

Recent to inform practice:

The Research Review Series: English 2022 states: Knowledge of language, which includes linguistic knowledge like vocabulary and grammar, as well as knowledge of the world for comprehension, underpins progression in spoken language, reading and writing. This insight repeatedly emerges from the evidence outlined in this review. The **EEF 2021 KS1** states: Pupils' writing can be improved by teaching them to plan and monitor their writing. • Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer. • These include:— pre-writing activities;— drafting, editing and revising; and — sharing. • Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently. Moreover, the **EEF 2021 KS2** overview states: Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.

How this impacts our practice:

We have integrated punctuation and grammar into our writing units, where we have produced high quality WAGOLLS as a model for high quality writing. Vocabulary is developed explicitly as part of our English lessons to reduce the word gap in the early years, KS1 and KS2 and to enable disadvantaged children to develop their vocabulary faster. We ensure children have opportunities to orally rehearse the text, especially in EYFS and KS1 to ensure children are hearing, speaking and learning vocabulary and grammatical structures.

At Parkfield, we have developed our own approach to 'how to teach writing', which includes elements of both 'Talk for Write', 'Alan Peat' sentence types and the 'Self-regulated strategy development approach (S Graham and D Perin: 2007 & S Graham, D McKeown, SA Kiuahara and K Harris: 2013). Children are taught genre-specific texts and follow this cycle below:

- ✓ Read the text and discuss language and composition,
- ✓ Learn new vocabulary (which they will use).
- ✓ Imitate (learning key component knowledge- SPaG)
- ✓ Reading as a reader- do they understand the text?
- ✓ Reading as a writer – do they understand the writing techniques that have been used and what the impact/effect it has on the reader?
- ✓ Innovate (practising/applying key component knowledge) where there are opportunities to edit and improve and respond to feedback
- ✓ Planning and writing the independent application (invent) (outcome piece using knowledge about the topic and knowledge about how to write) in this stage, pupils will have an opportunity to edit and improve and then 'publish' in their Big Book of Knowledge.

The Self-regulated strategy development (SRSD) is an approach to teaching writing strategies that has been found to be effective in helping pupils learn the specific knowledge about how to write, including knowledge about the genre of writing, linguistic and grammatical knowledge, and knowledge about how to carry out specific aspects of the writing process (S Graham and D Perin: 2007 & S Graham, D McKeown, SA Kiuahara and K Harris: 2013)

'Self-regulated strategy development involves:

- ✓ Pupils being taught the background knowledge they need to use a writing strategy effectively.
- ✓ The teacher explicitly describes and discusses the purpose and benefit of the strategy.
- ✓ The teacher models how to use the strategy.
- ✓ Pupils memorise the steps/components of the strategy.
- ✓ The teacher supports and scaffolds pupils' mastery of the strategy.
- ✓ Pupils use the strategy independently.

Cultural Capital

We understand that all children have different starting points and we need to provide equity in order for children to succeed. Equity to take many forms which includes scaffolding: vocabulary mats, phonics/common exception word mats, talking partners, guided group work, adult support. It can also be through timetabled weekly SPaG intervention sessions to address misconceptions.

SEND

Teachers work closely with the inclusion lead who supports with pedagogy regarding supporting grammar. We use colourful semantics as a useful teaching method. As well as 'Talk for writing'.

How do we assess?

Formative: during and after a lesson. React to feedback/misconceptions in starters, guided groups.

Summative: Half termly SPAG assessments to monitor progress & end of unit writing outcomes.

Refer to Appendix 2 for subject knowledge https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf

| Writing: Vocabulary, Grammar and Punctuation | EYFS | Key Stage 1 | | Key Stage 2 | | | |
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| | Three and Four-Year-Olds Reception Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Sentence Construction and Tense | <p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>To use simple sentence structures.</p> | <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p> | <p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> | <p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> | <p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> | <p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> |

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| | Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. | | | | | | |
| Use of Phrases and Clauses | <p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> | <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p> <p>Sequencing sentences to form short narratives</p> | <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Subordination (using when, if, that, because) and co-ordination (using, or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as</p> <p>a statement, question, exclamation or command</p> | <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>To use the present perfect form of verbs in contrast to the past tense.</p> | <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>To use fronted adverbials</p> | <p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> <p>To use modal verbs or adverbs to indicate degrees of possibility.</p> | <p>To use active and passive voice.</p> <p>To use expanded noun phrases to convey complicated information concisely</p> <p>To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> |

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| | | | | | | | Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| Punctuation | | <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> | Introduction to inverted commas to punctuate direct speech | <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p> | <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> |
| Terminology | | <p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> | <p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> | <p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> | <p>determiner</p> <p>pronoun, possessive</p> <p>pronoun</p> <p>adverbial</p> | <p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> | <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon,</p> |

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| | | | tense (past, present) apostrophe, comma | direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') | | cohesion, ambiguity | bullet points |
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