"You can make anything by writing."

C.S. Lewis

What does writing look like at Hucknall National Primary School?

Throughout EYFS and Year 1, the children follow the Mighty Writer model of teaching writing and Read Write Inc programme to support their development in reading, writing and phonics. Once they are in the Spring term of Year 1, they begin following elements of The Write Stuff in their English lessons to build up their stamina to write an extended piece. Mighty Writer is also used across school for Writing Interventions.

From Year 2 to Year 6, children follow the structure of The Write Stuff in their English lessons with a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing.

Children learn to sentence stack, focusing on the style of the author and impact of words and sentences. The planning of these is based on the teacher's assessment of the children's learning needs. An individual lesson is based on a sentence model, broken into three separate chunks: ·

- Dictated Chunk – teachers dictate the first chunk for the children to write independently. This allows children to focus on transcription.
- Modelled Chunk – teachers model the writing process to children and provide them with a sentence to adapt and make their own. All children are encouraged to challenge themselves using addition 'Bonuses' and to 'Deepen the Moment'.
- Independent Chunk – teachers use discussion and oral rehearsal to enable children to create their own independent sentence/paragraph. Children are encouraged to read their work aloud to develop oracy skills and to assist with editing.

Key Concepts

Our curriculum is underpinned by the following concepts:

Transcription and Composition

Spoken Language

Grammar, vocabulary and punctuation

Through our text-based writing curriculum, we can provide our pupils with the opportunities to develop skills in the three concept areas.

We intend on giving all pieces of writing a purpose to motivate and engage our pupils to become the authors of the future.



YEAR 6

Y6 Composition

- The pupil can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader
- 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.

Y6 Transcription

- Use a range of devise to build cohesion (e.g.conjunction, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing
- Use punctuation taught at KS2 mostly correctly
- Spell correctly most words from the Y5/6 spelling list and use a dictionary to check

Summer 2 To recount: Biography
Summer 1 To persuade: Speech; To entertain: Poetry
Spring 2 To entertain: Narrative
Spring 1 To inform: Information text
Autumn 2 To entertain: Narrative
Autumn 1 To inform: Non-Chronological Report; To recount: Diary entry



Y5 Composition

- Write for a range of purposes and audiences
- Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- In narratives, describe settings, characters and atmosphere
- Some use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Integrate dialogue in narratives to convey character and/or advance action
- Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs
- Use of complex structures including the use of relative clauses.
- Sentence structures are varied throughout text.
- Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause

Y5 Transcription

- Verb forms used accurately and appropriate tense choice maintained including use of modal verbs
- Use the full range of punctuation taught in lower KS2 mostly correctly: Full stops; Capital letters; Exclamation Marks; Question Marks; Apostrophes for singular and plural possession; Inverted commas; Commas used to mark fronted adverbials and in a list
- Inverted commas used mostly correctly

YEAR 5

Autumn 1 To inform: Non-Chronological Report
Autumn 2 To recount: Diary entry; To entertain: Narrative
Spring 1 To recount: Newspaper report
Spring 2 To entertain: Mystery narrative; To inform: Instructions
Summer 1 To inform: Non-Chronological Report; To persuade: Advert
Summer 2 To recount: Flashback; To entertain: Poetry



Y4 Composition

- Write effectively for a range of purposes.
- Features of text type or genre are appropriate for task e.g. layout, verb form and formality.
- In narratives, describe settings and characters.
- Use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.
- Some use of dialogue to convey character.
- Use of fronted adverbials and pronoun referencing to link within and between paragraphs.
- Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech).
- Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause
- Capital letters, full stops, question marks and exclamation marks consistently used accurately. (Correct sentence boundary demarcation)
- Apostrophes for singular and plural possession used mainly correctly. Inverted commas used mainly correctly.

Y4 Transcription

- Commas used to mark fronted adverbials –mainly correctly.
- Using different verb forms which are mostly accurate (present and past progressive, present perfect and ingverbs).
- Spelling KS1 common exception words correctly.
- Spelling most words correctly (year 3/4).
- Letters are consistent in size and proportion with both letters and words evenly spaced.

Summer 2 To recount: Diary Entry; To entertain: Poetry
Summer 1 To entertain: Narrative
Spring 2 To discuss: Balanced argument
Spring 1 To entertain: Narrative
Autumn 2 To inform: Non-Chronological Report; To instruct: Instructions
Autumn 1 To entertain: Narrative



YEAR 4

Y3 Composition

- After discussion with the teacher, write for different purposes
- Features of writing mainly appropriate to the selected task
- In narratives, describe settings and characters.
- Some use of expanded noun phrases to describe adding relevant and meaningful detail
- Some evidence of adjectives being used for precision, clarity and impact
- In narratives, some appropriate use of speech to convey character
- Some use of simple adverbials and pronouns to link sentences, sections or paragraphs
- Variation of sentence structure through use of sentences with more than one clause
- Some use of subordinating and co-ordinating conjunctions to join sentences with more than
- one clause (eg and, but, so, or, because, when, if
- Tense choice mostly consistent and grammatically accurate including present perfect tense
- Capital letters and full stops consistently used accurately
- Some correct use of inverted commas

Y3 Transcription

- Commas used correctly in lists
- Apostrophes for singular possession used mostly correctly
- Spelling KS1 common exception words correctly
- Spelling many words correctly* (year 3/4)
- Letters are consistent in size and proportion with both letters and words evenly spaced
- Letters are joined using diagonal and horizontal strokes where appropriate

Autumn 1 To entertain: Narrative
Autumn 2 To persuade: Holiday brochure
Spring 1 To entertain: Narrative
Spring 2 To recount: Newspaper report; To entertain: Poetry
Summer 1 To recount: Diary entry; To inform: Instructions
Summer 2 To entertain: Narrative; To inform: Non-Chronological Report



YEAR 3

Y2 Composition

- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others
- Write about real events, recording these simply and clearly
- Demarcate most sentences in writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g.and/or/but) and some subordination (e.g.when/if/that/because) to join clauses

Y2 Transcription

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- Spell many common exception words
- Form capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters
- Use spacing between words that reflect the size of letters

Summer 2 To persuade: Letter
Summer 1 To entertain: Narrative
Spring 2 To inform: Information text
Spring 1 To recount: Diary entry
Autumn 2 To inform: Non-Chronological text
Autumn 1 To entertain: Narrative



YEAR 2

Y1 Composition

- After discussion with the teacher, write sentences that are sequenced to form a short narrative
- After discussions with the teacher, write sentences about real events
- Use co-ordinating conjunctions 'and' to join some main clauses
- Use present and past tense correctly and consistently
- Demarcate some sentences in writing with capital letters and full stops. Some correct use of question marks when required

Y1 Transcription

- Spell many Y1 CEW and some Y2 CEW
- Segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling some of these words correctly and making phonically plausible attempts at others
- Form lower-case letters in the correct direction, starting and finishing in the right place
- Form lower-case letters of the correct size relative to one another in some writing
- Use spacing between words that mainly reflects the size of the letters

Autumn 1 To entertain: Narrative
Autumn 2 To entertain: Narrative; To entertain: Poetry
Spring 1 To entertain: Narrative
Spring 2 To recount: Recount of trip
Summer 1 To instruct: Instructions
Summer 2 To recount: Diary entry



YEAR 1

Writing in EYFS and Year 1

Children follow the Read, Write, Inc! Scheme for their English lessons in EYFS and in the Autumn term of Year 1. In these they cover Phonics, Reading and Writing in a range of different genres. The length of lessons are built up over time.

YR Transcription and Composition

Write recognizable 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

Summer Term To recount: Diary Entry; To entertain: Narrative
Key skills:
- write a three word phrase
- begin to write a simple sentence
- some use of capital letters
- finger spaces and a full sto

Spring Term To instruct: Instructions; To persuade: Poster
Key skills:
- form mostly recognisable letters
- simple spelling of CVC words
- writing some 'red words'

Autumn Term To inform: Information text
Key skills:
- fine motor skills
- hold a pencil correctly
- mark make
- begin to form letters

YEAR R

Writing: We aim to give children the opportunities and motivate them to record their ideas fluently from mark making and letter formation to sentence and paragraph creation.