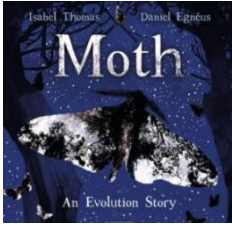


## English writing at Allesley

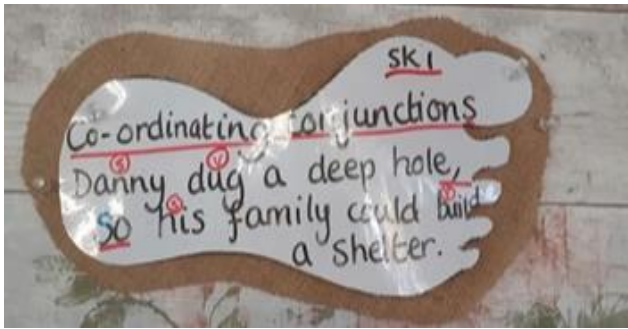


*Our English lessons begin with a stimulus which could be an intriguing book; a practical activity or visit; a problem to sort or real need. Whatever this may be, we aim to hook our children into their learning and give their forthcoming writing a real purpose.*

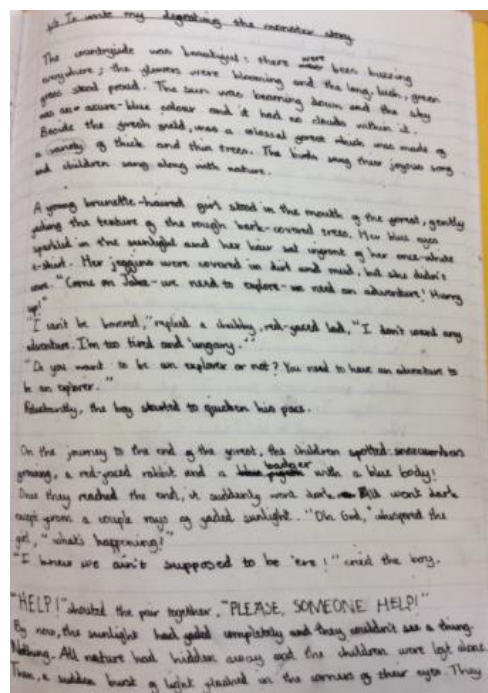
*We then discuss the purpose, or job of the writing, who it is for and look at the structure of this sort of writing on the page. We work together to make a toolkit needed for that writing.*



*We cover a range of writing for different audiences and purposes over the year and our skills of grammar and punctuation repeat, are built upon and are chosen to be suitable for the text type throughout these pieces of writing, so we become confident writers.*

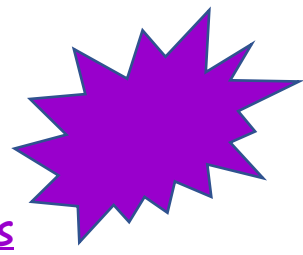


We then concentrate on learning skills in class lessons that we would like to see throughout the writing and they are placed on our footsteps to success and displayed either on a board or a washing line in the classroom. Children can create mini-writes here: a paragraph or two showing the skills or sentences that clearly are suited to the final outcome. When the children begin their main write, these act as a reminder to them.



Children then independently write their piece of writing for the audience in mind, still thinking of its job (purpose) and how it should look (structure). They should refer to the footsteps to success.

# Purple Pen Time



## Steps

1. Read aloud with a partner.



2. Alter, add,  
remove, move.

- Change any words/phrases (thesaurus/buddy)
- Add in missing skills from footsteps
- Remove anything not needed
- Move sentences to a more suitable place.

3. Punctuation

. A , ! ? ; : - ( ) , , -- “ ” ...

Remember subject, verb needs to have correct punctuation surrounding it – think about adverbials, subordination, parenthesis.

4. Spelling

Buddy/dictionary, spelling bank, spelling rules



We then look at our draft and use our year group's Purple Pen Document to help us with the editing procedure.



We publish our work and/or share it with the audience for appreciation. Sometimes we just share our work, but either way, this helps us know that we have done well when the audience appreciates and understands its purpose.



We are proud of our writing.

Over KS1 and KS2, we cover genres of writing that gradually progress, so we are secure with skills and are confident in writing varied text types.

**Year one** will cover the following writing over the year: stories, character description, setting description, poetry, simple informative texts, instructions, persuasion, explanation and recounts. The main focus is for year one children to construct sentences with finger spaces between words and full stops and capital letters.

**Year two** will cover the following writing over the year: stories, character description, setting description, poetry, non-chronological reports, instructions,

persuasion, explanation and recounts. Children will extend their knowledge of sentences by using statements, commands, questions and exclamations.

**Year three** will over the following writing over the year: stories, character description, setting description, poetry, non-chronological reports, instructions, persuasion, explanation, diary recount and playscripts. Children will extend their knowledge of sentences by using coordinating and subordinating conjunctions with correct punctuation.

**Year four** will over the following writing over the year: stories, character description, setting description, poetry, non-chronological reports, instructions, persuasion, explanation, diary recount, newspaper report and playscripts. Children will extend their knowledge of sentences by using fronted adverbials, prepositional phrases, fronts subordinating clauses and becoming more confident with punctuation in a variety of sentence types.

**Year five** will over the following writing over the year: stories, character description, setting description, poetry, non-chronological reports, instructions, persuasion, explanation, diary recount, biography and discussion writing as well as playscripts. Children will build on from the work in previous years using parenthesis and becoming confident in use of a variety of sentence types to suit the purpose of the text.

**Year six** will over the following writing over the year: stories, character description, setting description, poetry, non-chronological reports, instructions, persuasion, explanation, diary, biography, discussion and have a variety of outcomes in writing that demonstrate clear understanding of grammar and punctuation suited to text type. They will write with differing levels of formality with increasing control.

Teachers have clear documentation matched to the National Curriculum to ensure coverage of these genres progress and are suited to the age-group being taught.

