

CAMELFORD PRIMARY SCHOOL

'Where every person matters'

Policy Statement



Writing

FEBRUARY 2023



English Lead: Jaye Cannon

Date for next review: February 2024

Intent

At Camelford Primary School, we believe that writing skills are vital to the development of children so they are prepared for their future life. We use the Literacy Company's 'Pathways to Write' to ensure a broad and balanced English programme using objectives from the National Curriculum 2014.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit positive attitudes towards writing
- use and understand language as speakers, readers and writers
- are competent, confident and independent in the use of language in their writing
- have an awareness of different audiences and purposes for writing
- apply their grammatical knowledge in their writing
- apply their phonetical and spelling knowledge in their writing
- apply taught skills in all areas of the curriculum

Implementation

Writing In Nursery and Reception

Before a child can write a story, they must be able to tell one! This is fundamental to our children's writing journey. Throughout their time in our EYFS phase, we ensure that children are exposed to a range of stories from around the world. Children are encouraged to engage with new vocabulary and the retelling of the text in a variety of ways including small world, puppets and role play.

We believe that children want to write. It is our job to ensure that we equip them with the necessary fundamental skills to do this. We aim to provide provision, both inside and out, to develop hand-eye co-ordination through gross and fine motor exercises/movements such as threading, completing puzzles, painting, gluing and using malleable materials. These provide a sound basis for early writing skills.

Early year's practitioners model and encourage children to make marks using a variety of materials e.g in sand, paint and shaving foam, chalk or with playdough etc, eventually working on correct letter formation. Children are given a variety of opportunities to work at large and small scale. We provide organised mark-making areas stocked with a variety of materials e.g books, jotters, different sized and textured papers, envelopes, diaries, a range of pens, pencils, crayons, chalks and markers.



We encourage context-based mark making e.g using emergent writing in role play areas for lists, tickets, cards etc. or writing their name in a card. Children are encouraged to share the meanings of their marks as their understanding of communication develops. These too are shared, valued and celebrated.

Throughout their writing journey, children are exposed to a range of real-life experiences to develop their vocabulary and provide an exciting stimulus to write for and about.

We value every mark made by a child: promoting them to become confident and independent writers. This allows children to quickly apply their phonics as they move through our reception classes where we continue to develop their understanding and ability to write words, phrases, statements and sentences. We aspire to develop a love of writing through planned and spontaneous opportunities both inside the classroom and outside. We encourage writing in all areas of the curriculum exposing them to fiction and non-fiction writing, as well as providing opportunities for children to pursue their own interests.

We aim to ensure that all children leave Reception as proud authors.

Writing In KS1 and KS2

In KS1 and KS2, we use the Literacy Company's Pathways to Write which is a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach. Each unit is linked to a high-quality text to ensure engaging and purposeful English lessons. Within each unit of work, teachers are able to challenge greater depth writers whilst also providing scaffolding for those who need support in achieving objectives.

Within each unit, there are new age-related skills for children to work on and master through a variety of activities and writing opportunities. By limiting the number of skills the units contain, children can really hone their writing techniques, providing excellent, focused assessment opportunities for teachers. (*see Appendix 1.1 – Whole School Overview*)

Vocabulary

The development of vocabulary is a high priority across the school. Research tells us, *'Vocabulary is intrinsically linked to academic success. Not having enough words 'in the bank' affects progress in school but also enjoyment of school'* (*Why Closing the Word Gap Matters: Oxford Language Report, 2018*)

In lessons across the school day, teachers at Camelford use explicit instruction to build and expand children's vocabulary. Using the 'Four Part Vocabulary' approach (*see Appendix 1.2*), we aim to teach the children key words that will help them succeed in understanding the words they will hear, read and write in the lesson.



These words are revisited to help embed their use in children's language and words are displayed clearly around classrooms for children to refer to. We value the use of rich vocabulary, and this is consistently communicated to the children in writing lessons as well as in the wider curriculum.

Grammar and Punctuation

In EYFS and KS1, grammar and punctuation are taught within Read, Write, Inc (RWI) and English sessions. These begin with using the correct punctuation in 'Hold a Sentence' activities and progress to independent writing, guided by the Pathways to Write units (from Year 1).

In KS1 and KS2, grammar and punctuation objectives are taught through a carefully sequenced plan that gives children the best opportunity to develop and embed their understanding. Using the Pathways to Write units, children focus on a discrete number of objectives per half term, thereby enabling them to rehearse key skills and practice applying it within different genres (*see Appendix 1.3 Grammar and Punctuation Overview*).

Spelling

To provide consistency in approach, we use RWI spellings from Year 2 – Year 6. This ensures that children continue to use phonics as the basis for their understanding of grapheme-phoneme correspondence.

In KS1, additional weekly sessions enable children to practise the common exception spellings through a range of games and activities. Children are tested on these spellings and individual lists are sent home to parents.

In KS2, spelling lists are given to children every two weeks, during which time they practise words using a variety of activities both at home and at school, including dictation exercises.

Handwriting

In EYFS and KS1, children practise their handwriting through RWI sessions. This is supported by providing focused opportunities in EYFS for children to continue to practise their letter formation, alongside a wide range of activities to develop their fine motor skills.

We use the programme Letter Join to support our teaching of handwriting. By the end of Year 2, most children are expected to join their letters using a cursive style.



In the Autumn Term, teachers ensure presentation expectations are clearly communicated to children and teach handwriting explicitly three times a week. In the Spring and Summer terms, children have two handwriting sessions per week. Teachers may also include more handwriting sessions if and when more practise is needed.

When children have demonstrated that they can consistently join their writing neatly, the English lead will issue them with a pen license. This encourages children to practise and strive to improve their handwriting. Some SEN children may be permitted use of a pen if required. All children in Year 6 will use a pen from the second half of Summer term.

Spoken Language

The ability to speak and listen is fundamental to pupils' language and social development; it is an essential tool for all areas of the curriculum as talk underpins learning and thinking and the development of reading and writing. It is vital that its significance is recognised by pupils, parents and carers and teachers. Pupils need to be provided with varied contexts for talk, but they also need direct teaching in the skills of speaking and listening. This is especially important with our children as many begin school with lower than expected levels of communication skills. We aim to enable children to speak clearly, confidently, fluently and audibly using standard English. They will develop the ability to carefully organise thoughts before speaking (this is to clarify their thinking and also to help to organise their ideas for writing) and listen with concentration in order to be able to identify the main points of what they have heard. Children will take account of the audience and so select the appropriate register for effective communication.

Spoken language will be taught through the following contexts:

- *Speaking* - To develop oracy skills to speak competently and creatively for different purposes and audiences, reflecting on impact and response when presenting. To explore, develop and sustain ideas through talk. To learn and practise the use of new vocabulary.
- *Listening and responding* - To understand, recall and respond to speakers' implicit and explicit meanings. To gain, maintain and monitor the interest of the listener. To consider and evaluate different viewpoints. To explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal cues.
- *Group discussion and interaction* - To take different roles in groups to develop thinking and complete tasks; to debate and discuss. To participate in conversation, making appropriate contributions building on others' suggestions and responses using strategies such as the 'rainbow' techniques or 'jigsaw' groups.



- *Drama* - To use dramatic techniques, including work in role to explore ideas and texts, using hot-seating, freeze-framing or the 'conscience alley'. To create, share, rehearse and evaluate ideas and understanding through drama.

(see Appendix 1.4 Oracy at Camelford Guide)

Spoken Language in the Foundation Stage

The following activities are used to develop the children's speaking and listening skills:

- *Books with repetitive text* - The children have the book read to them repeatedly with them joining in with the phrases. These books are also sent home with the children to encourage the retelling of the story in a wide range of settings.
- *Retelling the weekly story in a variety of ways* - Story mapping, using objects to retell the story, or changing characters or settings from the story but keeping the general language the same encouraging longer utterances.
- *'Sentence building'* - Talking about a picture from the weekly story, deciding on a basic sentence which is written down by the teacher, the children are encouraged to add more interesting words, each time repeating the new sentence.
- *'Conversations'* - Objects or pictures from the book are used to encourage children to talk about what they can see, what they have got, or what they think might happen next. Teachers model a sentence starter for the children to use and they repeat and extend upon that with their talking buddy

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have additional work, adult support or differentiated resources where required, in order to access the curriculum. Children who have gaps in their phonic knowledge access Nesso on a daily basis, from Year 1-Year6.

We strive to ensure:

- *All pupils take part in the daily writing lesson and achieve success from their starting point.*
- *Teachers plan lessons so that all pupils can access learning and can make progress across the lesson*

- *In oral work, teachers plan a range of differentiated questions, with some targeted at specific pupils*
- *Teachers ask open questions that allow all children to take part*
- *Teachers use a wide range of visual resources to illuminate meaning and aid understanding*
- *During whole class teaching, discreet help is given to particular children by teaching assistants where available*
- *During activities, children are supported by teaching assistants when needed.*
- *Where appropriate, children are given access to ICT to demonstrate their learning, eg by using voice-to-text typing functions.*

Embedded in the Pathways to Write are activities designed to stretch higher attainers. These activities provide the opportunity to apply the same learning in a different way that challenges the child to reach their full potential and consistently achieve highly from their starting points.

Consolidation and “catch-up” programmes

Class teachers, plan, monitor and assess the learning gaps of children who are not at age-related expectation or those who have misconceptions within their learning. This happens on a daily basis and is dependent on the individual needs of the children in each class. Interventions may be carried out by a teaching assistant, the class teacher or a combination of both.

Writing in the Wider Curriculum

As well as providing rich opportunities for children’s writing in English lessons, we also strive to use a cross-curricular approach to teaching writing by ensuring that opportunities to apply writing skills are used across all subjects, including Science, History, Geography, and Environmental Science. Exciting writing opportunities, such as composing one of Samuel Pepys’ diary entries, or reimagining the miracle at Dunkirk ignite the children’s imaginations whilst also enabling them to demonstrate their wider understanding of the curriculum.



Further Writing Opportunities

In the Summer Term, children in all the schools across the North Cornwall Learning Trust (NCLT) have the opportunity to participate in a short story writing competition. The aim of this competition is to provide the children with a wider audience, enthuse and nurture our young writers and encourage creativity. After several shortlists, the finalists are judged by pupils from Sir James Smith's Secondary School and the winners of the KS1 and KS2 categories are presented with their awards at the North Cornwall Book Festival, creating links with wider literary communities.

Impact

Assessing the impact of our teaching of writing is important to the Leadership Team at Camelford Primary School as we endeavor to reflect and improve where possible.

Assessment for learning strategies are used on a daily basis through questioning, participation in lessons and evidence in books. These allow a picture to be built up of the pupils' progress and allow for any areas of strength or weakness to be identified, which can then be addressed in teachers' planning.

Assessment of learning is completed termly. Children complete at least six independent writing pieces over the year, which are assessed against writing criterion. Analysis of the data impacts upon teacher's planning, so that pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate; cross MAT moderation occurs annually. Writing data is formally scrutinised to ensure all pupils are making at least expected progress and those who are not on track are identified for intervention/target teaching.

Monitoring, reporting and evaluation

Writing provision, content and progress will be monitored through children's written and oral responses in all lessons and in assessment pieces produced independently. The English lead will monitor progress and attainment through speaking to children and teachers and reviewing the planning. It will be reported to governors in our annual report.

Writing provision will be evaluated and consulted on with all class teachers and selected pupils/parents. Pupils will play their part in evaluating curriculum content through pupil interviews and pupil voice. The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning



Leadership and Management

The subject leader's role is to empower colleagues to inspire pupils to write and support staff in the following ways:

- *By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)*
- *Leading by example by modelling lessons or styles of teaching*
- *Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role*
- *Identifying and acting on development needs of staff members*
- *Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards*



Appendix 1.1

Whole School Overview



Pathways to Write

Camelford Primary Curriculum Overview

Year 1/2 Texts and Outcomes

Cycle A Y1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School topic	Land Ahoy	Land Ahoy	Brilliant Brunel	Reduce, Reuse, Recycle	On Our Doorstep	All Creatures Great and Small
Pathways to Write unit	Lost and Found by Oliver Jeffers Set 1	Katie in London by James Mayhew Set 2	The curious case of the missing mammoth by Ellie Hattie Set 1	Someone Swallowed Stanley by Sarah Roberts and Hannah Peck Set 2	Grandpa's Gift by Fiona Lumbers Set 2	Goldilocks and Just the one bear by Leigh Hodgkinson Set 1
Cycle B Y1/2						
School topic	London's Burning	London's Burning	Barnaby Bear's Adventures	Home Sweet Habitat	Cornwall My Home	Incredible Me
Pathways to Write unit	Look Up! By Nathan Bryon Set 2	The Great Fire of London by Emma Adams and James Weston Lewis Set 2	Dragon Machine by Helen Ward Set 1	Tidy by Emily Gravett Set 2	Grandad's Secret Giant by David Litchfield Set 1	My Name is Not Refugee by Kate Milner Set 2

Year 3/4 Texts and Outcomes

Cycle A Y3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School topic	Rollin' Stone Age	Rollin' Stone Age	It's All Greek To Me!	A Planet Full Of Plastic	Wild Water	A Body Full Of Bones
Pathways to Write text	Stone Age Boy by Satoshi Kitamura Set 1	Seal Surfer by Michael Foreman Set 1	Greek Myths by Jean Menzies Set 2	Amazing Rivers by Julia Vosburgh Agnone Set 2	Big blue whale by Nicola Davies Set 1	The Fossil Girl by Catherine Brighton Set 2 *add apostrophes in as a mastery key
Cycle B Y1/2						
School topic	Ruthless Romans	Ruthless Romans	Mayan Mystery	The Big Blue Planet	Brilliant Britain	Food Glorious Food
Pathways to Write text	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss & Kerry Hyndman Koji's Island by The Literacy Company	Nen and the Lonely Fisherman by Ian Eagleton and James Mayhew Set 2 *not matched*	Alba The Hundred Year Old Fish by Lara Hawthorne Set 2	Blue John by Berlie Doherty	Gorilla by Anthony Browne

Year 5/6 Texts and Outcomes

Cycle A Y5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School topic	Raid and Invade	Raid and Invade	Extraordinary Egyptians	Act Locally, Think Globally	Backpackers	This is my Life
Pathways to Write text	Arthur and the Golden Rope by Joe Todd-Stanton Set 1	Race to the Frozen North: The Matthew Henson Story by Catherine Johnson Young, Gifted and Black by Jamia Wilson Set 2	The Selfish Giant By Oscar Wilde Set 1 *not matched*	Brilliant Deep by Kate Messner and Matthew Forsythe Set 2	Malala's Magic Pencil by Malala Yousafzai Set 2	Radiant Child by Javaka Steptoe Set 1
Cycle B Y5/6						
School topic	Put that light out!	Put that light out!	Ice Worlds	One Planet, One Chance	Extreme World	Staying Alive!
Pathways to Write text	Star of Fear, Star of Hope by Jo Hoestlandt Set 1	The Place for Me: Stories about the Windrush Generation by Black Cultural Archives Set 2	Shackleton's Journey by William Grill Set 2	Plastic Planet by Georgia Amson-Bradshaw Set 2	The Island by Jason Chin & Jemmy Button by Alix Barzelay Set 1	Poetry for Kids William Shakespeare by Marguerite Tassi



Appendix 1.2

Four Part Vocabulary

Four Part Vocabulary

WORD	WORD CLASS	MEANING	SENTENCE
vivid	adjective	producing powerful feelings or strong, clear images in the mind	Memories of that day were still vivid.

Teachers will follow this sequence of teaching:

- Introduce vocabulary by saying the word clearly
- Class will repeat the word chorally
- This is repeated several times. The teacher may bring attention to certain sounds in the word, pronunciation etc by using different voices or volumes that the children will mimic.
- The word class and meaning is explained, and the class read the sentence together.
- The children are given a talking partner task that gives them the opportunity to use the word in their own sentences.

For example:

“Our first word today is **vivid**.”

[Class] “**Vivid**.”

[Teacher] “**Vivid**.”

[Class] “**Vivid**.” Etc...

[Teacher] “**Vivid** is an adjective so it is a describing word [possible teaching opportunity here for revising what an adjective is]. **Vivid** means producing powerful feelings or strong, clear images in the mind. So, **vivid** is an adjective and it means having a strong, clear image in your mind. “

[Class] “**Vivid** is an adjective and it means having a strong, clear image in your mind.”

[Teacher] “Now, let’s read a sentence together of how to use the word **vivid**.”

[Class] “Memories of that day were still **vivid**.”

[Teacher] “Do you have any **vivid** images in your mind of something that happened at Christmas time? [Hands up]. Yes, George what is your **vivid** memory?”

George will then be encouraged to reply, “My **vivid** memory is....”

[Teacher] “Thank you for sharing your **vivid** memory, George. Now, turn to your partner and tell them, “My **vivid** memory is...”



Appendix 1.3

Grammar and

Punctuation Overview



Pathways to Write

Progression in Mastery: Year 1 to Year 6

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - Word	Use plural noun suffixes -s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-	Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs	Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant	Recognise the grammatical difference between plural and possessive <i>-s</i> Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]	Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>] Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Grammar - Sentence Cohesion: Detail		Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]		Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)	Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun	
Grammar - sentence Cohesion: Varying sentence types	Combine words to make sentences Leave spaces between words Join words and clauses using <i>and</i> Sequence sentences to form short narratives	Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) Write sentences with different forms: Statement, question, exclamation or command	Express time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i>	Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun	

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar Cohesion: Paragraph			Group related ideas into paragraphs Use headings and sub-headings to aid presentation	Use paragraphs to organise ideas around a theme	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices
Grammar Cohesion: Within paragraphs			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]	
Grammar Cohesion: between Paragraphs			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]	Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]	Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar Cohesion: Tenses		Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]		Link ideas using tense choices Use modal verbs [for example, <i>might, should, will, must</i>] or adverbs [for example, <i>perhaps, surely</i>] to indicate degrees of possibility	Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. Use subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were</u> <u>they</u> to come</i> in some very formal writing and speech
Grammar - Punctuation	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials Indicate apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]	Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>it's raining; I'm fed up</i>] Use the colon to introduce a list and use semi-colons within lists Punctuate bullet points consistently Use hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]

NC Focus	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Writing composition	<u>Write sentences:</u> Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher	<u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence <u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher and other pupils Re-read to check sense Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation	<u>Plan writing:</u> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas <u>Draft and write:</u> Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings <u>Evaluate and edit:</u> Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<u>Plan writing:</u> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research <u>Draft and write:</u> Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices <u>Evaluate and edit:</u> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors



Appendix 1.4

Oracy at Camelford



AT CAMELFORD, WE COMMUNICATE THOUGHTFULLY

VOICE



We speak EVERY WORD
clearly



We use the right volume
for the environment



POISE

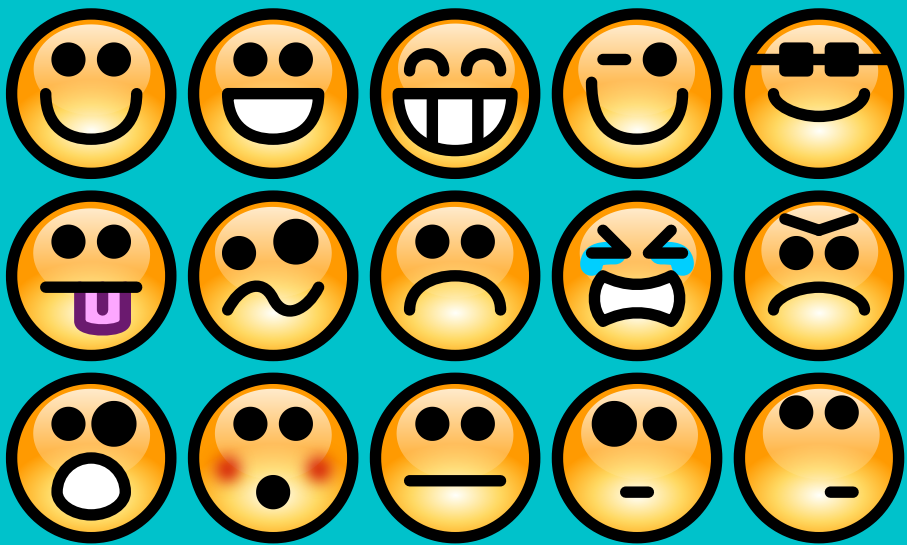


We appear calm and
confident

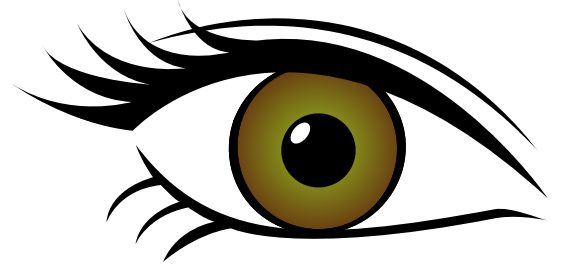
We avoid distracting
behaviours

LIFE

We express passion and
emotion with energy



EYE CONTACT



We connect visually with
our audience



We look at each audience
member

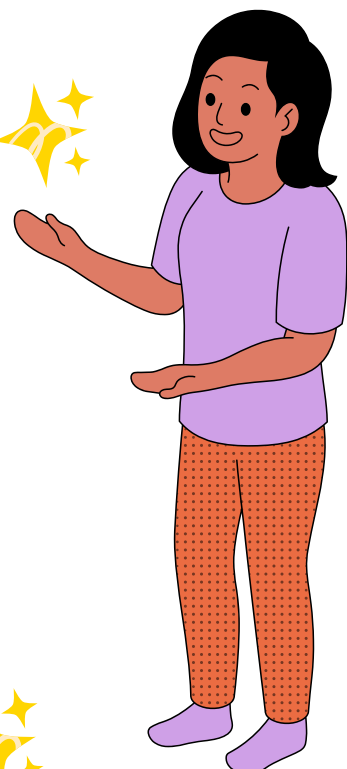


GESTURES



We use hand gestures and
move our body

We have expressive faces



SPEED

We speak at a varied speed: not
too fast, not too slow.

We use pauses for effect and
emphasis

