

Elkesley Primary & Nursery School



Reading and Writing Policy

Compiled by	Mr C Marsh	May 2022
Agreed by	Staff	May 2022
Approved by	Governors	June 2022
To be Reviewed		May 2024

Intent:

At Elkesley Primary and Nursery School, we intend to create confident readers and writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure the children are immersed in a range of genres and have a clear understanding of purpose. Our English lessons develop pupils' spoken language, reading, writing, grammar, and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. Our children will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our children are challenged and encouraged to take risks and view mistakes as another part of the learning process. Our children will always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

At Elkesley Primary and Nursery School, we:

- Recognise the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understand how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provide a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensure that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- Ensure that all pupils understand all elements of English, as per the national curriculum.

EYFS

The process of learning to write begins in the Early Years Foundation Stage before children are physically able to write. Teachers in the EYFS provide a rich play-based learning environment where children represent their thoughts and feelings in different ways. Adults model drawing and writing to develop understanding of the difference between the two. As children begin to understand that 'marks' can have meaning, they become more purposeful in their own 'mark making'. These marks will communicate their ideas, express their feelings and develop their imagination and creativity. Interactions with adults help to understand the child's mark making. Over time, supported by quality phonics teaching, children develop their awareness of the sound to symbol relationship which in turn progresses into writing separate words. Adults in Early Years underpin this process, from initial mark making to writing words and sentences, with high quality talk.

Phonics and Early reading

At Elkesley Primary and Nursery School, we use Little Wandle Phonics. Please refer to our phonics and early reading policy for further information.

Reading and Writing Learning Journey and lesson timings

Each unit of reading and writing will consist of learning done through a 1-3 week learning journey which will be completed through daily sessions. This is in order to ensure that the build-up of knowledge and skills is progressive and clear. This policy outlines a template for lesson planning, however, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. Although learning journeys do not follow a set structure, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song, however, each unit will be based around a core text from our Book Lists (see separate documents).

Cross-curricular links

Each term, there should be three writing learning journeys linked to other areas of the curriculum. Using a cross-curricular overview, teachers generate ideas on how to link writing to History, Geography, Science and RE. These curriculum areas may be the focus of a particular piece of writing or they will be used for application: previously learn texts should be practiced within all subjects to develop and depend understanding through practice.

Equal spread of coverage of genres

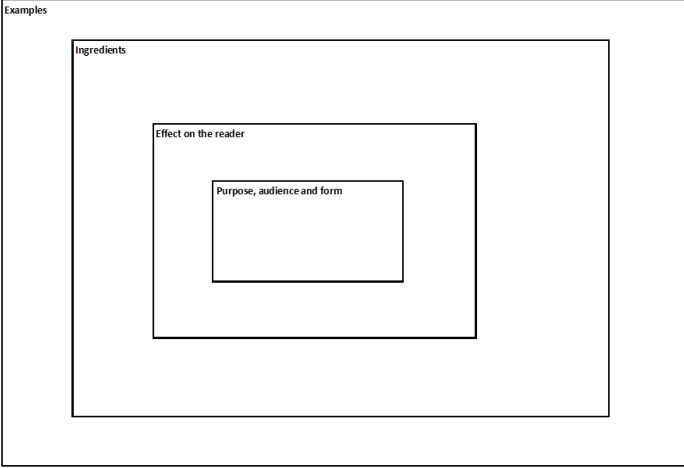
Genres of writing should be covered with an equal spread. Non-fiction followed by a narrative followed by descriptive writing and poetry. This is done so that children have the opportunity to apply skills equally to a range of writing as well being able develop technical, structural and vocabulary understanding. It also gives fixed points of comparison for each piece of writing. These genre overviews should be done at the start of the year but done so loosely so that they can easily be adapted if and when needed. These overviews should detail the any links made to other areas of the curriculum as well as skills that will be covered.

The Reading and Writing process

The writing process below is a guide on how writing is taught at Elkesley Primary and Nursery School in Key Stage 1 and Key Stage 2. Each writing unit will include each aspect within the process below, however, teacher expertise will dictate the final order of sessions and content dependant on the children and the chosen media.

1	<p>Hook – There must be a hook into the learning journey in order to make the writing engaging and purposeful. Each writing task is based on a book (from the class book list) or a literacy shed video or image.</p> <p>Hooks link to the media with some examples: stage a break-in, show the children a letter from the Prime Minister, dig up a time capsule, put forward a request form the Police etc</p> <p><u>New vocabulary of the learning journey</u> – Children are to be introduced to new words. These must be explained to the children with examples given and the use of these words should be modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. Key words are to be taught prior to accessing the text.</p> <p>Children will be given the opportunity to compile sentences using these words.</p> <p>Children should copy these words into their vocabulary banks to refer to throughout the year. These vocabulary banks are set under the statutory word list for that phase. See example.</p>
	<p>Reading and understanding the text</p> <p>1: First Read Teachers read the text to the children uninterrupted modelling accurate, fluent reading with appropriate intonation; Pupils actively listen and then share initial response.</p> <p>2: Return to the text Pupils read the same text using a range of approaches including: echo reading, choral reading, paired reading, individual (mumbled) reading.</p> <ul style="list-style-type: none">• Teachers support poor decoders and encourage pupils to read fluently with appropriate intonation (as modelled by the teacher)• Pupils identify words, phrases or concepts that they don't understand, are unsure about or would like to discuss with others and have an opportunity to explore/discuss/ explain the meaning of words, phrases or concepts. <p>3: Digging Deeply Re-read parts of the text to enable pupils to dig a little deeper:</p> <ul style="list-style-type: none">• Design activities to achieve learning objectives from the NC or progression document - learning objectives from wider curriculum areas may also be relevant but not the main focus.• Use a range of ways to record pupils' responses to the text<ul style="list-style-type: none">• Repeat for a series of lessons using different parts of the text

3	<p><u>Introduction to text type through WAGOLL</u></p> <p>Looking at features within the genre including which writing tools are best suited and why with focus on purpose – this shows the children the expectation of what they themselves are aiming for by the end of their unit of work. This should include:</p> <ul style="list-style-type: none"> • Features of the genre being covered (e.g. if you are writing an autobiography it should have key dates, be written in chronological order, first person pronouns etc.) • New vocabulary of the learning journey • Evidence of the skill(s) that you will be covering (writing tools).
4	<p><u>First skill of the learning journey</u> – Teachers will focus on one of the two skills children will be applying in this unit of work. These must be related to the National Curriculum and should be referred to as ‘Writing Tools’. It is vital that children understand the purpose of the tool they are using and its desired impact on the reader. E.g. I will use contrasting conjunctions as this will help add detail for the reader in relation to an opposite point.</p> <p>This is an opportunity for the children to fully understand the writing tool(s) which they will be using.</p> <p>Teachers will produce a guide to place on working walls for children to refer to; these may stay up for as long as they are required beyond a unit of work, as children may need to refer to these when applying tools to other writing independently.</p>
5	<p><u>Second skill of the learning journey</u> – Teachers will repeat the process of teaching a skill but focussing on a different skill/writing tool. Again, they will produce a guide for the working wall that will aid children’s understanding and independence.</p>
6	<p><u>Consolidation of skills</u> - Children are to complete activities to consolidate learning around the skills which they have learnt. It is important that they aim to include vocabulary for the learning journey in their application. Following the second input of a skill/writing tool, children are expected to produce writing where they are applying the use of both skills learnt during this unit so far. The may be in the form of a character/setting description, a short extract etc . They should be related to the stimulus where possible.</p>
7	<p><u>Re-writing a WABOLL</u> – Children should be given the opportunity to re-write an example of the end piece which is not to a high standard. The purpose of this is to give the children the chance to up-level writing, apply the use of the skills taught and apply the use of the words of the learning journey without being distracted by the content and context as this will already be within the WABOLL.</p> <p>WABOLLS should show a poor example of use of vocabulary and use of writing tools but otherwise do not contain mistakes or sentences that do not make sense. Before children are sent to re-writing the WABOLL, there is a discussion, modelling and scaffolding on how the WABOLL can be improved.</p>

8	<p>Planning stage - Children to plan their piece of writing based on the stimulus. Here, children are given a planning frame where they are guided into using the skills taught as part of the learning journey as well as the words of the learning journey.</p> <p>Planning frame</p>  <ul style="list-style-type: none"> • Children focus on the Purpose for writing, who is the audience and what form it will take. • They then consider what effect they want to have on the reader. • Ingredients are the building blocks to the text and children need to plan grammar and punctuation that would be appropriate. • In the outer box, children are to plan 'examples' of each of the ingredients that they will incorporate into their writing.
9	<p>First draft preparation with focus on SPAG skills – Before a first draft is complete, the class teacher leads a shared write with the children so that they will have an idea of where to lead their own writing. During the shared writing session, the teacher will 'think out loud', purposefully referring to the skills/writing tools and spelling rules which they are focusing on. When children write their first draft, they are reminded to refer to their plans and refer to the working wall to help them in their writing.</p>
10	<p>Edit and Improve using annotation– Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in blue pen. Once they have done this, they will then edit and improve their writing.</p>
11	<p>Final draft with continuous improvements – This is completed at the end of each unit and includes all the edits and improvements that have been made during the sessions.</p> <p>Children understand that this is not just an exercise in writing up the first draft with improvements in their best handwriting but they are expected to improve work as they write: self-improving and on-going editing should become second nature to children.</p> <p>When modelling how to make continuous improvements, teachers think out loud so children can 'see' and understand why they are making changes.</p>
12	<p>Post consolidation lesson – After assessment of the learning during the learning journey, a follow-up lesson addresses any skills that have not been fully embedded.</p>

The Reading Comprehension Abstract Skills process

The Reading Comprehension Process below is a guide on how comprehension skills are taught at Elkesley Primary and Nursery School in Key Stage 1 and Key Stage 2. This process is aimed at using a short text to develop reading speed and fluency and a specific skill of comprehension: Vocabulary, inference, prediction, explanation, retrieval or summarising texts.

1	Step 1: Before reading the text. Build/activate background knowledge to help all pupils access the text.
2	Step 2: First Read Teachers read the text to the children (this might be a paragraph, a chapter or the whole text) <ul style="list-style-type: none">• The first read should be largely uninterrupted• The teacher models accurate, fluent reading with appropriate intonation• Pupils are taught to actively listen by knowing what will be asked of them after the read• After the read, pupils share their initial response Qs: What questions come to mind? What did you wonder? What did it remind you of?
3	Step 3: Return to the text Pupils read the same text, or part of the same text using a range of approaches including: echo reading, choral reading, paired reading, individual (mumbled) reading. <ul style="list-style-type: none">• Teachers support poor decoders and encourage pupils to read fluently with appropriate intonation (as modelled by the teacher)• Pupils identify words, phrases or concepts that they don't understand, are unsure about or would like to discuss with others and have an opportunity to explore/discuss/ explain the meaning of words, phrases or concepts.
4	Step 4: Demonstrating understanding through a written response – known text Demonstrate understanding of a familiar text through a written response <ul style="list-style-type: none">• Pupils are taught how to understand what a question means• They are taught a range of strategies to support them to answer questions accurately• The class/group work through answers together (orally rehearsing first• Pupils are given opportunities to answer SATs style questions on the familiar text
5	Step 5: Demonstrating understanding through a written response – unknown text Demonstrate understanding of an unknown text through a written response using steps 1-4 independently. <ul style="list-style-type: none">• Pupils are given opportunities to answer SATs style questions on an unseen text in a low stakes environment• Feedback is provided to improve answers where needed• Pupils use all the skills and strategies developed in previous steps but more independently

New Vocabulary

Our aim is to encourage children to focus on the quality of the word and its impact, rather than choosing a word that they can spell. For each writing unit, children will be introduced to new words. These words should be relevant to the work being produced within the unit.

As part of our work on continuous provision across the school, children will expand their vocabulary and knowledge of vocabulary, and we encourage children to improve their writing and spelling to enable independent learning.

There must be a minimum of 6 new words introduced to the children during each learning journey. These words should be introduced within the first three lessons of the learning journey and link directly to the text which is being studied.

New vocabulary should be displayed in classrooms and should include the definition of the word, what type of word class it is and an example of the word within a sentence (related to the stimulus). Where possible, the example sentences should be created using the skills being taught i.e in a noun phrase or fronted adverbial phrase.

For Example:

Peculiar – Adjective

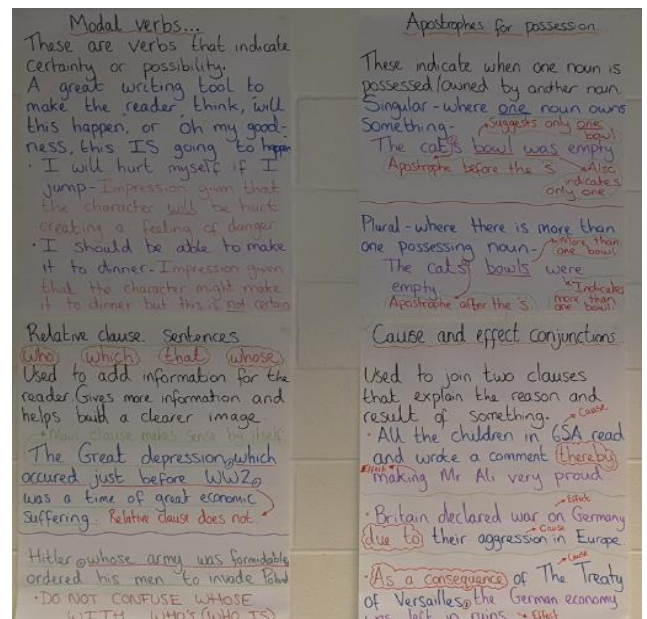
Definition - A word to describe something as strange or unusual.

Example - The shop window, that filled the shop front, displayed a peculiar object.

Synonyms – abnormal, odd, strange, weird.

Working Walls

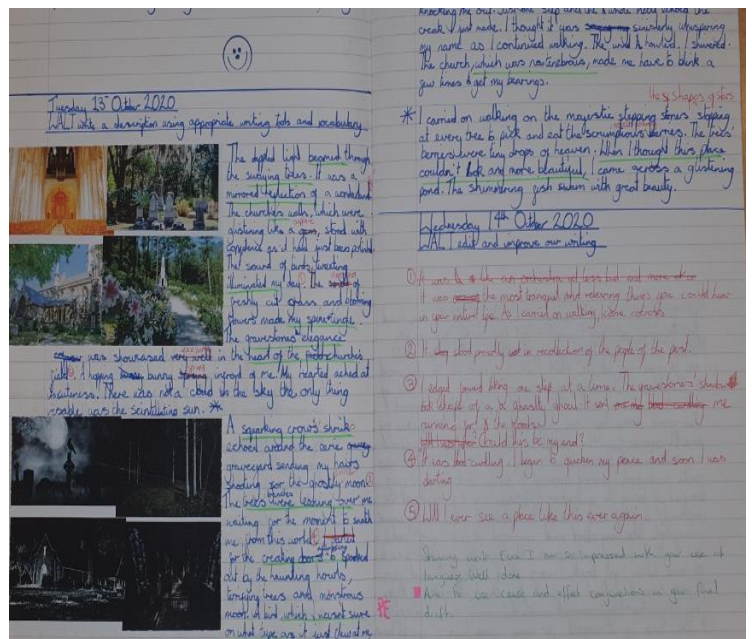
Working walls are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. These should be written clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision. These should remain on the walls for as long as the children need and should remain after a learning journey so children are reminded and encouraged to use these skills in other writing.



Edit and improve process using annotations

Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in blue pen. Once they have done this, corrections or edits should be made in the body of the text (annotations). Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be included as a footnote.

We ensure that pupils understand that, during this process, they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.



Please see marking policy for 'Marking for Literacy' signs and symbols.

Non-negotiables

For each year group, there is a set of no-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and develop the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the text type:

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Use capital letters, full stops, question marks, exclamation marks and commas for lists. • use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause <ul style="list-style-type: none"> ○ Use conjunctions (when, so, before, after, while, because). ○ Use adverbs (e.g. then, next, soon). ○ Use prepositions (e.g. before, after, during, in, because of). • Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact. • Correctly use verbs in 1st, 2nd and 3rd person. • Use perfect form of verbs to mark relationships of time and cause. • Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech. • Group ideas into basic paragraphs. • Write under headings and sub-headings. • Use 'a' or 'an' before a word starting with a vowel or consonant. 	<ul style="list-style-type: none"> • Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause • Use past and present tense correctly and consistently • Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition). • Use adjectival phrases (e.g. biting cold wind). • Use appropriate choice of noun or pronoun. • Use fronted adverbials and use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). • Use apostrophe for singular and plural possession. • Use commas to mark clauses. • Use inverted commas and other punctuation to punctuate direct speech. • Use paragraphs to organised ideas around a theme. 	<ul style="list-style-type: none"> • Use connecting adverbs to link paragraphs. • Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly. • Use inverted commas and other speech punctuation to indicate direct speech. • Use commas to clarify meaning or avoid ambiguity. • Add phrases to make sentences more precise and detailed. • Use range of sentence openers – judging the impact or effect needed. • Use pronouns to avoid repetition. • Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will). • Use the following to indicate parenthesis: <ul style="list-style-type: none"> ○ Brackets ○ Dashes ○ Commas • Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Use relative clauses beginning with who, which and that to add detail and description • Use verb phrases to create subtle differences (e.g. she began to run). • Consistently organize into paragraphs. • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). • Use fronted adverbials with commas to vary sentence structure 	<ul style="list-style-type: none"> • Use subordinate clauses to write complex sentences. • Use passive voice where appropriate. • Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). • Use a sentence structure and layout matched to requirements of text type. • Use semi-colon, colon or dash to mark the boundary between independent clauses. • Use colon to introduce a list and semi colon within a list. • Use correct punctuation of bullet points. • Use hyphens to avoid ambiguity. • Use full range of punctuation matched to requirements of text type. • Use wide range of devices to build cohesion within and across paragraphs. • Use paragraphs to signal change in time, scene, action, mood or person.

Handwriting

Handwriting is a demanding and complex skill which takes time to perfect. As a child progresses through primary school the requirement to write quickly, legibly and fluently increases considerably, as does the cost of being unable to do so.

We aim for all pupils to develop a legible and fluent style of handwriting with consistent letter shape and size in order to raise motivation and esteem when writing. We maintain a high profile for handwriting and presentation skills as excellent handwriting habits to impact positively on the content of written work. To achieve these aims we use the Martin Harvey handwriting scheme.

We encourage 3 levels of presentation:

Top: for display (but not only for display) or for a special piece of work within a book.

Middle: usual presentation expected in lined exercise books.

Lower; notetaking, generating ideas.

Tools and Resources:

- Good quality sharp HB pencils.
- Staedtler 309 black handwriting pens; black used for corrections/editing (Children move from pencil to pen in Year 3/4 if the teacher considers them ready).
- Martin Harvey's Line guides.

Teaching Style:

Children are explicitly reminded to use the following four good habits for handwriting:

- Use two hands (one to write, the other on the book)
- Keep six feet on the floor (two human, four chair) •
- Sit in the Bottom Back in Chair position (BBC)
- Sit with your Tummy Near the Table (TNT)

Teachers model handwriting during a lesson using a whiteboard and marker pen; teachers should model right and left handed movements. Left handed children can be encouraged to model for the class. The quality of 'teacher talk' during modelling and the lesson in general is vital. Teachers will vocalize the size and shape of letters, the movement of the pencil and the nature of joins.

Each teacher demonstration is followed by children's practice lasting about 2 minutes. Teachers and Teaching Assistants constantly move around the class while children are writing to reinforce teaching objectives, assess progress and offer praise or support as necessary. They should model in children's books in red pen.¹¹

Letters should touch both lines on the narrow bands, but not go above the top line or below the bottom line. Tall letters go up to the top broken line on the line guide. Descending letters go to the bottom broken line on the line guide. The letter 't' ends halfway between the top solid line and the top broken line. Numbers are the same height as capital letters. All other letters sit between the top and bottom solid lines, touching both.

The joining of letters begins in Year 2; capital letters are never joined to other letters; letters b/p/s/g/y/j are never joined to other letters.

Timetabling:

It is an expectation that handwriting is taught a minimum of three days a week for fifteen minutes at a time.

Progression of Skills in Handwriting

1. Letters are usually clearly shaped and correctly orientated (EYFS / Y1)
2. Letters are accurately formed and consistent in size (Y1/ Y2/ Y3)
3. Handwriting is joined and legible (Y2/ Y3/ Y4)
4. Style is fluent and legible (Y4/ Y5)
5. Handwriting style is joined, clear and fluent, and where appropriate, is adapted to a range of tasks (Y5/ Y6).

Writing for pleasure

Each week our lessons build on key elements of writing through implementation of this policy and children apply these in their final draft. However, we also feel it is imperative that children have the opportunity to write about topics they have a personal interest in.

Each week, the children will be given the opportunity to write for 20 minutes for pleasure without success criterias.

We are aware that some children may well struggle with the free-form element of this session and so we have included a prompt to support (emphasis on giving the children a range of stimuli to encourage their imagination and to inform their writing) However, the prompt is entirely optional.

Work is not marked but expectations remain high and teachers use this time to ensure grammar, punctuation and spelling are embedded and being applied.

Children are provided with books which they take through school so that they can take pride in the work they have produced and the progress that they have made.

Spellings

Our aim is to teach spelling systematically throughout the school and to adopt a whole-school approach. This will be supported by the use of Spelling Shed; we will encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum (common exception words); we equip children with the strategies to tackle unknown words independently and sensibly which will, in turn, develop fluency.

In EYFS and LKS1, spelling is taught through our Little Wandle phonics scheme (See Reading Policy).

In Year 1, spellings are directly linked to the teaching and learning of phonics from the LittleWandle scheme. Weekly spellings are set according to the phonics being taught. Common exception words are taught weekly within this to ensure the National Curriculum requirements are met. Spelling Shed is used for pupils to practice the phonics skill being taught. Once a new rule/phoneme has been introduced in a lesson, it is critical that this is then reinforced and revised regularly through activities on Spelling Shed as well as handwriting activities. Where appropriate, pupils should always be encouraged to explain why they chose a particular spelling. This reinforcement is particularly important if pupil's knowledge is to be transferred to their independent writing.

Year 2 will be taught using the Spelling Shed Scheme, however, at the start of Year 2, pupils are assessed to establish any further gaps in phonetic knowledge. Some children may need to continue with the teaching of phonics. Question level analysis will be completed by the Class Teacher to identify whole class, group and individual pupils next steps in spelling - identified gaps in learning will be taught by using Spelling Shed.

It is expected that in Key Stage 2, the majority of children will have a secure understanding of phonics and will increasingly use morphology and etymology to support their spelling. Phonics is not taught explicitly (unless as an intervention) but is still consolidated through the teaching of spelling, reading and handwriting. In addition to consolidating phonetical understanding, in KS2, children need to understand relationships between meaning and spelling where relevant e.g. understanding the links between medical and medicine. Pupils will also understand the principles of prefixes and suffixes. Teachers will be aware of spelling patterns taught throughout the school so that rules can be consolidated and built on.

In Key Stage 2, spelling is taught and revisited regularly in both morning task time and in discrete teaching time (spelling, punctuation and grammar session within the teaching of English). Spelling is also reinforced during handwriting sessions and taught in context across the curriculum. Spelling lessons are taught to meet the needs of all learners, with a key focus on spelling strategies and games. In order to guide children to becoming more confident spellers, the teaching of spelling is as investigative as possible. The lessons provide visual, auditory and kinaesthetic elements in which the children play a vital role in their own learning.

In Key Stage 2, pupils follow the Spelling Shed scheme of learning. Teachers will identify gaps in learning for the whole class as well as groups of pupils and individual pupils. Spelling Shed will allow with the teaching of spelling rules as well as common exception words. Word banks can also be created on Spelling Shed to learn specific vocabulary taught within lessons from across the curriculum, including Science, History and Geography. Weekly spellings will be given to pupils via Spelling Shed for practice at home and at school.

Dictation

Dictation should be done weekly as part of the national curriculum requirements in the back of English books. These should test the spellings given out for that week and punctuation as well as punctuation rules for your year group. These could be in the form of sentences or a paragraph and the spellings and punctuation being tested should be highlighted in red. Once these have been read out and the children have written these, they are to mark their own work. As much as possible, these sentences/paragraphs should be written using the skills that are being taught in that week's learning journey and should, where possible, link to the context of the writing for that learning journey too. See example adjacent.

1. Alma, who was not at all **cautious**, found the lure of the doll **infectious**.
2. Alma's **ambitious** personality meant she would not give up however **facetious** her actions may have been.
3. The demonic presence was **aggressive** and wanted Alma's **nutritious** soul.
4. The eerie shop wasn't an **amateur** at capturing children.
5. One can only hope this story is **fictitious** but it's true.
6. That morning, Alma was not **conscientious** in her decision making.
7. If she were more **superstitious**, she wouldn't have entered the monster's mouth.

Spelling

/10

Punctuation

/17

Teaching and Learning

At the end of each term at Elkesley Primary and Nursery School, it is the expectation that there are a minimum of four to six final draft pieces of writing in the children's Final Draft books. There should be a range of text types, including fiction, non-fiction and poetry.

Non statutory text type/ genre guidance for Key Stage Two:

Fiction	Non-fiction	Poetry
<ul style="list-style-type: none">• Write stories set in places pupils have been.• Write stories that contain mythical, legendary or historical characters or events.• Write stories of adventure.• Write stories of mystery and suspense.• Write letters.• Write plays.• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.	<ul style="list-style-type: none">• Write instructions.• Write recounts.• Write persuasively.• Write explanations.• Write non-chronological reports.• Write biographies.• Write in a journalistic style.• Write arguments.• Write formally.	<ul style="list-style-type: none">• Learn by heart and perform a significant poem.• Write haiku.• Write cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor).

Teachers clearly establish the purposes and audiences for writing at the start of the process of each 'learning journey' or unit of work. They make teaching objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they will need to undertake and the nature of proposed outcome, which is real and purposeful. The learning journey should be made clear to the children, who are fully involved in the process and clear about the outcome they are working towards. In Key Stage Two, pupils experience writing in different forms for a variety of audiences. They write for different purposes and are taught to plan, draft, proof read, improve and present their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.