

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 1	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
1	Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	How words can combine to make sentences Joining words and joining sentences using and	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation	Subordinate clause word list
Aspect covered in Year 2	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	because after before as when as soon as if

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
2	Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command	Correct choice and consistent use of present tense and past tense throughout writing Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms in spelling	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 3	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
3	Formation of nouns using a range of prefixes, such as super–, anti–, auto– Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words	Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Introduction to inverted commas to punctuate direct speech	word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation	Subordinate clause word list
Aspect covered in Year 4	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	although because after before once as since when until wherever whenever while whilst unless as soon as if

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
4	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials	pronoun, possessive pronoun, adverbial

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation	Subordinate clause word list
Aspect covered in Year 5	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	although because after before once as since when until wherever whenever while whilst unless as soon as if

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
5	Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–)	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym

POINTLESS

Round 1

Round 2

Finish

Talk For Writing

What is Talk for writing ?

Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. Schools that have adopted the approach have not only increased their children's progress but have found that children and teachers alike love it. It not only works throughout primary schools from the early years to Year 6 but also in secondary schools where it is key to making literacy across the curriculum really work.

Book Talk and Writers Talk

learning about a book by talking about it;

talking to deepen understanding and critical appreciation;

giving children time to think **collectively** and **tentatively**, proposing and reshaping their understanding;

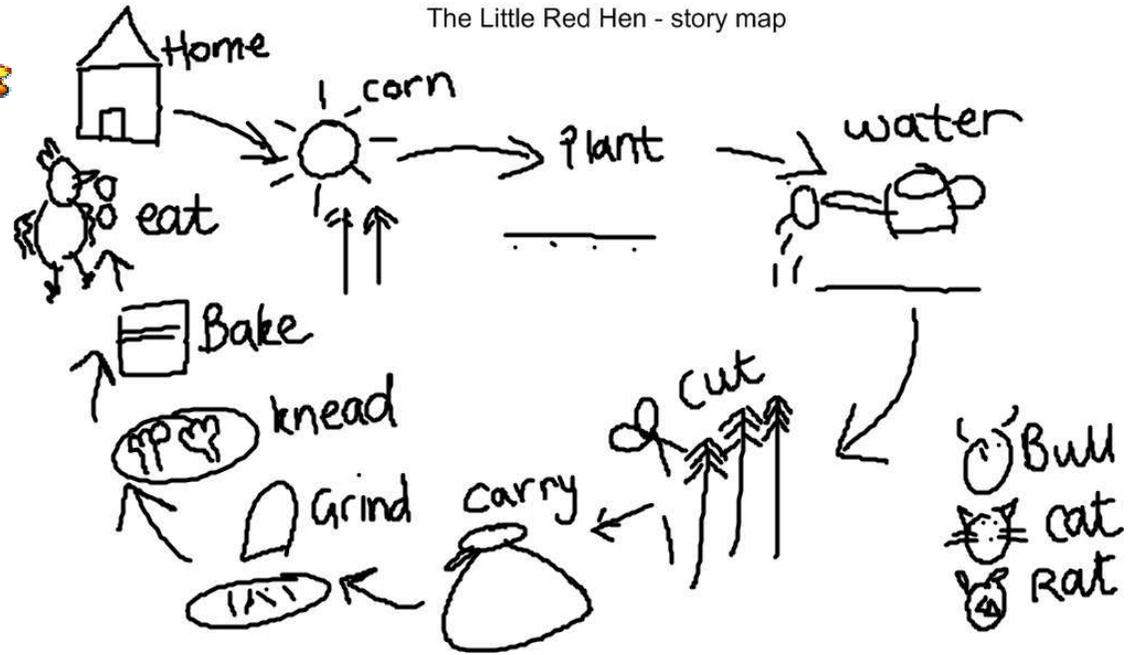only worth doing if the book contains anything worth talking about!

Warming up the imagination

Imitation

The Little Red Hen - story map

Innovation

Independent application

Teachers Toolkit