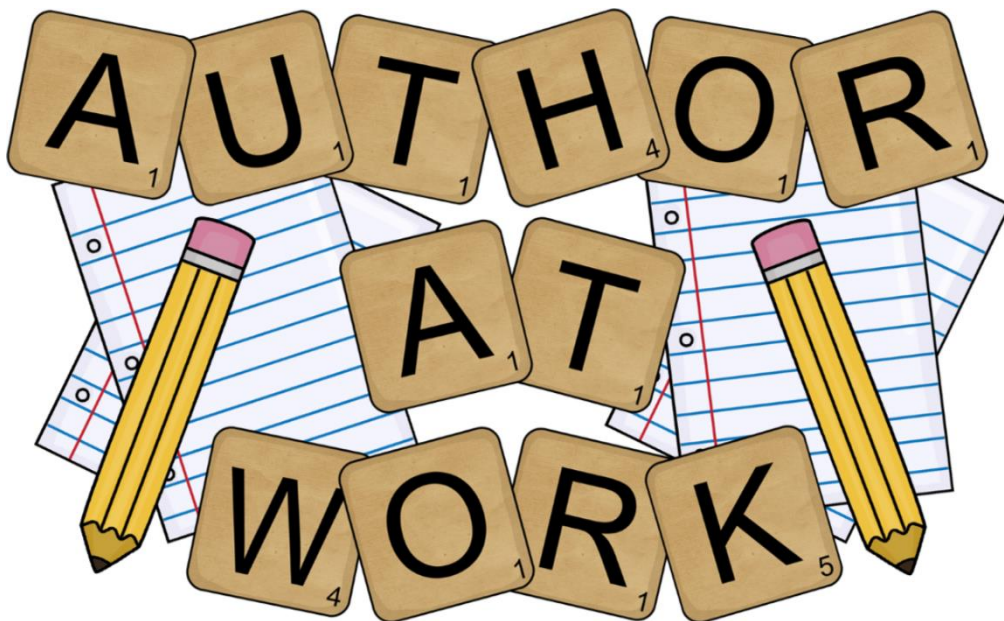




TEACHING AND LEARNING WRITING

A Handbook for Teachers



NOVEMBER 1, 2022

BT

Writing guidance document – November 2022

The aims of this handbook are to bring together in one place all the documentation we have developed in order to improve children's writing at Wadsworth Fields, providing clarity and ease of access to a complex process.

The first and most important consideration is our ambition for the children in our care.

School Writing Intent

Intent for the children:

1. All children are writers. They not only can write, but want to write.
2. That they are able to express themselves clearly, confidently and imaginatively, using a wide vocabulary, both verbally and through writing.
3. That their transcription will be efficient, enable clarity and not impede their expression.
4. Understand the audience and purpose for their writing, and adjust the style and content accordingly.
5. That they will develop an automaticity of core skills in order to build the foundations for more complex skills.
6. That they will plan, draft, edit and publish extended pieces of writing, using feedback from teachers and peers to identify areas for improvement.
7. That they will be able to construct grammatically sound sentences which show increasing control and manipulation for meaning as they progress through the school.
8. That they will learn the meta-language necessary to be able to discuss their writing

Implementation

To ensure that the children do this, teachers must:

1. Motivate and enthuse the children, and praise the effort.
2. Provide opportunities in English and throughout the curriculum which will expose children to a wide vocabulary, and to use it in their writing.
3. Use the school handwriting style and practise it regularly so that handwriting becomes fluent; to ensure that children have a secure knowledge of phonics, morphology and orthography to enable them to spell accurately.
4. Make clear the audience and purpose for a piece of writing and to model to children how to adapt writing to those needs.
5. Use the non-negotiables and feedback to ensure that children are secure in the core skills; to use Planning for Progress documents to ensure children make progress through the school.
6. Model the planning and drafting process through shared discussion and writing, and provide opportunities for children to receive both oral and written feedback on their writing. Assess children's writing to identify strengths and future learning focuses.
7. Use Rainbow Grammar to ensure that children can not only construct grammatically sound sentences and show them how to manipulate sentences for effect.
8. Ensure children learn correct terminology to enable children to discuss their writing using the correct terminology.

Use interesting and challenging writing for models, which can be used to inform style, vocabulary, structure for children's own writing.

What the National Curriculum says

Purpose of study English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Aims The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- ♣ read easily, fluently and with good understanding
- ♣ develop the habit of reading widely and often, for both pleasure and information
- ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ♣ appreciate our rich and varied literary heritage
- ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English – key stages 1 and 2 4 misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- ♣ transcription (spelling and handwriting)
- ♣ composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Core Objectives

The school's intents and the National Curriculum have been condensed into a set of core objectives for writing to which every teacher plans:

Key Stage 1

Composition

- * To write for a reason
- * To use amazing description
- * To write in complete sentences
- * To set out writing to match the job

Transcription

- * To write letters neatly
- * To spell correctly
- * To use full stops and capital letters

Analysis and Presentation

- * To check and fix writing
- * To publish writing

Key Stage 2

Composition

- C1) To write with purpose
- C2) To use imaginative description
- C3) To organise writing appropriately
- C4) To use paragraphs
- C5) To use sentences appropriately

Transcription

- T1) To present neatly
- T2) To spell correctly
- T3) To punctuate accurately

Analysis and Presentation

- AP1) To present writing
- AP2) To analyse writing

Implementation

How will we meet our core aims? Bringing it all together.

	Aims for the children	To ensure that the children do this, teachers must:	Methods	KS1 Core Objectives	KS2 Core Objectives
1	All children are writers. They not only can write, but want to write.	Motivate and enthuse the children, and praise the effort. Find interesting and imaginative ideas as subjects for writing	Praise success however small Writing certificates and pencils/pens in Golden Assembly Provide plenty of opportunities for writing for different purposes Pobble 365 Literature based themes Story time to build appreciation of good quality writing	* To use amazing description	C2) To use imaginative description
2	That they are able to express themselves clearly, confidently and imaginatively, using a wide vocabulary, both verbally and through writing.	Provide opportunities in English and throughout the curriculum which will expose children to a wide vocabulary, and to use it in their writing.	VIPERS Story time Subject based vocabulary	* To use amazing description	C2) To use imaginative description
3	That their transcription will be efficient, enable clarity and not impede their expression.	Use the school handwriting style and practise it regularly so that handwriting becomes fluent; to ensure that children have a secure knowledge of phonics, morphology and orthography to enable them to spell accurately; to ensure children punctuate accurately to clarify meaning.	Spelling: Sounds and syllables Rocket Phonics Handwriting: PenPals Dictation	* To write letters neatly * Too spell correctly * To use full stops and capital letters	T1) To present neatly T2) To spell correctly T3) To punctuate accurately AP1) To present writing
4	Understand the audience and purpose for their writing, and adjust the style and content accordingly.	Make clear the audience and purpose for a piece of writing, use texts which will support the aims and to model to children how to adapt writing to those needs.	Display clearly and remind children regularly Include discussion during shared writing	* To write for a reason * To use amazing description * To set out writing to match the job	C1) To write with purpose C2) To use imaginative description C3) To organise writing appropriately C4) To use paragraphs AP2) To analyse writing
5	That they will develop an automaticity of core skills in order to build the foundations for more complex skills.	Use the non-negotiables and feedback to ensure that children are secure in the core skills; to use Planning for Progress documents to ensure children make progress through the school.	Non-negotiables to inform marking and lesson objectives Planning for Progress documents to ensure curriculum coverage	* To write in complete sentences * To write letters neatly * Too spell correctly * To use full stops and capital letters	T1) To present neatly T2) To spell correctly T3) To punctuate accurately
6	That they will plan, draft, edit and publish extended pieces of writing, using feedback from teachers and peers to identify areas for improvement.	Model the planning and drafting process through shared discussion and writing, and provide opportunities for children to receive both oral and written feedback on their writing. Assess children's writing to identify strengths and future learning focuses.	Shared writing Use oral and written feedback Ensure children check every piece of work for core skills Hot Tasks to allow formative assessment	* To set out writing to match the job * To check and fix writing *To publish writing	C3) To organise writing appropriately AP1) To present writing
7	That they will be able to construct grammatically sound sentences which show increasing control and manipulation for meaning as they progress through the school.	Use Rainbow Grammar to ensure that children can not only construct grammatically sound sentences and show them how to manipulate sentences for effect.	Shared writing Rainbow grammar	* To write in complete sentences	C5) To use sentences appropriately
8	That they will learn the meta-language necessary to be able to discuss their writing	Ensure children learn correct terminology to enable children to discuss their writing using the correct terminology.	Standardised school definitions for grammar terms. Use terms when shared writing or discussing texts.		AP2) To analyse writing (using correct terminology)

Planning

Teachers will use the Planning for Progression grids which show the content for the year (see appendix 1). These have been created using the National Curriculum, Rainbow Grammar planning documents and Michael Tidd's Writing for a Purpose document. These can all be found in the appendices and in the English file on the staffroom drive, in a file marked 'Planning Documents.'

All planning for writing should begin by familiarising children with the conventions of the genre by reading and analysing good quality texts. Next, they will use these conventions to produce, through shared writing, a supported or jointly written text. They should subsequently have the opportunity to independently apply everything that they have learnt to final piece of extended independent writing.

Though teachers may approach writing in a personalised way, all teaching of writing should conform to this approach. For clarity here, the Three I's terminology used in Talk for Writing, is used for reference.

David Didau's The Secret of Literacy: Making the Implicit Explicit also reflects this.

Imitate (Explain)

All planning for writing for begin by children experience of the text type using high quality texts which show the skills and knowledge which the children need to develop. There should be discussion of language, text structure and organisation, and how these have been adapted for the needs to the audience and the purpose of the text. Teachers may include focused lessons on the key skills, learning and terminology which will need in order to write the genre independently.

The Sue Palmer frames provide and excellent visual structure which the children can use to identify the structure of a text. These are also used in the Reading for Understanding approach. The children can 'Box Up' writing to understand how a text is organised.

Children may use Talk for Writing to internalise the text.

Vipers and class reading time also opportunities for examination of further examples of the genre, building the children's experience, exposure to language and text structure.

Innovate (Model and scaffold)

Shared writing is essential in this phase in order for teachers to model the writing process. Joint text construction, with the teacher articulating thought processes, is vital.

The Sue Palmer frames can also provide a structure for the planning and organisation of children's writing.

While Rainbow Grammar is an essential component of sentence structuring, teachers should avoid grammar exercises which have little value in children learning a new skill. Of far greater value are dictation exercises, in which children are required to focus on transcription, and Rainbow Grammar which can be used creatively to manipulate sentences and structures particular to the genre. Shared writing will offer many opportunities for the teacher to model and discuss language choices in general, and genre specific skills in particular.

Expectations need to be that all children are able to write. In order to attain this, a 'same bar; different ladders' approach is essential. Higher attaining children may wish to be more independently innovative; lower attainers will require a greater scaffolding in order to attain independence.

Invent (Independent construction)

The children should end the process by having an opportunity to independently to show what they have learnt. This phase may be used as a writing assessment tool. It may be a Hot Task.

Some genres of writing - information texts, science investigations explanations, recount for example – may be genre types which are revisited frequently during the year, so it may be worth teachers ‘front-loading’ the year with these genres so that children have chance to revisit, embed and build on previous writing throughout the year and in differing curricular areas.

Differentiation

The expectation must be that all children will be able to write independently. In order to achieve this, teachers need to employ a ‘same bar; different ladders’ approach.

Working towards the Expected Level

These children may require a greater degree of scaffolding in order to write independently. They may need to ‘talk the text’ with a partner or adult, they may need supported spelling resources, they might jointly plan or construct a text in a group.

Working at the Expected Level

The essential requirements of the task must be made explicit to the children either through success criteria or by a Writers’ Toolkit. These may include non-negotiables (which all children must include), the key skills (which most will include) and features for higher attainers, which those working at the expected level may also try.

Working at Greater Depth

There should be the expectation that children working at greater depth will not only write, utilising the essential features of the genre, but will also be able to manipulate structures and language independently. Within each piece of extended writing, teachers need create opportunities for higher attaining pupils to include their own ideas and individuality into a text, and to make clear ways in which they might choose to do this.

Possible Weekly plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration	30 minutes handwriting (15 minutes daily handwriting in the Autumn Term)	10 minutes handwriting	10 minutes handwriting	10 minutes handwriting	10 minutes handwriting
Lesson	30 minutes grammar 45 minutes spelling	15 minutes grammar Shared Writing	Independent Writing	10-15 minutes grammar Spelling	60 minutes reading
VIPERS	Day 1 - Introduce vocabulary, with word class, definitions and synonyms.	Day 2 - Recap vocabulary and introduce the text	Day 3 - Children to complete a short vocabulary exercise.	Day 4 - Grammar linked to the text - this session can be as short or long as you wish.	Day 5 - VIPERS questions related to the text

Implementation: How Will We Meet Our Aims?

1	All children are writers. They not only can write, but want to write.	Motivate and enthuse the children, and praise the effort. Find interesting and imaginative ideas as subjects for writing	Praise success however small Writing certificates and pencils/pens in Golden Assembly Provide plenty of opportunities for writing for different purposes Pobble 365 Literature based Story time to build appreciation of good quality writing	* To use amazing description	C2) To use imaginative description
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Motivation

Children need to see themselves as writers, and for this, motivation to write is essential. Ideally, motivation will be internal and will require the teacher to encourage good writing for its own sake. However, it is recognised that some children will also require an external motivation.

Nurturing internal motivation:

- Praise the effort.
- Praise any small steps of progress, and that which you would like to see repeated.
- Show the class good examples of children's writing, explaining precisely what you like about it.
- Constructive and precise feedback in both oral and written forms.
- Be an excited writer yourself.

External Motivation

- Writers' Awards in Golden Assembly
- Use a special pen
- Prize from the Brain Box
- Phone call home

Inspiring Writing

In order for the children to want to write, they need to see the purpose, and find the subject sufficiently interesting. These are some ideas for how to make the task of writing inspiring or purposeful:

- Free writing has been shown to enthuse many children, who revel in the opportunity to pursue their own ideas.
- Pobble 365 has interesting pictures to write about
- Base writing on a class story
- Begin a writing task with an experience
- Make writing funny e.g. Explain what is really happening inside the photocopier
- Read to the class regularly so that children can hear what good writing sounds like. Discuss description, phrases or vocabulary which you really like.
- Be a writer yourself
- Give lots of opportunities to write for many different purposes
- Write factual text about something fictitious e.g. instead of writing instructions for a sandwich, write about how make a magic potion, how to fly using only a bottle of Dr Pepper, how to calm your teacher when she returns empty-handed from the photocopier.

2	That they are able to express themselves clearly, confidently and imaginatively, using a wide vocabulary, both verbally and through writing.	Provide opportunities in English and throughout the curriculum which will expose children to a wide vocabulary, and to use it in their writing.	VIPERS Story time Subject based vocabulary	* To use amazing description	C2) To use imaginative description
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The Limits of my language are the limits of my mind - Wittgenstein

One of the most significant gaps which we try to narrow is that between the word-rich and the word-poor. Research shows that at age 7, children in the top quartile for language development have 7100 words, and those in the lowest have less than 3000. Many have a functional vocabulary of around 800 words.

‘Spoken language forms a constraint, a ceiling not only on the ability to comprehend but also on the ability to write, beyond which literacy cannot progress.’ (Myhill and Fisher – Informing Practice in English 2005) ‘So, if our spoken language isn’t up to snuff nothing else will be either. This means that those ‘who possess intellectual capital when they first arrive in school have the mental scaffolding and Velcro to catch hold of what is going on, and they can turn the new knowledge into still more Velcro to gain still more knowledge.’ (Hirsch – The Schools We Need: And Why We Don’t Have Them 1999) quoted by David Didau in The Secret of Literacy.

This is called The Matthew Effect – to those that have shall be given. This is the gap we are trying to narrow: the language gap.

Creating Opportunities for Language Development

- STORY TIME – This is absolutely essential and MUST be ring-fenced. Note and discuss language, save it for your own writing.
- VIPERS – the weekly reading plan integrates the acquisition of new vocabulary
- Spelling – studying morphology and etymology provides opportunities for development of word families and their meaning
- High quality texts
- Display key vocabulary for a topic
- Teachers modelling quality language and encouraging children to do the same.

3	That their transcription will be efficient, enable clarity and not impede their expression.	Use the school handwriting style and practise it regularly so that handwriting becomes fluent; to ensure that children have a secure knowledge of phonics, morphology and orthography to enable them to spell accurately; to ensure children punctuate accurately to clarify meaning.	Spelling: Sounds and syllables Handwriting: PenPals Dictation	* To write letters neatly * Too spell correctly * To use full stops and capital letters	T1) To present neatly T2) To spell correctly T3) To punctuate accurately AP1) To present writing
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Handwriting

- Use the Pen Pals scheme to ensure that the children have a neat, fluent style with well-formed letters.
- By Y6, children should have a well-developed style and be able to vary it according to the task.
- In the Autumn Term, children should spend around 15 minutes a day, for a minimum of three days a week practising their handwriting. This should be repeated in other terms where necessary.
- Writing intervention may focus on handwriting where appropriate as it is a quicker and easier skill to fix.
- Give a variety of opportunities to write for a variety of purposes and with a variety of implements.
- In Years 5 and 6, to experiment with a variety of writing implements in order to find one which suits individual style.

Spelling

- Teach phonics systematically using Rocket Phonics
- Continue to teach phonics through to upper school using Sounds and Syllables
- Encourage children to use adventurous vocabulary, underline it during writing, and check the spelling of it during the editing process.
- Highlight spelling of misspelt non-negotiable or common exception words, and ensure children correct these.
- Teach and ensure children learn statutory spelling, looking for opportunities to use it in writing and correcting during marking.
- Teach morphology so that children can become familiar with patterns of words to aid their spelling and their decoding and understanding of words when reading.
- Teach orthography, showing children how to add prefixes and suffixes to create different word classes.

Promoted Punctuation Activities:

- Use Rainbow Grammar to teach the key components of a sentence and how to punctuate these.
- Use dictation so that children can hear a piece of writing and discern where to use punctuation while being removed from the need to devise a sentence of their own.
- Use 'Punctuation Doctor' exercises in which children must identify and correct passages of writing.
- Model and discuss the use of punctuation during shared writing.
- Ensure that children are taught the skills of self-checking. This can be modelled at the end of a shared writing session.
- Ensure that children have checked their work before the hand it in. Giving a piece a quick scan before it is places on a marking pile can ensure that the children have checked for capital letters and full stops. These are non-negotiable skills.

4	Understand the audience and purpose for their writing, and adjust the style and content accordingly.	Make clear the audience and purpose for a piece of writing, use texts which will support the aims and to model to children how to adapt writing to those needs.	Display clearly and remind children regularly Include discussion during shared writing	<ul style="list-style-type: none"> * To write for a reason * To use amazing description * To set out writing to match the job 	C1) To write with purpose C2) To use imaginative description C3) To organise writing appropriately C4) To use paragraphs AP2) To analyse writing
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The audience and purpose of a piece of writing should be made explicit before the children begin to plan. These considerations will affect the tone, language, structure and formality of a piece.

Discussion of both of these considerations needs to form part of discussion during shared writing.

In class story time, discuss authors use of language and how it benefits the reader and audience.

5	That they will develop an automaticity of core skills in order to build the foundations for more complex skills.	Use the non-negotiables and feedback to ensure that children are secure in the core skills; to use Planning for Progress documents to ensure children make progress through the school.	Non-negotiables to inform marking and lesson objectives planning for Progress documents to ensure curriculum coverage	<ul style="list-style-type: none"> * To write in complete sentences * To write letters neatly * Too spell correctly * To use full stops and capital letters 	T1) To present neatly T2) To spell correctly T3) To punctuate accurately
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“Practice makes permanent; only perfect practice makes perfect” – The Secret of Literacy D.Didau

When children in Y6 omit capital letters, “they are unthinkingly repeating what they have practised. After years of not practising, they have become superb at not using capital letters.” DD. This is what Doug Lemov calls ‘encoding failure.’

In order for children to become secure in these important but often forgotten skills, we need to ensure that they are practised perfectly, so that when they are writing, the skills become automatic. For this reason, we have worked together as a staff to identify those features we believe are essential; those which we will ensure are automatic before they begin the next year of education.

These non-negotiable skills should be explicitly taught. They should also form part of the children’s checking procedure before they submit work for marking. Teachers should check for these when marking children’s writing and ensure that editing takes place.

The Progress in Non-Negotiables document can be found in appendix 2

6	That they will plan, draft, edit and publish extended pieces of writing, using feedback from teachers and peers to identify areas for improvement.	Model the planning and drafting process through shared discussion and writing, and provide opportunities for children to receive both oral and written feedback on their writing. Assess children's writing to identify strengths and future learning focuses.	Shared writing Use oral and written feedback Ensure children check every piece of work for core skills Hot Tasks to allow formative assessment	* To set out writing to match the job * To check and fix writing *To publish writing	C3) To organise writing appropriately AP1) To present writing
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Teachers need to use the above planning format to lead children through the writing process.

Planning

Planning to the Sue Palmer frameworks give a clear visual representation of the structure of writing which children will be able to use independently. This can be combined with the Talk for Writing idea of Boxing Up.

The needs of the audience and the purpose of the writing should be made clear, and content and language discussed with the class.

Draft

Children will write a first draft. Older children may adapt their handwriting in order to write more quickly at this stage, then producing neat writing for a final publish.

Children may 'wiggly line' spelling they are uncertain of to indicate that they will need to check it during editing. Ideally children will not use a dictionary or ask a teacher for a spelling at this stage to allow them to focus more on content. Children may write on alternate lines in order to allow space for insertion and correction.

Edit

Children MUST ALWAYS check their own writing for non-negotiables before handing in. They may mark their work with a purple pen so that teachers can clearly identify changes that have been made.

Children may work with a partner to check their work. Asking a partner to read the writer's work back to them can be very powerful as the needs of the reader become evident very quickly. Children might check their work against success criteria or a toolkit and assess its effectiveness for themselves.

If alternate lines have been left clear, children might make additions or corrections to spelling.

Peer markers might make comments about aspects of the writing they found successful as well as suggestions for improvement.

Publish

Publishing of work gives value and allows opportunity for children to focus more on the neatness of presentation once content has been established.

A final neat copy is usually made. Y5/6 will write these into their publishing books in readiness for writing assessment and moderation.

7	That they will be able to construct grammatically sound sentences which show increasing control and manipulation for meaning as they progress through the school.	Use Rainbow Grammar to ensure that children can not only construct grammatically sound sentences and show them how to manipulate sentences for effect.	Shared writing Rainbow grammar	* To write in complete sentences	C5) To use sentences appropriately
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The use of Rainbow Grammar throughout the school has now secured sound sentence construction for a large majority of children and needs to continue.

As the children move through school, they are able to explore more complex sentence construction and begin to make choices about mood and meaning when moving clauses within a sentence.

Choosing a genre for Rainbow Grammar to match the genre of writing can help children to rehearse sentences in readiness for writing.

The Rainbow Grammar handbook can be found in the English file in the Staffroom drive.

8	That they will learn the meta-language necessary to be able to discuss their writing	Ensure children learn correct terminology to enable children to discuss their writing using the correct terminology.	Standardised school definitions for grammar terms. Use terms when shared writing or discussing texts.		AP2) To analyse writing (using correct terminology)
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In order to enable children to discuss their writing precisely, and in readiness for formal assessments, it is vital that children not only understand but also learn the correct terminology.

Staff need to use the established and agreed terminology so that children do not have to relearn terms as they progress through school.

Definitions for terms may become more complex and precise as children move through the school, but there will be consistency between classes and year groups.

Teachers not only need to ensure that the children understand the concept and term, but also that they have learned it. Terms must be revisited regularly (see the Ebbinghaus Forgetting Curve) and used in discussion during shared writing.

Word Classes (Names taught)	Year Group						
	R	1	2	3	4	5	6
Noun	A naming word	A naming word for a person, place or thing				A naming word for a person place, thing or idea	
Verb	A doing word*						
Adjective	A describing word	A word that describes a noun					
Adverb			A word that describes how	A word that describes how, when or where a verb is done.			
Linking Adverb							
Preposition	A where word	A where or when word		A word that shows where one noun is in relation to another			
Adverbial Phrase		A where or when phrase			A phrase (often beginning with a preposition) that says how, when or where.		
Pronoun				A word that replaces a noun or noun phrase			
Relative Pronoun							A word that introduces a relative clause and links it to a noun or noun phrase
Determiner		A word that introduces a noun			A word that introduces and limits a noun		
Conjunction		A joining word					
Coordinating Conjunction					A word that joins two equal words, phrases or clauses		
Subordinating Conjunction					A word that joins an adverbial (subordinate) clause to a main clause		

* In Year 1 children learn that verbs to be and to have are also verbs even though they often do not express doing.

Subject – tells us who or what the clause is about

Predicate – tells us what the subject did, or what happened to the subject

Clause -

Phrase -

Assessment and Moderation

Assessment

Formal teacher assessment of children's writing will take place once a term and levels entered on the school tracker.

It will be based on scrutiny of writing across a minimum of three extended pieces, both within the English lesson and across the curriculum.

TBC

Moderation

In order for teachers' judgements to be secure, it is important that they are checked and verified. This will take place in four ways:

- Teachers in the same phase will engage in professional discussion to determine levels of children's writing and possible next steps for development. This may take place through informal discussion, though PPA time or in staff meeting time.
- Teachers from other phases will engage in moderation once a term during staff meeting time. We recognise the importance of teachers from every year within a phase understanding and being able to identify age-appropriate writing at an end of phase level.
- Teachers from the federation of schools will meet once a term in order to moderate levels between schools.
- Formal LA moderation will take place at least once every four years.