

Writing at Abingdon Primary School



Our Bespoke Drivers



Role Models of all
protected
characteristics



Accessing our local
area and all it
offers



The Power of Word

Writing at Abingdon

Monday 24th February 2025 Home Lesson
 LO: to make predictions

Prediction Poster

Based on the front cover, I predict that the creature will be experimented on.

After reading the blurb, I think that the half mouse and half elephant creature will escape from the jar and explore the world.

Barnabus is a grey and pink creature that is half elephant and half mouse.

I predict that Barnabus is going to escape because if a tiny crack appeared, the whole jar will probably shatter so he can escape.

On this page, I notice that all the people in the crowd are all looking at the Perfect Pets display. Underneath, there is a network of pipes and tunnels. The lab runs directly under perfect pets. In the lab, there are people in green suits.

I think that the green rubber suits are so that the people inside are protected from what they might think are "dangerous" failed projects.

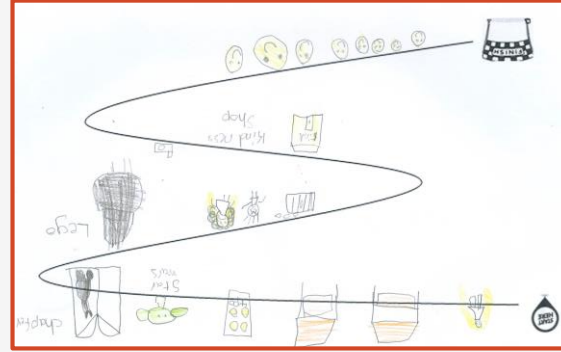
I predict that the animals will climb down the shelves. I predict that the animals will help each other to get down to the floor.

I notice that all the animals are outside looking at the towers and lights. I think the misfits will explore the world.

I think the metal jar is used to hold a massive water creature that doesn't fit in the bell jar.

I predict that the failed animals will escape the green rubber suits.

The rogues also approached the celestial battlefield carefully, the only light shining from the Sun God's fiery aura. Itzel had one million butterflies in her stomach as she threw the ball up in the air. Kinich Ahau hit the ball with his hip; it took so long to reach the ground, Itzel felt like time itself had stopped. After what felt like forever, Itzel finally reached the ball and launched it into the ring of stone, which resulted in her scoring the first point of the game. Suddenly, the jaguar cried "Walk out!" as Kinich Ahau stole the ball off Itzel. The game carried on as Itzel used all of her "Give up, mortal. You can not beat a Sun god." boomed the voice of Kinich Ahau. By now, the score was tied and the first to three points would be crowned the winner. Itzel stood tall, her breath heavy with exhaustion, exasperation, but her spirit undefeated. "I am not fighting alone," she said. "I hold to the hopes and dreams of my people and also my courage and confidence. That alone is enough to beat you." As those words left her tongue, the jaguar threw the ball over her shoulder to get the ball. It said her voice steady.



LO: To plan my writing:

Resolution	The family returns to their home and it's destroyed. They get to work and they rebuild the house with the help of themselves, relatives and construction workers (I think).
How is this problem resolved/sorted out?	Mid, happy, bored, tired.
How are the characters feeling?	They fix the house, and the girl and boy are playing happily.
Ending	Yes, they are playing nicely now, maybe?
How does the story end?	Worried, Joyful.
Does it end happily? Is there a twist to the plot?	Happy, Nice.
How are the characters feeling?	

Monday 17th March

LO: To write a narrative based on a text.

In a quiet field near the river banks, in a small town lived a family of four, Chelsea, Harold, Nyla and Ben. In the mornings, near the two sisters would play in the grassy green field, stuffing their faces with lovely eggs. The boy they lived in was a big, friendly positive house with lots of things. "Do you want to play tonight?" questioned Ben. "Yes, I would love to." When the sisters came back in with a lovely lunch, Eggs, buns, biscuits, sandwiches and bacon.

LO: To write a narrative based on a text.

One sunny day, in a busy bustling city, a family of three, Mum, Dad and Violet were playing at the park. After a few hours they came home. Violet started playing with her toys, but after a while she noticed that the sun was turning grey. "Mum, why is the sky grey?" questioned Violet. "It's probably just raining," Mum answered, and started to read her book. After a while they ate their dinner and started to watch TV.

After they ate their yummy, delicious roast dinner, they sat down and watched the news. They saw some very interesting stuff going on, but saw that all across the country water levels were rising. Dad looked at the river nearby and saw the river rise up. "Violet, I think it's your favourite!" Dad said. Violet walked up the stairs, brushed her teeth, then went to bed. "What should I do?" Mum asked. "I don't know, but we should figure it out soon," Dad replied.

Their first plan was, sandbags, so after a while they went to the shop just a few blocks away to buy sandbags. After a few hours of packing the sandbags they placed the last bag.

"We must leave my house!" Dad declared. "What's wrong?" asked Violet. "I'm worried about the house," Dad said. "I have no time to explain, pack your bags, we're going on a long drive and we will be there for a few days." "Nephew, Dad, everyone rushed upstairs and started packing their bags, it wasn't long before a siren for a flood started, everyone was evacuating then the family left their house. There was no one in the city you couldn't hear a pin-drop.

The flood started, it hit the edge of the city first and luckily the house was still standing. "BOOM! CRASH!" the house was devastated.

Days after the flood, the family came back to their home. Was it strong enough to stay on? Yes, it was.

How is Learning Across Our School Sequenced?

Writing Progression of Skills

At Abingdon Primary School, we have a writing progression of skills document.

This document shows the progression of writing skills from Reception to Year 6. This includes progression of writing composition and handwriting and progression of fiction and non-fiction writing skills.

ABINGDON PRIMARY SCHOOL – Writing Progression of Knowledge						
	Reception	Year 1	Year 2	Year 3/4	Year 5/6	
Writing Composition	<p>Planning Say aloud what they are going to write about</p> <p>Drafting Compose a sentence orally before they write it</p> <p>Editing Discuss what they have written with the teacher and other pupils</p>	<p>Planning Jot down key words and new vocabulary Say aloud what they are going to write about</p> <p>Drafting Compose a sentence orally before they write it</p> <p>Editing Discuss what they have written with the teacher and other pupils</p>	<p>Planning Plan or say aloud what they are going to write Write down ideas/key words including new vocabulary</p> <p>Drafting Encapsulate what they want to say sentence by sentence Write narratives about personal experiences and those of others</p> <p>Editing Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p>	<p>Planning Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar.</p> <p>Drafting Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures Organise paragraphs around a theme Create settings, characters and plots</p> <p>Editing Assess the effectiveness of their own and other's writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</p>	<p>Planning Identify the audience and purpose of the writing and select the appropriate form Note and develop initial ideas, drawing on reading and research, where necessary</p> <p>Drafting Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning Precis longer passages Use a range of device to build cohesion within and between paragraphs Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Editing Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar</p>	
	Fiction Writing Progression of skills					
	Narrative Genre	Sentence Features	Grammatical Features	Punctuation		
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures.	Nouns and verbs	Capital letter and full stop		
Year 1	Traditional tales Fairy tales Familiar settings Well-known stories Science-fiction Fantasy	Use of simple sentence structures. Size adjectives: big, small, enormous big, bigger, biggest Emotion adjectives: sad, angry, cross, happy Pronouns: I, she, he, they Prepositions: up, down, into, out, to, onto Time references: once upon a time, one day, happily ever after Organisational features: Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution.	Noun Consistent past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I		




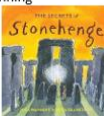



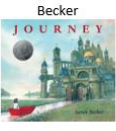




Progression of Skills: Non-Chronological Report			
	Sentence features	Grammatical features	Punctuation
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective Use of simple sentence structures. Caption Writing – Creating Facts	Nouns and verbs	Capital letter and full stop
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop. Use of simple sentence structures. Use of time conjunctions at the start	Nouns Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Clear introduction to classify the subject of the report Grouping Information into specific paragraphs: Classification Description Habitats etc. Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Nouns and noun phrases Simple and Progressive present and past tense verb form Subordinating and Coordinating conjunctions Consistent use of tenses Adverbs to show when and how Causal conjunctions to explain Adding 'so' and 'as' to show comparisons in adjectives First and Third person Generalising words – many, most, some Use of technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Sentences contain more than one clause using coordination and subordination	Adverbs of time, place and manner Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion Subheadings and bullet points Introductory sentence for each paragraph to give the main idea	Adverbs of time, manner and place Prepositional phrases and Expanded noun phrases Subordinate Clauses and Relative Clauses Variation in sentence length to support cohesion Use of passive and active Correct use of simple past, past progressive and past perfect Fronted adverbials Use of modal verbs Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons













How is Learning Across Our School Sequenced?

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Down in the deep, dark woods		Amazing Adventurers		A Taste of India	
Text	Traditional Tale: Little Red Riding Hood  BBC 500 words competition Plan and write their own narrative	Inside the Villains by Clotilde Perrin  The true story of the three little pigs by Jon Scieszka 	The Boy who Sailed the World by Julia Green  Look by Gabi Snyder 	Lost in the Toy Museum by David Lucas  The Smile Shop by Satoshi Kitamura  The Owl and the Pussycat (P)	The Extraordinary Life of Mahatma Gandhi by Chitra Soundar and Dalia Adillon  Under the Great Plum Tree by Sufiya Ahmed and Reza Dalvand 	Pattan's Pumpkin an Indian Flood story by Chitra Soundar (Traditional tales from around the world)  Flower Block by Lanisha Butterfield 
Writing outcome/ purpose (F) Fiction (NF) Non-Fiction	Narrative- Simple sentences related to the story or characters from Little Red Riding Hood. (F) Character descriptions of villains (F)	Simple retell of the story (F) Diary entry from Hansel or Gretel (NF)	-Setting Description based on the illustrations in the book (F) -Poetry based on where they would sail to. (P)	Children tell their own version of the story. (F) Poem based on The Owl and the Pussycat (P)	Gandhi Biography (NF) Narrative: Re-telling of the story (F)	Instructions on how to grow own vegetable or plant (NF) Narrative (F)
Key Objectives	Narrative: - Capital letters - Full stops - Finger spaces. - Exclamation marks - Question marks	Narrative - Capital letters - Full stops - Conjunctions - Question marks	Setting Description: -Capital letters for names and the pronoun I - full stops - Prepositions - Similes	Narrative -Capital letters - full stops -Simple sentences -Conjunctions 'and' - exclamation marks	Narrative - Capital letters, full stops and finger spaces.	Instructions: - Capital letters, full stops, finger spaces. - Imperative verbs - Instructions in chronological order

In writing, we follow a Long Term plan which shows which texts we will focus on in each half term, what the writing outcome and purpose will be and which key objectives will be taught.

How is Learning Across Our School Sequenced?

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stones N' Bones		Extreme Earth		As Mad as a Hatter	
Text	Stone Age Boy by Satoshi Kitamura  The first drawing by Mordcaai Gerstein 	How to wash a Woolly Mammoth by Michelle Robinson and Kate Hindley  The Secrets of Stonehenge by Mick Manning 	Earth Shattering Events DK Find out – Volcanos  Volcano poem (Volcano shape outline) 	Flood by Alvaro F Villa  Journey by Aaron Becker 	Alice in Wonderland extract  Cat in the Hat- Dr Seuss style Poetry 	Visit Stockport Persuasive leaflet  Tuesday- David Weisner – 
Writing outcome/ purpose (F) Fiction (NF) Non-Fiction	Narrative: retelling of the story. (NF) Character description of the Woolly Mammoth (F)	Instruction writing on how to wash the Woolly Mammoth (NF) Non-Chronological report on Stonehenge (NF)	Non-Chronological Report on natural disasters (NF) Poetry	Narrative - retelling of the story (F) Setting description (F)	Setting description and Narrative (F) Poetry	Persuasive leaflet – Stockport (NF) Narrative (F)
Key Objectives:	Narrative: <ul style="list-style-type: none"> Capital letters, full stops Commas Direct Speech with inverted commas Simple and compound sentences Adjectives Adverbs 	Instructions: <ul style="list-style-type: none"> Imperative verbs Organisational devices eg title Written in chronological order Commas Conjunctions Technical vocabulary 	Non-Chronological report: <ul style="list-style-type: none"> Adverbs of time, place and manner Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past 	Narrative: <ul style="list-style-type: none"> Range of conjunctions Adverbs of time, manner and place Prepositions Similes and metaphors Apostrophes to mark 	Narrative: <ul style="list-style-type: none"> Capital letters, full stops Expanded noun phrases Propositions Adjectives to describe settings Adjectives Adverbs of place 	Persuasive leaflet: <ul style="list-style-type: none"> Adjectives to describe Rhetorical questions Fronted adverbials conjunctions

	Vikings and Anglo Saxons	Time Travellers	A Better Tomorrow			
Text	Beowulf by Micheal Morpurgo  How to Train your Dragon by Cressida Cowell -Narrative 	500 word story competition (Narrative)  How to Train your Dragon by Cressida Cowell Instruction writing and diary entry. Christmas Unit: Who'Ville NF writing 	The Rain Player by David Wisniewski  Balanced argument: Should animals be kept in captivity? 	The Barnabus Project by the Fan Brothers  Come to Mexico! Persuasive holiday brochure.  History detectives: Maya Civilisation and the Rise and fall of the Maya Civilisation 	The Tin Forest by Helen Ward and Wayne Anderson  The Whale by Murrow, Ethan and Vita (Wordless book) 	Little people big dreams books: David Attenborough and Greta Thunberg  Diary entry- Suffragettes.
Writing outcome/ purpose	Character description of Beowulf (F) Narrative – retelling of the story (F) Beowulf- Diary entry	Instructions on how to catch a dragon (NF) Setting description: Design own island from HTTYD (F)	Traditional Maya Tale – Light Player. (F)	Setting and charcter description 3 rd person Narrative (F)	Narrative (F) A Journalistic account of the incident (NF).	Biography on environmentalists: David Attenborough or Greta Thunberg (NF) Persuasive Speech on looking after our environment. (NF)

How is Learning Across Our School Sequenced?

Writing in Reception

- EYFS have planned whole class teaching which includes: Name writing, CVC writing and sentence writing
- Fine motor skills are developed through daily Dough Disco, threading and daily motor intervention
- Pencil grip and letter formation is developed
- Genres of writing include: Instruction writing, list writing and story writing.
- Writing opportunities are embedded in every area of provision including: the construction area, the creative area and the fine motor area.

Reception Key Texts



How is Learning Across Our School Sequenced?

Writing in Key Stage One and Two

- KS1 and KS2 follow a writing cycle.
- The writing cycle follows a format of: Engaging hook- analyse a model text- skills lessons to learn and practise the writing objectives- planning – drafting – editing and publishing.
- A model text provides a clear indication to the children on what the writing outcome will be, this model text also includes all of the writing skills which will be used in the unit.
- During the skills lessons, children are taught specific writing skills which link to their writing outcome. Children gather a bank of ideas in their books which will help them when writing independently.
- During planning lessons we use a variety of planning formats including: planning boxes, post-it notes and story boards.

Characters: Kinich Ahau The villagers Ahau the Jaguar Quetzal	Settings: The Pok-a-tok court The jungle The village
Opening: (ps: include a sun with too) Setting description: No sun. The shadows devoured all. He light in the village as swift as a lioness stalking her prey. Above the sleepy village, the clouds showed no light and were as if an endless void of fog had enveloped the site. Paragraph 3: Look to find the Jaguar for help. Speech sandwich. Find Quetzal - another speech Sandwich.	Paragraph 2: Dialogue with Kinich Ahau - challenges to game. @ page with Friday 10 January. Paragraph 4: Pok-a-tok game. Refer to Wednesday 15th and Thursday 17th. Passive and Active voice. Fronted adverbials. Small bit of speech. Paragraph 5: The light returning - setting description. Look on page to the left and second page on the 8th January.

LO: To describe a character using descriptive language.

His skin glistened like smooth, golden butter in the sun light.

mischievous arrogant riding on the wind
 inconsiderate current on his magnificent headless.

Vivid feathers

explosive temper like a volcano erupting
 menacing malicious vile thoughtless Ignorant
 self-centred dark violent
 diabolical merciless disrespectful
 wicked cheeky

He stood tall like a volcano towering over the village.

His piercing eyes shone like two blazing infernos.

His voice reverberated like the slow rumble of an incoming storm.

Five W's Star

Who? My family: Dad, mum, Sister and I.

Where? Rio de Janeiro, Cabo Frio.

What? Dancing on streets, dressing up, drumming, theater, music, samba.

Why? To celebrate Carnival.

Title: Carnival Days

When? I was younger - 6 years old.

Vocabulary: protect, deforestation, poaching, climate change, endangered, dangerous, disease, risks, habitat, environment, Enclosures, captive, captivity, stress, pacing, education, awareness, entertainment, criticism, reproduction, knowledge, survival instincts, healthy, predators, safety.

Success criteria: Formal language, Time and manner adverbials, Facts and opinions, Technical language vocabulary and subordinating

Effects on the Reader: We want people to make their own opinion on why zoos should/should not keep animals. We want readers to come to a conclusion to whether they support zoos or whether on the should exist.

Purpose and Reader: To inform parents and carers of Year 6 children about the reasons for and against zoos. We want to tell the reader facts and opinions on why zoos exist.

Conjunctions: threats, breeding, programs, behaviour, unnatural, zoos, scientists, release, species, animals, study, improve.

The Writing Cycle

In KS1 and KS2, we follow a writing cycle.

Each writing unit always follows the same structure: We start with an engaging hook, we share a model text, we teach the skills needed, then we plan, draft, edit and publish the writing.

A cycle's length depends on the outcome of the unit. Narratives may require a 4 week cycle where poems may require a 2 week cycle.

Publishing

Writing to be proud of!

Children will publish their work. This must be presented to a high standard.

Writing may be in the form of a double page spread, on special paper for a display, as part of a class collection or in publishing books.

Introduce the text

Get them hooked! When introducing a new writing unit, a hook will be used to grab the children's attention and make them excited about their writing.

A Hook example could be: secret object in classroom, a letter arrives, teacher in role, mystery box, footprints, crime scene, video clip.

Text talk! Chance for children to discuss: what is the genre? Talk about the blurb/author, make predictions, discuss likes and dislikes, compare with other texts.

What's the purpose?

Share the WAGOLL- The model text must demonstrate success criteria, correct tone and be of high quality.

After reading the WAGOLL, discuss:

What is the writing outcome?

Why are we writing this?

Who is the audience?

What is the tone of the writing?

Identify the features and discuss which skills need to be included?

Teaching the Skills

Teach the skills needed for this piece of writing.

Lots of high-quality teacher modelling.

Teach SpAG objectives- use a variety of strategies eg: identify the word/phrase, spot the mistakes, complete the sentence, odd one out.

Children will develop a bank of ideas in their books throughout these 'SPAG skills' lessons.

Drafting and Editing

Children will use variety of resources to help them draft: examples in books, working walls, thesauruses, classroom resources and their own plans.

Teacher must provide lots of high-quality modelling.

'Chunking' during the drafting lessons to break writing down into sections.

Editing to be done after each section and as response to teacher's marking.

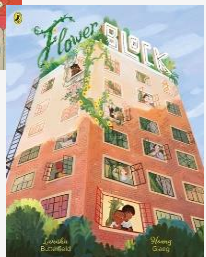
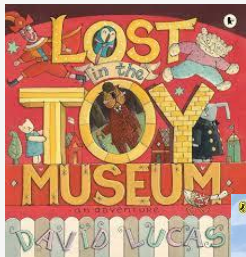
Planning

Share success criteria with children- this will be what the children use to plan their writing. Planning templates can be used to provide prompts for the children.

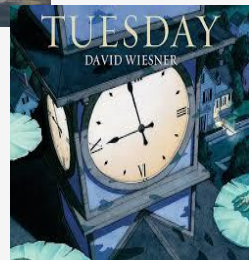
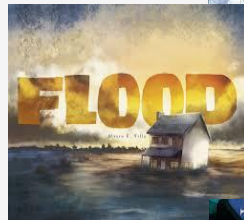
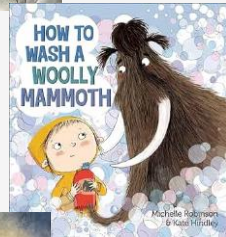
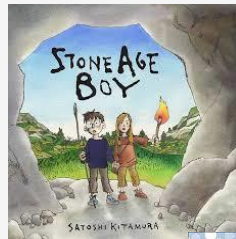
Planning must be done using plot point narrative maps for narrative writing, and a planning template is to be used for all non-fiction writing.

Example Abingdon Texts

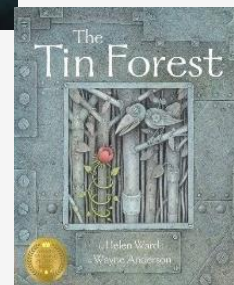
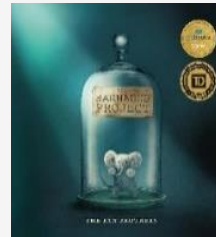
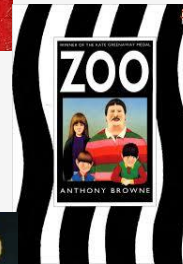
KS1



LKS2



UKS2



Some of our chosen texts are based around the overarching curriculum focus for that term so that the children can connect their learning across the curriculum to enable them to be capable and confident writers.

Some of our texts are chosen for their engagement purposes. We believe that picture books offer great opportunities for writing which all learners can benefit from.

The Spelling Shed

At Abingdon Primary, we use 'The Spelling Shed' to teach, practise and assess spellings.


From Year 2 – Year 6 we teach spelling lessons 3 times a week. These lessons are revise and introduction, main teaching input, and independent and consolidation work.

During spelling lessons, children have the opportunity to recap and consolidate previous spelling words.

Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning.

Whole Group Spelling Shed 3.7

Syllable and Phoneme Maps



Split digraphs are represented by a curved line and only count as one sound.

conscious
con|scious
2


c	o	n	s	c	i	o	u	s
---	---	---	---	---	---	---	---	---

6 phonemes


sacrifice
sac|ri|fice
3

s	a	c	r	i	f	i	c	e
---	---	---	---	---	---	---	---	---

8 phonemes



Independent



Add a phoneme to each box. Digraphs and trigraphs make one sound so they should occupy the same box. Then count the number of phonemes.

according
ac|cord|ing
3

a	cc	or	d	i	ng
---	----	----	---	---	----

6 phonemes



Whole Group Spelling Shed 36.23

Morphology Matrix

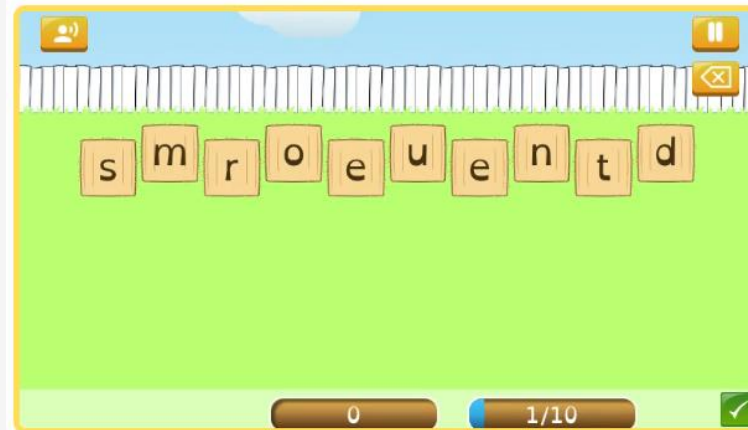
How many new words can you create by adding prefix(es) and/or suffix(es)?

Prefix	Base Word	Suffix
un	divide (separate into smaller parts)	s ing
sub		d ness
		er s

Can you make a word meaning 'to further divide something into smaller parts'?

The Spelling Shed

The Spelling Shed scheme offers engaging games to provide opportunities for consolidating previous spellings learnt. Children have the opportunity to earn points and compete with others. These games can be played at home as well as in school.

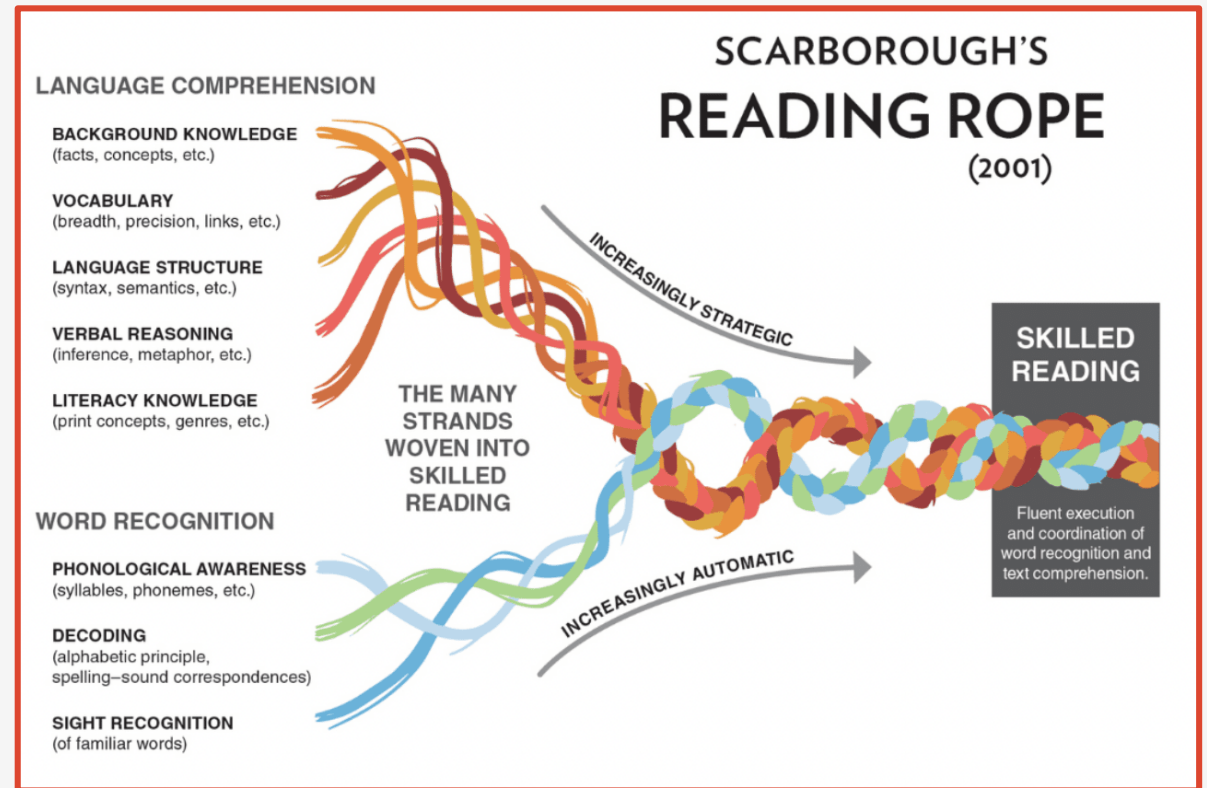


How Spelling Impacts Reading

Learning to spell is a key ingredient to becoming a good reader and is far more intricate than just memorising words.

Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading.

Encoding (spelling) is a developmental process that impacts fluency, writing, pronunciation and vocabulary.



Assessment in Spelling

Word	Skill	Correct	Incorrect ↓	Unattempted
irresistible	Words with the prefixes 'il-', 'im-' and 'ir-' *	1 pupil	8 pupils	1 pupil
hazardous	Words ending in '-ous' *	3 pupils	6 pupils	1 pupil
dogs'	Words that are plurals with possessive apostrophes *	3 pupils	6 pupils	1 pupil
ricochet	Words where 'ch' makes a /sh/ sound *	4 pupils	5 pupils	1 pupil
immobile	Words with the prefixes 'il-', 'im-' and 'ir-' *	5 pupils	4 pupils	1 pupil
herbivorous	Words ending in '-ous' incl. those where 'ge' from the base word remains *	5 pupils	4 pupils	1 pupil
clinician	Words ending in '-cian' *	5 pupils	4 pupils	1 pupil
piece	Words that are homophones *	7 pupils	3 pupils	-
confirmation	Words ending in '-ation' *	6 pupils	3 pupils	1 pupil
restoration	Words ending in '-ation' *	6 pupils	3 pupils	1 pupil
powerfully	Words ending '-lly' *	6 pupils	3 pupils	1 pupil

The Spelling Shed has spelling word lists from stage 1 - stage 6. Every half term we carry out a baseline assessment which informs us of which stage the child should be working on.

Once children have completed the Spelling Shed assessment, the grid will show how many children in the class have spelled each word correctly or incorrectly. Teachers can use this information to inform their teaching and identify which children have made progress.

Handwriting

Improvement in Schools

ISHA

through

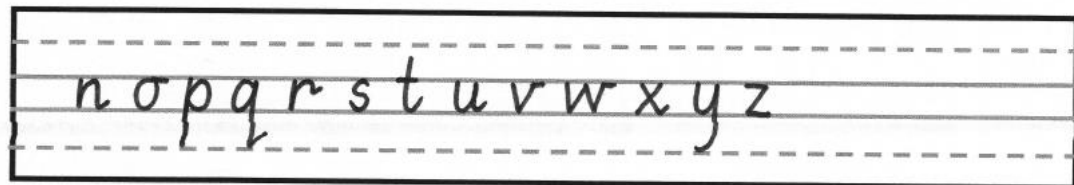
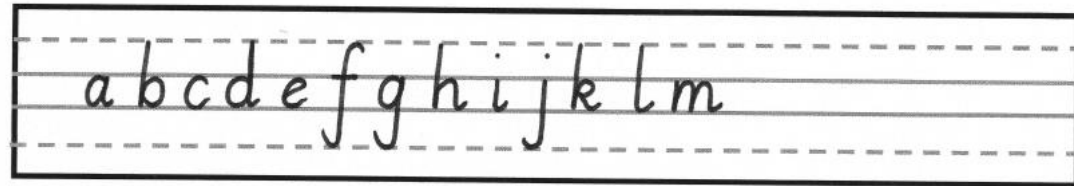
Handwriting and Art

Achieving Excellence
In
Handwriting

Martin Harvey & Debbie Watson

At Abingdon Primary School, we follow the Martin Harvey Handwriting scheme.

Through following this scheme, we intend for children to leave our school with handwriting that is well-formed, joined and the correct size. Each session is designed to last 15 minutes and is to be taught 3 times per week.



Assessment – Writing

Each term, we assess the children’s writing using the Key performance Indicators (KPIs). This document details each year group’s objectives and informs teachers of whether a child is ‘working towards’, ‘working at’ or ‘greater depth’.

Each term, we moderate writing as a whole school. This gives teachers the opportunity to share judgements on each year group, providing an accurate and confident moderation process.

Year 2 Writing “I can” statements						
Date /genre						
Working towards Year 2 level	1	2	3	4	5	6
Write sentences that form a narrative real or fictional						
Show some sentences with capital letters and full stops.						
Use sounds to spell some words correctly						
Spell some common exception words						
Form lower case letters correctly – starting/finishing places correct in some of their writing.						
Form lower case letters of the correct size.						
Use spacing between words.						
Working at Year 2 level						
Write coherent narratives about personal experience and those of others (real or fictional)						
Write about real events simply and clearly.						
Use capital letters and full stops in most sentences and						
Use question marks correctly.						
Use past and present tense mostly correctly.						
Use co-ordination (and, or, but) and some subordination (when, if, that, because) to join clauses.						
Use phonemes to segment and to spell many words correctly.						
Spell many CEW words correctly.						
Form capital letters of the correct size and orientation.						
Use spacing between words that reflect the size of the letters.						
Working at greater depth in Year 2						
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
Make simple additions, revisions and proof reading corrections to their own writing.						
Use the punctuation taught in ks1 mostly correctly. . ? !						
Spell most common exception words						
Add suffixes to spell most words correctly (ment, less, ful, less, ly)						
Use the diagonal and horizontal strokes to join some letters together.						

Year 3 Writing “I can” statements						
Date /genre						
Working towards Year 3 level	1	2	3	4	5	6
I can use capital letters and full stops mostly correctly, including capital letters for names.						
I can use question marks and exclamation marks in my writing and commas for lists						
I can use apostrophes for contraction						
I can use expanded noun phrases to describe and add detail to my sentences						
I can consistently write in past or present tense						
I can use co-ordinating conjunctions (and, but, or, yet, so, for)						
Working at Year 3 level						
I can organise paragraphs around a theme						
In narratives, I can create settings, characters and plot						
In non-narrative material, I can use simple organisational devices such as headings and sub-headings						
I can use sometimes use prefixes such as un, dis, mis, il, ir, in in my writing						
I can sometimes use suffixes such as -ing, -ed, -er, -ion, -ly in my writing						
I can choose the correct homophones						
I can extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although						
I can use the present perfect form of verbs in contrast to the past tense (have)						
I can use conjunctions to express time and cause						
I can use adverbs to express time and cause						
I can use prepositions to express time and cause						
I can use a/an correctly						
I can use a wide range of sentence structures (e.g. Alan Peat sentences for Year 3)						
I can indicate possession by using the possessive apostrophe with singular nouns and regular plurals						
I can use inverted commas to punctuate direct speech						
I can join my handwriting consistently						
I can spell some words correctly from the year 3/4 spelling list.						

Working towards Year 5 level						
	1	2	3	4	5	6
I can organise paragraphs around a theme						
I can describe settings and characters where relevant						
I can use presentational devices where appropriate						
I can use question marks in my writing						
I can use exclamation marks in my writing						
I can use commas for lists in my writing						
I can use apostrophes for contraction and possession						
I can use inverted commas to punctuate speech						
I can use a wider range of conjunctions, adverbs and prepositions to express time and cause						
I can use co-ordinating conjunctions and subordinating conjunctions						
Working at Year 5 level						
I can write for a range of purposes and audiences ensuring it is appropriate for the particular genre I have written. E.g. Writing is consistent with the genre features .						
I can use a range of devices for cohesion , such as adverbials, pronouns, ellipsis						
I can use wide range of adverbials between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.						
I can spell some words with silent letters						
I can continue to distinguish between homophones and other words which are often confused e.g. affect/effect, practice/practise etc.						
I can use the perfect form of verbs to mark relationships of time and cause						
I can use expanded noun phrases to convey complicated information concisely						
I can use modal verbs or adverbs to indicate degrees of possibility e.g. surely, perhaps, should, might etc.						
I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun						
I can use wide range of sentence structures (e.g. Alan Peat sentences for Year 5)						
I can use commas for clarity or avoid ambiguity in writing						
I can begin to use brackets, dashes or commas to indicate parenthesis						
I can begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.						

Challenge and Adaptations

We use the '**Five-a-day**' principle alongside our own current focuses for adaptations:

- “Nest/Pair/Share”
- Pre-teaching of vocabulary and any key concepts
- Visual resources and dual coding across the whole school
- Chunking learning
- Modelling and misconceptions

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Challenge and Adaptations

At Abingdon, we know that adapting writing for some of our learners is essential for them to be competent and confident writers. These are some of the strategies we use as part of our universal offer in writing.

- Adapted word banks
- Dual coding
- Pre-teaching of vocabulary
- Adapted Model Texts
- Writing Working Walls
- QR codes

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Abingdon Writing Provision Pyramid

Writing Curriculum Offer

