



## English - Writing

### Intent



At Krishna Avanti Primary School we believe in a holistic approach to the teaching of English. Our vision is to provide children with opportunities to develop their passion and skillset for reading, writing and oracy in a cohesive way.

Our English curriculum is carefully planned so that children become confident and creative communicators, who will be able to use these skills effectively in the future. We teach English so that children have the tools to express themselves confidently and clearly in the diverse world in which they live.

Writing is embedded through our English lessons and across our wider curriculum. A core text is carefully selected to give children access to a range of texts which will expose them to rich vocabulary. Each learning journey is carefully planned to enable children to be immersed into their text, analyse, and generate ideas, which leads to the children composing a piece of writing. Within the learning journey, opportunities for reflection are woven throughout.

### Implementation



All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. Pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our English teaching sequence for writing, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience. Children are taken on a writing journey which builds their knowledge of writing for context and purpose, allows the opportunities for the children to explore a variety of genres, planning, drafting and re-drafting their writing. In order to establish this, pupils will develop their knowledge of genre features, audience, language and effective composition.



### Impact



We want to produce confident writers who are not afraid to take risks and are able to transfer taught skills in a variety of contexts. The children will be intrinsically motivated by a clear purpose for their writing. They will be reflective writers, assessing their own and others writing. They will have an understanding of the purpose of their writing and the impact that their word choice and style has on the reader.

Children enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences. Children are proud of their writing and know that others value their writing; they see it celebrated on displays within classrooms and in shared spaces.

# Writing Progression Map

	<b>EYFS</b>	<b>KS1</b>		<b>KS2</b>			
<b>Knowledge and Skills</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Composition and transcription</b>	Speaking: develop own narratives and explanations by connecting ideas and events.	Say out loud what they are going to write about: compose a sentence orally before writing it.	Say out loud what they are going to write about. Write down ideas/key words, including new vocabulary.	Discuss writing similar to that which they are planning to write. Record ideas.	Discuss writing similar to that which they are planning to write. Record ideas.	Write for a range of purposes and audiences - select appropriate form and use other similar models.	Write for a range of purposes and audiences - select appropriate form and use other similar models.
	Beginning to use more complex sentences to link thoughts e.g. 'and', 'because'	Sequence ideas.	Say what they want to communicate sentence by sentence.	Compose and rehearse sentences orally, progressively building up a rich vocabulary and increasing range of sentence structures.	Compose and rehearse sentences orally, progressively building up a rich vocabulary and increasing range of sentence structures.	Note and develop initial ideas, drawing on reading or research where necessary.	Note and develop initial ideas, drawing on reading/research where necessary.
	Match short sentences and captions to a series of pictures.	Discuss what they have written with teacher/pupils.	Evaluate writing by making simple additions, revisions and corrections.	Assess effectiveness of their own and others' writing- suggest improvements and propose changes to grammar & vocabulary.	Open sentences in a range of ways for interest and impact.	Select appropriate grammar and vocabulary to enhance meaning.	Select appropriate grammar and vocabulary to enhance meaning

	Identify layout features in reading: author, title and blurb.	Re-read what they have written to check that it makes sense.	Re-read to check their writing makes sense and proof-reading for errors.	Adapt form and style of writing for purpose. Give opinion, add interest and humour through detail.	Select interesting strategies to move a piece of writing forward (characterisation, dialogue).	In narratives, describe character and setting.	In narratives, describe character and setting & atmosphere.
	Uses groups of letters or letter-like shapes when writing and ascribes meaning to marks they make.	Use spaces between words.	Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell different parts of the story.	Use interesting and ambitious vocabulary to engage the reader.	Assess effectiveness of their own and others' writing-suggest improvements and propose changes to grammar & vocabulary.	Use a variety of narrative techniques e.g. action, dialogue, suspense.	Integrate dialogue to convey character & advance action
	Beginning to write for different purposes.	Sequence sentences to form short narratives.	Write about real events, recording these simply and clearly.	Proof-read for spelling and punctuation errors.	Proof-read for spelling and punctuation errors	Assess effectiveness of their own and others' writing-propose changes to grammar, punctuation & vocabulary to enhance effects & clarify meaning.	Assess effectiveness of their own and others' writing-propose changes to grammar, punctuation & vocabulary to enhance effects & clarify meaning.
	Write simple sentences which can be read by themselves and others, with some words spelt correctly and others phonetically plausible.	Write lists, labels and captions.	Choose the correct tense (past and present) and use this consistently	Begin to use a range of adverbs/adverbial phrases to open sentences (fronted adverbials)	Use paragraphs to organise ideas around a theme.	Use a variety of cohesive devices within sentences and paragraphs including pronouns & adverbials.	Links ideas across paragraphs using cohesive devices (ellipsis, pronouns, repetition., adverbials).

				Begin to use paragraphs to group related material.	Use a range of adverbs/adverbial phrases to begin sentences (fronted adverbials).	Link ideas across paragraphs using adverbials of time, place and manner.	Use bullet points to list information.
				Choose appropriate pronouns for clarity, cohesion and to avoid repetition e.g. I played with my cat, and he loved it.	Choose appropriate pronouns or nouns within and across sentences for cohesion	Use bullet points to list information.	Use headings, sub-headings, columns, bullets or tables.
				Use headings and sub-headings to aid presentation.	Use headings and sub-headings to aid presentation.		
<b>Sentence</b>	Write simple sentences which can be read by themselves and others, with some words spelt correctly and others phonetically plausible.	Understand how words combine to make sentences.	Understand the function of a statement, question, exclamation or command. Begin to use these sentence types.	Use expanded noun phrases for description and specification (e.g. the blue butterfly)	Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases e.g. the strict maths teacher with wavy hair.	Use expanded noun phrases to convey complicated information concisely e.g. a shy boy with pale, delicate features.	Use expanded noun phrases to convey complicated information concisely.
	Speaking: use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Show control over word order	Use expanded noun phrases for description and specification (e.g. the blue butterfly, the man in the moon).	Use prepositions in phrases (before, after, during, in, because of, across, over).	Use a range of adverbs and adverbial phrases to add information within a sentence - including fronted adverbials. Include a comma afterwards to separate the	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Select level of formality required.

					fronted adverbial from the rest of the sentence e.g. Later that day, the ship sank.		
		Orally use a variety of grammatical structures	Add more information to a sentence by using adverbs ending in -ly e.g. She walked quickly.	Extend range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although).	Use Standard English forms of verb inflections e.g. We were/I did.	Use adverbs to indicate degrees of possibility e.g. possibly, surely, perhaps.	Vary length and focus of sentence to express subtleties in meaning and focus on key ideas.
		Join words and clauses using 'and'	Use subordination (conjunctions such as when, if, that, because) and co-ordination (and, but, or).	Use a range of adverbs and adverbial phrases to add information within a sentence - including fronted adverbials.		Vary sentence length & word order to sustain interest.	Link ideas across paragraphs using a wider range of cohesive devices (subordinating conjunctions, adverbials, compare and contrast conjunctions).
		Use 'because' orally to develop reasoning and justify.	Use a range of adverbials of time for sequencing: first, next, then, finally).	Use present perfect tense e.g. she has helped the boy.		Use adverbials to build cohesion across sentences and paragraphs (firstly, however, in addition to this).	Use passive voice e.g. The boy was helped.
		Use orally, read and spell: 'when, if, that, but, or'.	Use present progressive e.g. She is helping the boy.			Use modal verbs to indicate degrees of possibility.	Use perfect form of verbs.

		Use some adjectives and adverbs to extend sentences.	Use past progressive e.g. She was helping the boy.			Use perfect form of verbs e.g. He had eaten.	Use subjunctive forms to show level of formality e.g. If I were you.
		Use adverbials of time for sequencing: first, next, then, one day.				Shift between tenses confidently.	Shift between tenses confidently.
		Use present tense and past tense.					
<b>Key Vocabulary</b>	Author, blurb, caption, explain, describe	Sequence, justify, reason, list, extend, describe, adverb, adjective	Proof-read, evaluate, sequence, describe, adverbials of time, past progressive, present progressive, subordination	Expanded noun phrase, present perfect tense, adverbial phrases, fronted adverbial, conjunctions, prepositions, purpose, headings, sub-headings, paragraphs, pronoun	Expanded noun phrase, present perfect tense, adverbial phrases, fronted adverbial, conjunctions, prepositional phrases, purpose, headings, sub-headings, paragraphs, pronoun, cohesion	Purpose, audience, cohesion, cohesive devices, perfect form, modal verbs, adverbials, possibility, expanded noun phrases, relative clauses	Expanded noun phrase, present perfect tense, adverbial phrases, fronted adverbial, conjunctions, prepositions, purpose, headings, sub-headings, paragraphs, passive voice, fomality