

Writing at Paddox is text based. We use a wide range of literature to inspire children, whilst explicitly teaching the writing process. A broad range of genres are explored and modelled. Grammar, vocabulary and spelling are incorporated into lessons.

WRITING

A journey through the curriculum

Early Years By the end of Reception pupils should be able to write: simple labels, lists, short captions and messages, greeting cards, menus, captions, instructions, postcards, stories using narrative language with a beginning, middle and end.

EYFS

Year 1 pupils should be able to: say out loud what they are going to write about, compose a sentence orally before writing it, sequence sentences to form short narratives, make some language choices appropriate to audience and purpose, use some features of Standard English, re-read what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher.

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Year 2 pupils should be able to: write narratives about personal experiences and those of others (real and fictional), write about real events, write poetry, write for different purposes. Pupils should be able to: plan or say out loud what they are going to write about, write down ideas and/or key words. Edit their writing by: evaluating, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, include verbs in the continuous form, proof-read to check for errors in spelling, grammar and punctuation.

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Year 3 and 4 pupils should be able to: discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discuss and record ideas, compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures, organise paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices (for example, headings and sub-headings), 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, proof-read for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the

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Year 5 and 6 pupils should be able to: identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own, note and develop initial ideas, draw on reading and research where necessary, in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed, select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning, in narratives - describe settings, characters and atmosphere and integrate dialogue to convey

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character and advance the action, write precise longer passages, use a wide range of devices to build cohesion within and across paragraphs, use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining], assess the effectiveness of their own and others' writing,

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propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensure the consistent and correct use of tense throughout a piece of writing, ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choose the appropriate register, proof-read for spelling and punctuation errors English, perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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