

The Writing Curriculum at Hindhayes

Writing - Composition



Hooked on Thinking

Working With and For Local Families

Recent research shows us that:

EEF Improving Literacy at Key Stage 1: Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling. Teach pupils to use strategies for planning and monitoring their writing. Develop pupils' speaking and listening skills and wider understanding of language.

Developing composition at Hindhayes - Composition at Hindhayes is driven by the Talk4Writing model. Children are introduced to texts through the mapping of stories, poems and non-fiction and are then taught to orally retell these maps. Children work towards making up stories through oral storytelling and by then changing texts they have been working with and to then independently apply the composition skills they have learn through Talk4Writing units. Children are given rich first hand experiences based on an ethos of developing cultural capital to encourage a want to write and are also provided with opportunities to write for real audiences. Barley Bear, the School's Writing bear goes home with the best writer of the week after Friday assembly.



Pupils should be taught to:	Development of skills	Foundation Stage	Year 1	Year 2	Year 3
Write sentences by:					plan their writing by:
saying out loud what they are going to write about composing a sentence orally before writing it (Y1) Planning or saying out loud what they are going to write about (Y2)	Writers in the Foundation Stage will: be screened on entry using a BVPS assessment to determine which children may need intervention for language development. Children with a Speech and Language programme are supported and any new support identified through intervention team meetings and further referrals. Teacher model the process of 'think a sentence, say a sentence and write a sentence' and then gradually work towards this outcome starting with words, then short captions and then sentences. Children will contribute to shared writing through suggesting sentences, these will be remodelled by teachers if necessary and to promote oral rehearsing skills. Children will write sentences based on a subject and an action e.e Max ran.	Writers in year 1 will: continue to assess intervention for speech and language development such as individual programmes or group activities such as Talk Boost as necessary. Children will continue to use the process of think a sentence, say a sentence and write a sentence as a strategy for early writing. Children may be asked to tell an adult or peer their sentence before writing. Children will contribute to shared writing through suggesting sentences, these will be remodelled by teachers if necessary and to promote oral rehearsing skills. Children will begin to add more detail to their sentences e.g Little Max ran up the stairs.	Writers in year 2 will: have practice at building sentences together when looking at T4W texts. Children will have a chance to contribute, share ideas and improve sentences orally. Plans will be used individually and as a whole class. Children will continue to be assessed for speech and language difficulties and interventions will be put in place where needed. Children will extend sentences by using subordination e.e Little Max ran up the stairs to his bedroom because mum told him off.		discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Writing down ideas and/or key words, including new vocabulary (Y2)	Writers in the Foundation Stage will: begin to record ideas through the use of story maps. These will be pictorially based initially but then will go on to include some key vocabulary in the form of labels.	Writers in year 1 will: continue to use labelled story maps at the start of the writing process and to then move on to writing the 'boxing up' the text in order to make a simplified plan including key vocabulary.	Writers in year 2 will: begin to develop their boxing up texts by analysing the 'bare bones' and using these to structure their ideas. New vocabulary will be recorded on class displays, class word banks or individual word cards. New vocabulary will be rehearsed through games and oral activities before being included in writing tasks.		
sequencing sentences to form short narratives (Y1) encapsulating what they want to say, sentence by sentence (Y2)	Writers in the Foundation Stage will: begin to develop the skills needed to sequence sentences to form short narratives through regular opportunities for oral story retelling linked to the Talk For Writing units as well as well know stories. Teachers will model generating and writing short narratives with the class or small groups. High quality free flow provision will include opportunities for storytelling, making up stories and plentiful writing opportunities for those children who are ready to record linked sentences in a sequence.	Writers in year 1 will: continue to develop writing stamina by sequencing sentences together to write at increasing length. As children's writing skills develop they will begin to extend sentences through the use of conjunctions and will use time connectives to ensure that the sequence of sentences is correct in non-fiction writing.	Writers in year 2 will: continue to develop their writing stamina enabling children to write complete texts. The children will begin to use their knowledge of written English to ensure sentences are correctly structured adding to the coherence of a text. Children will extend their sentences by using a range of coordinating/ subordinating conjunctions and descriptive phrasing.		discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme
re-reading what they have written to check that it makes sense (Y1)	Writers in the Foundation Stage will: be asked to tell an adult what they have written from the earliest stages of lines and marks on a page to words, captions and then sentences. As soon as they are ready children will be taught through clear modelling and high quality verbal feedback to read through their own work. This process may also be linked to the 'give me 3', 'give me 5' or a writing toolkit that prompts self-assessment.	Writers in year 1 will: continue to re-read what they have written to check for meaning as a part of daily writing opportunities and as a part of the school's self-assessment system. Teachers will begin in model the process of re-reading and editing during introductions and plenaries and when ready, children will be able to begin to re-read and edit as needed using a blue pen to show where they are making improvements to their work.			
discuss what they have written with the teacher or other pupils (Y1)	Writers in the Foundation Stage will: work closely with an adult in the early stages of writing development to ensure that writing skills are being developed in small steps. All writing will be discussed with an adult before children start to write. As children become more skilled, they may discuss work that is produced independently or in free flow provision with the teacher during a specific verbal feedback time or	Writers in year 1 will: have frequent opportunities to talk with an adult or with their peers about what they have written. This will consist of planned opportunities through a lesson or sequence of work as well as those that arise naturally through a lesson.			

	through daily high quality interactions around children's self-initiated learning.			
read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)	Writers in the Foundation Stage will: be invited to share teacher led self-initiated work with the children in their group or the whole class. Children will be practice speaking clearly through planned speaking and listening provision.	Writers in year 1 will: have planned opportunities to read their writing aloud to the rest of the class. This will frequently be during the plenary part of a lesson and may also give peers the opportunities to comment on work as well as allowing the teacher to promote good oral skills.		
make simple additions, revisions and corrections to their own writing by:				evaluate and edit by:
evaluating their writing with the teacher and other pupils (Y2)	Writers in the Foundation Stage will: complete self-assessment through using the whole school 'give me' stage not age system. Teachers will model this process and also add their own assessments. Children may begin to take part in very simple peer – peer assessments if appropriate.	Writers in year 1 will: begin the process of more formally evaluating their work through the school's self-assessment system and the drafting and editing process. Teachers will model the evaluative process and support children through it.	Writers in year 2 will: work with a partner to check their writing using the school's self-assessment system and specific editing bookmarks – these include checking for grammatical sense, correct punctuation and spelling. Teachers will guide this process where needed.	assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Y2)	Writers in the Foundation Stage will: be asked to tell an adult what they have written from the earliest stages of lines and marks on a page to words, captions and then sentences. As soon as they are ready children will be taught through clear modelling and high quality verbal feedback to read through their own work. This process may also be linked to the 'give me 3', 'give me 5' or a writing toolkit that prompts self-assessment.	Writers in year 1 will: have frequent opportunities to talk with an adult or with their peers about what they have written. This will consist of planned opportunities through a lesson or sequence of work as well as those that arise naturally through a lesson.	Writers in year 2 will: work with a partner to check their writing using the school's self-assessment system and specific editing bookmarks – these include checking for grammatical sense, correct punctuation and spelling. Teachers will guide this process where needed.	
proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (Y2)	Writers in the Foundation Stage will: be encouraged through the self-assessment system to check work for errors, with an adult in the early stages and the increasingly independently as skills allow. Children may also be asked (with adult support initially) to refer to Sounds-Write displays or word cards/mats to check the spelling of high frequency irregular words that they have been taught.	Writers in year 1 will: use marking stickers and writing toolkits to help them to begin to proof-read their work. This will be scaffolded by an adult initially and then become part of children's writing routines with the availability of classroom learning aids such as spelling words and punctuation prompts.	Writers in year 2 will: work with a partner to check their writing using the school's self-assessment system and specific editing bookmarks – these include checking for grammatical sense, correct punctuation and spelling. Teachers will guide this process where needed.	proof-read for spelling and punctuation errors
develop positive attitudes towards and stamina for writing by: (Y2)				
writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes	Writers in the Foundation Stage will: use rich first hand experiences that develop cultural capital as a starting point for many writing experiences. Other writing opportunities will be linked to high quality texts chosen specifically to develop interest in writing. Children will write for different purposes both in shared and individual writing as they are planned to link with chosen Talk For Writing texts, these may be shopping lists, instructions or letters. Children will be exposed to poetry through reading opportunities, through the sharing of the whole school Poem of the week and Pie Corbett's poetry spine.	Writers in year 1 will: Continue to base a significant amount of writing on the personal experiences of the children and those that occur in the stories the children are exposed to such as those of Fairy Tale characters. Writers in year 1 will: continue to have the opportunity to develop cultural capital through experiencing a wide range of first hand learning opportunities enhanced with visits in and out of school that writing tasks will be planned from. Writers in year 1 will: become familiar with high quality poetry texts as a part of the Talk For Writing units of work each half term. Children will begin to write their own poems through using Talk4Writing strategies and Pie Corbett's poetry spine. Writers in year 1 will: begin to write for different purposes as they move into non-fiction writing in the second half of each Talk For Writing unit. This might be writing instructions about how to catch a biscuit thief or writing reports about animals.	Writers in year 2 will: be exposed to a range of Talk For Writing texts and will use these as a stimulus for creating their own narratives. These will be based on a range of real and fictional texts. Writers in year 2 will: continue to have the opportunity to develop cultural capital through experiencing a wide range of first- hand learning opportunities enhanced with visits in and out of school that writing tasks will be planned from. Writers in year 2 will: become familiar with a wide range of high-quality poetry texts as a part of the Talk For Writing units of work each half term. Children will begin to write their own poems through the use of Talk For Writing strategies, topic related stimulus and Pie Corbett's poetry spine. Writers in year 2 will: build on their experience in year 1, drawing on the genres already introduced but looking at these in greater depth adding more detail. Genres such as explanations and persuasive texts are also introduced.	in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
Read aloud what they have written with appropriate intonation to make the meaning clear. (Y2)	Writers in the Foundation Stage will: work closely with an adult in the early stages of writing development to ensure that writing skills are being developed in small steps. All writing will be discussed with an adult before children start to write. As children become more skilled, they may discuss work that is produced independently or in free flow provision with the teacher during a specific verbal feedback time or through daily high quality interactions around children's self-initiated learning.	Writers in year 1 will: have opportunities in many areas of the curriculum to read their writing to a partner, group or whole class. Children have the chance to practise appropriate intonation through the shared reading of Talk For Writing texts.	Writers in year 2 will: build on their experience in year 1 and continue to have opportunities in many areas of the curriculum to read their writing to a partner, group or whole class. Children will have the chance to practise appropriate intonation through the shared reading of Talk For Writing texts and when completing some Guided Reading activities.	read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

