



Writing @ Airy Hill Primary School

Airy Hill Primary School is committed to:

- Developing fluent and creative writers
 - Developing a love of literature
 - Closing the language gap

September 2019

Developing Writing through School

Writing is taught 4 days a week (Monday - Thursday) at Airy Hill for 55 minutes each day.

All writing units are planned to match closely to the class text to develop a love of literature and expose children to a wide range of vocabulary which they can understand, use and then apply in context.

All units are planned with a clear purpose and audience to give all texts written clear meaning to the children on the school's writing

LTP - https://yeat.sharepoint.com/:w:/r/airy-hill/_layouts/15/Doc.aspx?sourcedoc=%7B442E7D0B-C526-4392-9730-5466B8FD6B46%7D&file=Airy%20Hill%20Writing%20Long%20Term%20Plan.docx&action=default&mobileredirect=true

Grammar and punctuation progression including sentence types

Grammar is taught in discrete lessons as part of each writing unit however it is taught within the context of the class topic / theme and is often supportive of the overall aim of the writing unit.

The NC is used to identify relevant learning for each year and the school have developed a progression document (see below) to ensure previous learning is revisited and next steps are clearly identifiable.

All classes use the school's 20 sentence types to support with sentence structure and application of grammar / punctuation. These have been designed to link directly to the aims of the NC and provide examples to the children on how to include the relevant features.

These sentences progress throughout the school and children are introduced to them as they move throughout.

Cross referencing of sentences and year of teaching

Updated September 2018

1	descriptive sentences	EYFS 1 2 3 4 5 6
2	subordinating conjunction sentences	2 3 4 5 6
3	coordinating conjunction sentences	EYFS 1 2 3 4 5 6
4	exclamation sentences	1 2 3 4 5 6
5	question sentences	1 2 3 4 5 6
6	list sentences	2 3 4 5 6
7	fronted adverbial sentences	4 5 6
8	inverted commas / speech mark sentences	3 4 5 6
9	Relative clauses in parentheses	5 6
10	multi clause sentences	4 5 6
11	ing sentences	3 4 5 6
12	ed sentences	5 6
13	prepositional phrase sentence	3 4 5 6
14	simile sentences	1 2 3 4 5 6
15	imperative command with verbs sentences	1 2 3 4 5 6
16	proper noun sentence	5 6
17	alliterative sentence	1 2 3 4 5 6
18	metaphor sentence	2 3 4 5 6
19	onomatopoeia sentence	5 6
20	personification sentence	5 6

	Sentence Structure	Text Structure	Punctuation	
	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	Terminology for Pupils
	Joining words and joining clauses using and	Correct choice and consistent use of present tense and past tense throughout writing	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	
Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun	Subordination (using when, if, that, or because) and co-ordination (using <i>or</i> , <i>and</i> or <i>but</i>)	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	Capital letters for names and for the personal pronoun I	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, <i>helped, helper</i>)	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective,
How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or <i>undoing: untie the boat</i>]	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Headings and sub-headings to aid presentation	Commas to separate items in a list	adverb, verb, tense (past, present), apostrophe, comma
Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]	Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>]	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or
Formation of adjectives using suffixes such as –ful, –less (A full list of suffixes can be found in the spelling appendix)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to demarcate direct speech	'speech marks')
Use of the suffixes –er, –est in adjectives and the use of –ly in adverbs	Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]	determiner, pronoun, possessive pronoun, adverbial
Formation of nouns using a range of prefixes [for example super–, anti–, auto–]	Use a wide range of clause structures	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices	Use of commas after fronted adverbials	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]	Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase,	Brackets, dashes or commas to indicate parenthesis	
The grammatical difference between plural and possessive -s	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i>]	grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis	Use of commas to clarify meaning or avoid ambiguity	
Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up!</i>]	
Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]			Use of the colon to introduce a list and use of semi-colons within lists	
Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)			Punctuation of bullet points to list information	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]			How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]	
How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].				

English Ladders

All English units are planned in advance using English Ladders. English ladders identify each part of the writing sequence to ensure children are continually scaffolded throughout their work and that they have secure knowledge of different genres and text types. This is stuck into each child's writing book before each unit begins and discussed with the children so they are aware on how they will achieve their goal. The journey of the ladder is then evident within each child's book.

- Purpose and audience: Identify a clear purpose for the unit to engage and inspire the children. After considering the purpose, decide who is the text aimed at. This must be for a group of people who work above the level of the pupils completing the unit and is often a group of people within the wider community. Advice can be found here - <https://www.tes.com/teaching-resource/text-audience-purpose-6443266>
- Reading & spoken language: Children are given the opportunity to become familiar with the text type, identify key features and develop their oral literacy (objectives taken from the reading curriculum)
- Grammar/ punctuation: New learning is identified here linking directly to the NC. This is only to be learning which is appropriate to the year group. These sessions will be taught discretely however within the context of the genre / class topic to provide all lessons with purpose and meaning. *Eg. The children may use fronted adverbials to write a setting description when planning a story.*
- Planning: Children plan their writing in their books before beginning the drafting stage. Emphasis is put on this being a plan and a place for initial ideas. This can be done in many forms including tables and images. A teacher model is always completed which is different to the children's to support in drafting
- Drafting: Children are exposed to modelling or guided writing of the expectations using the class planning and then independently draft their own text using the grammar and punctuation taught
- Redrafting and editing: Children identify parts of the work to be develop through the use of self-editing in green pen / redrafting whole sentences or paragraphs / peer assessment and support with improvement. This may be ongoing or as a discrete session
- Publishing: Children publish their work in the appropriate style on paper (using a line guide) and the text is then displayed / used to suit its purpose
- Non-negotiables: These are identified at the bottom of the ladder and should refer to relevant grammar / punctuation taught in previous years to ensure these skills are still being embedded

MASTER COPY Literacy Ladder Year ...	
Text type: Purpose: Audience:	
Reading & Spoken Language	
Grammar & Sentence types	
Planning	
Drafting	
Re-drafting & Editing	
Time to ... (Link to purpose and audience)	

Assessment & monitoring

- Writing is assessed termly using the academy wide assessment document - please see
- Termly moderation occurs across the academy and also within school
- Annual moderation event where a wider pool of schools are invite to attend (hosted by Airy Hill)
- Reference to exemplars on the staff's shared area to support judgements
- English book look half termly with targets put in place for all staff

Displays

Your English working wall should be referenced continually during teaching. This is an interactive display that is expected to have pieces pinned to it, be handwritten, etc. not a 'display' board. We have ordered a substantial amount of 'Shire Seal' so that you can use this as an extension of your whiteboard.

To be included:

- 20 sentences (the ones which are relevant to your year group)
- 'Text', 'Purpose' and 'Audience' for each piece of writing.
- Weekly Spellings
- Speed sounds
- Anything else that supports **current** learning in your class