



*'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

## **Statutory framework for the early years foundation stage 2021**

*'Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.'* **National Curriculum 2014**

## **Aims**

At Girlington Primary School our aim is to develop accomplished writers who will leave our school with a broad range of writing skills, a stamina and a love of writing, in order to access and succeed in the secondary curriculum.

## **Guidelines**

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing. Writing objectives are focussed on explicit writing skills taken from the Statutory Framework for the EYFS and National Curriculum, with a focus on year group specific skills set out in Appendix 2 of the National Curriculum. As school we have separated writing objectives into specific year groups for Lower and Upper KS2 in order to ensure a clear progression.

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

## **Grammar, Punctuation and Spelling**

At Girlington Primary School, our aim is to explicitly teach grammar, punctuation and spelling to high standard so that a deep understanding is developed. Once the skills are embedded we then aim for these skills to be applied to children's spoken language, reading and writing.

## **Guidelines**

Grammar, punctuation and spelling is taught on a daily basis from Years 1 – 6. It is planned using Appendix 1 and 2 of the National Curriculum.

Short, focussed daily lessons are used to enable the children to learn the required knowledge, skills and understanding. These lessons are followed by providing opportunities for the children to use and apply their skills within reading and writing lessons.



## GEMS

### Working at the expected standard

Enjoy drawing freely

Begin to say what they have drawn

## Nursery

### Working at the expected standard

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

Use some of their print and letter knowledge in their early writing.

Write some or all of their name.

Write some letters accurately.

## Reception

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



## Year 1

'Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.' **National Curriculum 2014**

### Girlington expectations:

<b>Working at the expected standard</b>
Holds pencil comfortably and correctly
Mostly uses spaces between words
Mostly forming lower case and capital letters accurately
Writes 4-5 sentences with some use of capital letters and full stops
Co-ordinates with and
Some descenders below the line, ascenders taller and clearly identified
Mostly uses capital letters, full stops and question marks appropriately
Can use their Phase 2 , Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds- some being spelt correctly and others being phonetically plausible
Can spell the days of the week and numbers 1-10
Uses adjectives to describe nouns
Spelling some suffixes from the Year 1 spelling patterns (see National Curriculum)
Can spell most of the first 100 key words
Tries out exclamation marks
Can read aloud their writing to each other and the teacher
<b>Working at greater depth</b>
Consistently using the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly
Always knowing when to use the joining word 'and' in a sentence, using it appropriately and sparingly
Can check their own work and begin to edit



## Year 2

'In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly - see [English appendix 1](#). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.'

**National Curriculum 2014**

**Girlington expectations:**

Working at the expected standard
Uses spacing between words that reflects the size of the letters
Can write simple, coherent narratives about personal experiences and those of others (real or fiction)
Can write about real events, recording these simply and clearly
Most sentences demarcated with- CL . and ? when required
Co-ordinates with or/ and/ but
Some use of noun phrases to describe and specify
Subordinates with when/ if/ that/ because
Can use their Phase 2 , Phase 3, Phase 4, Phase 5 phonic knowledge to write words in ways which match their spoken sounds- most being spelt correctly and others being phonetically plausible
Mostly consistent and correct use of past and present tense (eg I was, not I were)
Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Working at greater depth
Can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Can make simple additions, revisions and proof-reading corrections to their own writing
Mostly uses the punctuation taught at Key Stage 1
Can spell most common exception words
Add suffixes to spell most common words correctly (ment, ness, full, less, ly)



Use the diagonal and horizontal strokes needed to join some letters

## Year 3

‘Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils’ writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.’ **National Curriculum 2014**

Girlington expectations:

Working at the expected standard
Tense is mostly correct through a piece of writing (including the present perfect).
Use co-ordinating and subordinating conjunctions.
Use exclamation marks and commas in a list mostly correctly.
Use of apostrophes for contraction
Add prefixes and suffixes mostly correctly. <i>(double consonant- hopped/ change -y to -i before adding suffix – happily, tries)</i>
Use expanded noun phrases.
Use adverbs to express time.
Use prepositions to express place and time.
Use a/an correctly.
Spell most common exception words from the Year 3 spelling list correctly.
Use simple organisational devices (eg. sub-headings) appropriately.
Attempting to use paragraphs to organise writing.
Start to use dialogue so that it adds detail to writing.  (E.g. David said I love presents.)



## Writing and GPS at Girlington

Working at greater depth
Use of inverted commas to punctuate direct speech.
Use a wide range of co-ordinating and subordinating conjunctions within and across sentences.
Use well-chosen vocabulary. (nouns, verbs and adjectives)
Accurately using the full range of punctuation taught at KS1 and Year 3.
Spelling most words correctly.
Using legible handwriting that is mostly joined.
Can make additions, revisions and proof-read corrections in their own writing.

### Year 4

‘Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils’ writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.’ National Curriculum 2014

Girlington expectations:

Working at the expected standard
Spelling common words correctly and adding prefixes and suffixes appropriately.
Where appropriate use expanded noun phrases to describe and specify.
Use a range of subordinating and co-ordinating conjunctions.
Where appropriate use a range of adverbs/adverbials to add detail.
Where appropriate use fronted adverbials with a comma after mostly correctly.
Using paragraphs or sections to organise writing.
Using inverted commas to identify speech with a reporting clause.
Using apostrophes for possession and contraction mostly correctly.
Mostly spelling the correct form of homophones and spellings from Y3/4 list.
Working at greater depth
Consistently using dialogue so that it effectively adds detail and moves the writing forward.
Consistently using a range of well-chosen adjectives to add detail.
Consistently using a range of conjunctions to create cohesion.



## Writing and GPS at Girlington

Using a range of well-chosen vocabulary.
Consistently using a full range of punctuation.
Correctly formed letters and legible, joined handwriting.
Can make additions, revisions and proof-read corrections to improve their own writing.

### Year 5

'Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.' **National Curriculum 2014**

#### **Girlington expectations:**

<b>Working at the expected standard</b>
Using expanded noun phrases to add detail, qualification and precision most of the time.
Using preposition phrases to add detail, qualification and precision most of the time.
Using adverbials to add detail, qualification and precision, correctly punctuated most of the time.
Using different verb forms accurately and consistently (including modal verbs) most of the time.
Integrate dialogue into narrative where appropriate.
Using relative clauses where appropriate.
Using some punctuation for parenthesis: brackets, commas, dashes (where appropriate and mostly correct).
Using cohesive devices within and across sentences and paragraphs, e.g. adverbials and pronouns most of the time.
Using commas for clarity, mostly correct.
Spelling most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/4 and some Y5/6) most of the time
Produce legible joined handwriting most of the time.
<b>Working at greater depth</b>
Creating atmosphere and integrating dialogue to convey character and advance the action where appropriate.



## Writing and GPS at Girlington

Knowing how to make writing succinct by using all grammar and punctuation taught so far precisely, to engage the reader, sometimes showing and not telling.

Selecting precise vocabulary and grammatical structure that reflect the level of formality required mostly correctly.

Using the full range of punctuation taught correctly and appropriately.

### Year 6

'Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.' **National Curriculum 2014**

#### **Girlington expectations:**

#### **Working at the expected standard**

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use of 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 to advance the action.

Select vocabulary and grammatical structures that reflect what the writing requires, doing this most 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) with 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 (diagonal and horizontal joins, understand which should be left unjoined).

#### **Working at greater depth**

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),



## Writing and GPS at Girlington

Distinguish between the language of speech and writing 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.