



St Anne's  
Catholic Primary School  
— Raising Standards in Writing —

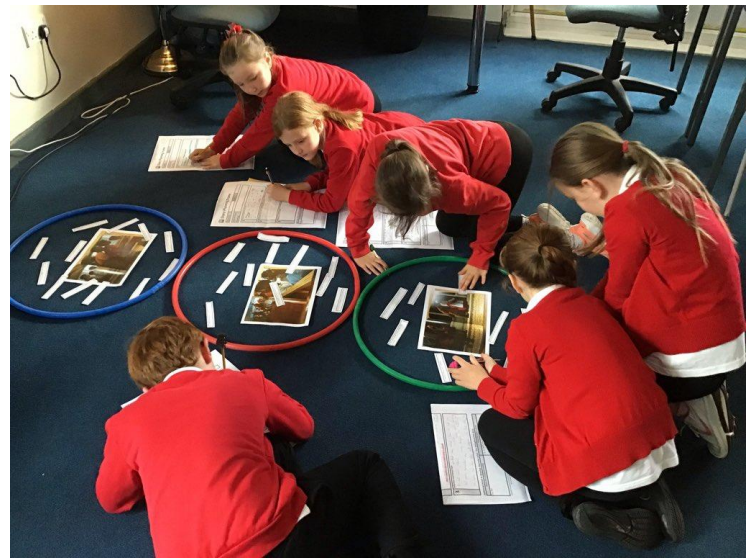
# School Development Plan

To raise attainment in writing at the end of EYFS, KSI and KS2.





Writing at  
our school



We use an English Scheme called Literacy Counts, which is a "Read to write" model we are currently on our Route A cycle.

<http://stannesprimaryknowsley.co.uk/curriculum/writing/>

# St Anne's Catholic Primary School

## English Long Term Plan: Whole School Route A

	Autumn 1a	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Dogger by Shirley Hughes	Goodnight Moon by Margaret Wise Brown	Supertato by Paul Linnet and Sue Hendra	Little Red Riding Hood Traditional tale	Oliver's Vegetables by Alison Barlett/Vivian French	The Rainbow Fish by Marcus Pfister
Reception	The Something, Rebecca Cobb	Star in a Jar, Sam Hay	Juniper Jupiter Lizzy Stewart	Little Red, Bethan Woolwin	The Extraordinary Gardener, Sam Boughton	Storm Whale, Benji Davies

### Writing Outcomes and Purpose

	<p>Narrative: A Losing Story Purpose: To tell and write a losing story</p> <p>Non-narrative: Recount: Animal Information Purpose: To inform</p>	<p>Narrative: A Finding Story Purpose: To tell and write a finding story</p> <p>Non-narrative: Information: Poster to find a lost star Purpose: To inform (and describe)</p>	<p>Narrative: A Superhero Story Purpose: To tell and write a superhero story</p> <p>Non-narrative: Information: A letter wanting to be a sidekick Purpose: To inform</p>	<p>Narrative: A Traditional Tale Purpose: To tell and write a traditional tale</p> <p>Non-narrative: Instructions: How to trap an animal Purpose: To instruct</p>	<p>Narrative: A transformational Story Purpose: To tell and write a transformational story</p> <p>Non-narrative: Instructions: How to grow a garden plant / vegetable Purpose: To instruct</p>	<p>Narrative: A Friendship Story Purpose: To tell and write a friendship story</p> <p>Non-narrative: Poems: Sea creature poems Purpose: To describe</p>
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# Our curriculum for writing follows this structure...

Immerse

Analyse

Plan

Write

Edit



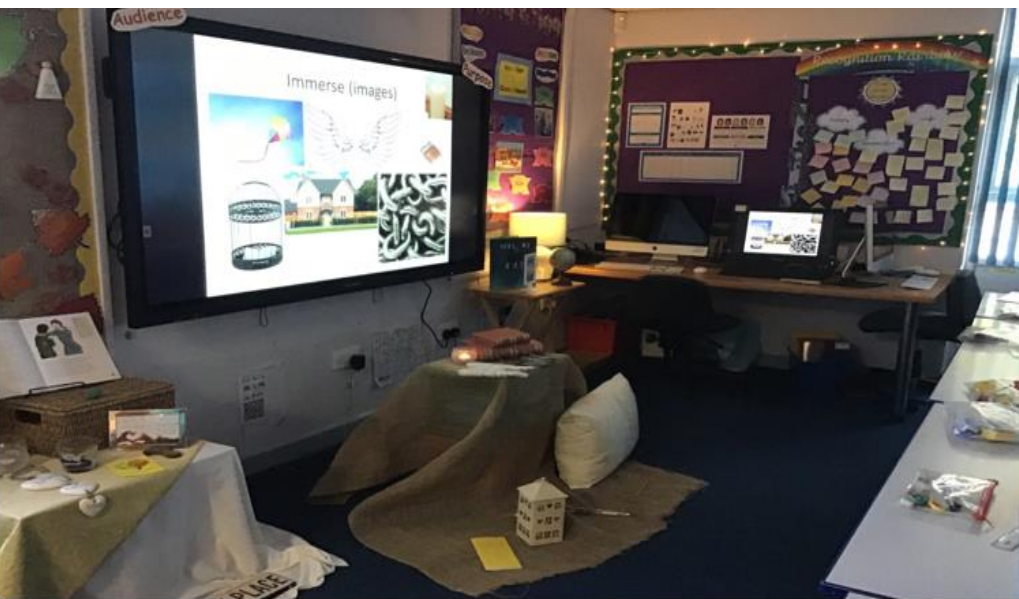
Formal

# Writing is cognitively complicated

- Audience and purpose
- Ideas and imagination
- Structure of the text
- Vocabulary and grammar
- Spelling
- Punctuation
- Handwriting or typing

Informal ↓







# How can you support?

Talk to your child about writing

Make sure your child is in school as much as possible

Practise spellings and handwriting at home

We asked our teachers how adults can support

Encourage children to write for pleasure



By the end of Reception children are expected to be able to write short sentences which include a capital letter and full stop and can be read by someone else.

I went to

Space world.

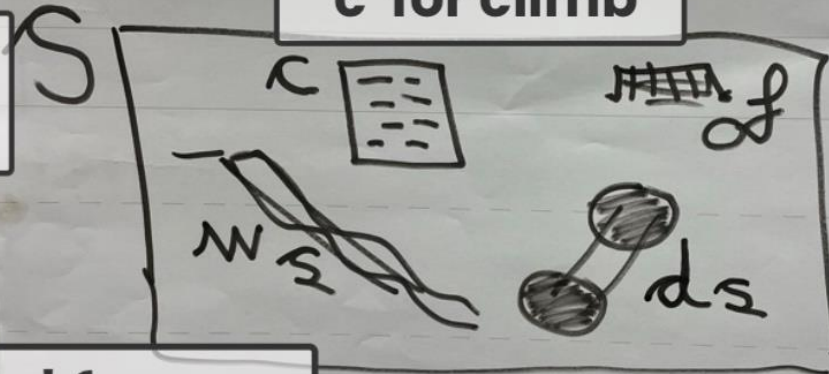
'c' for climb

's' for space  
world

'f' for  
football

'w' for  
wobbly, 's'  
for slide

'd' for dark,  
's' for slide



Early writing is promoted by developing both gross and fine motor skills.

### **Ideas to support gross motor development**

- Monkey bars/climbing (playground)
- Scooters/bike/balance bike
- Trampoline
- Crawling
- Pushing/pulling
- Carrying bags/ objects
- Sitting at a table/ sitting up straight

Children must develop their core strength.

### **Ideas to support fine motor development**

- Playdoh
- Threading- beads/pasta shapes onto laces/pipe cleaners
- Using pegs
- Cutting with scissors
- Using play tweezers to collect pom-poms
- Making a shape/pattern with stickers
- Holding/playing cards
- Passing objects/ball from one hand to another

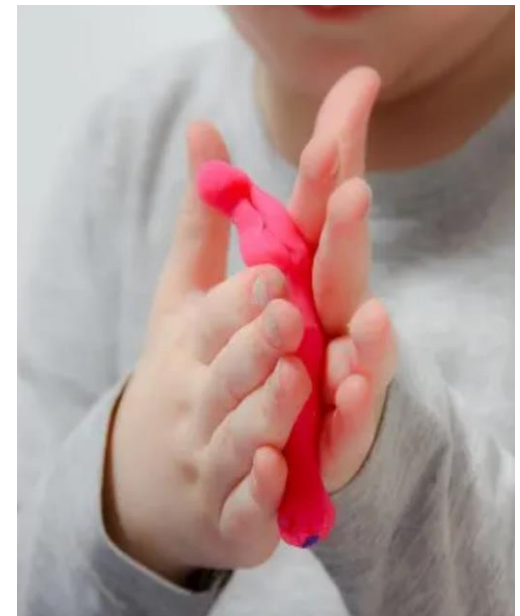
Children should develop their hand and finger strength to be able to hold a pencil correctly.



## Gross motor



## Fine motor



As muscle development increases children should be encouraged to master the pre-

## PRE-WRITING SHAPES



Children should be able to form these 9 pre-writing strokes before asking them to write.



2 years



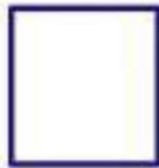
2½ years



3 years



3½-4 years



4 years



4½ years



4½ years



4 years  
11 months



5 years  
3 months

Children who can adequately draw the oblique cross can copy a significantly higher number of letters than little ones who cannot.

# Key Stage 1

## What we do to improve writing:

- Read high quality texts (Literacy counts planning)
- Look at model text
- Hold a sentence
- Model writing to the children
- Shared write and guided write
- Use sentence checker
- Model editing
- Introduce new high-level vocabulary
- Model the application of phonics
- Letterjoin - daily practise
- Isolated Grammar lessons with application to follow
- Celebrate each other's work - KSI writing exhibition



## Messages for parents

- Good readers make good writers
- Exposing children to high level texts and vocabulary
- Application of phonics (chunk up words to spell)
- Hold a sentence (repeat lots of times before writing)
- Spelling Common Exception Words - practical spellings and spelling shed (these are all on the website.)
- It's ok for children to make mistakes but can they spot them themselves?
- Find the joy and **purpose** in writing

# Cursive letters



a b c d e

f g h i j k

l m n o p

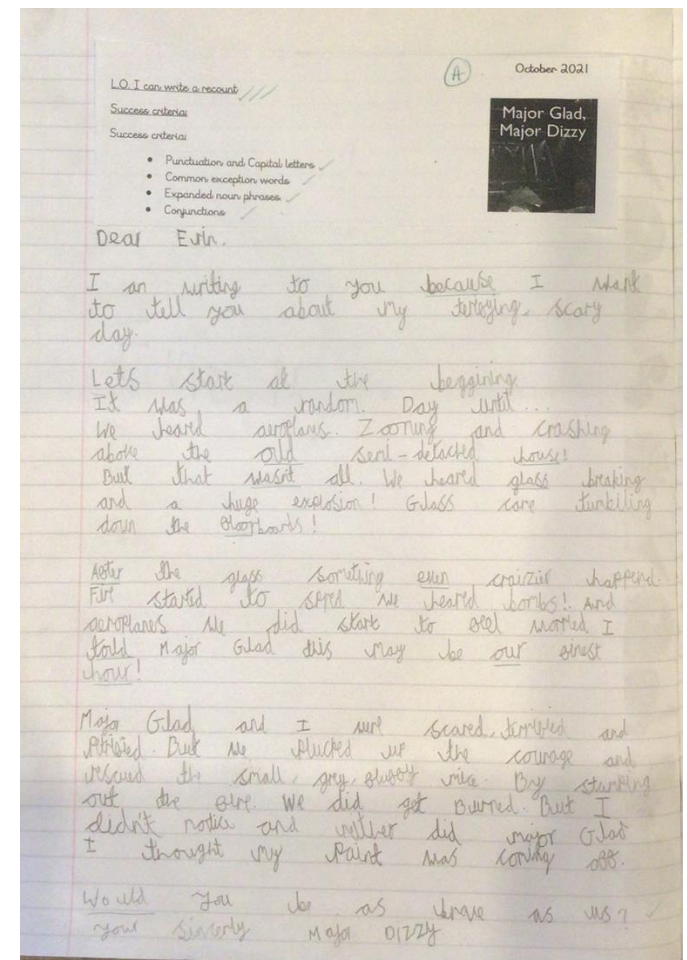
q r s t u

v w x y z

By the end of Year 2...

Children should be  
forming letters correctly,  
precursive.

Some children will be showing evidence of  
an ability to join.





Wednesday 29<sup>th</sup> June 2022

LO: I can write an invention narrative

Success criteria:

- punctuation
- repetition
- ~~use of~~ exclamation sentence
- expanded noun phrase

ROSIE  
REVERE  
ENGINEER

Moderated-  
EXP

This is the story of an intelligent young boy called Tenson.

He had brown, chocolatey eyes and bright blonde hair.

You will always find him wrecking a line of paint kit and a football under his arm.

Tenson is a brilliant expert and is always waiting to learn make.

The unkind children were pranking him and they were slapping their faces as hard as they could.

One night when Tenson was lying in bed an idea kept into his head.

He searched until he could no more! He got metal, buttons, hammer, screws and superglue. He decided to make a portal. It took him back to the dim dark time!

The next day he collected equipment and hammered and hammered and he got smet and smet and smet. The smet dripping down his back.

Before Tenson's best time he anxiously carried it to the nearest case. Tenson pushed the button but there was nothing he pushed the button and more time and he was praying and praying for it to work and it did.



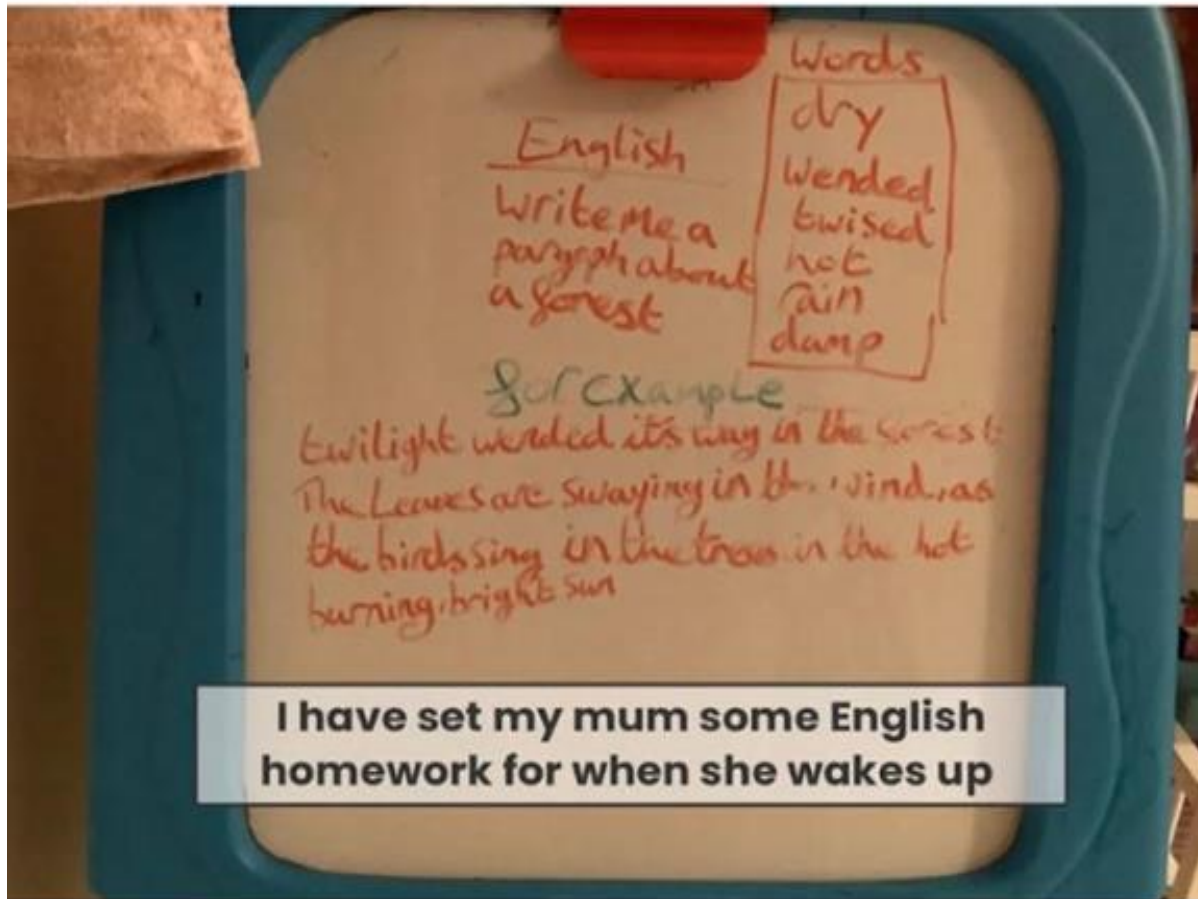
Year 4 children  
had some top tips:

- Quality reading books
- Real reasons to write
- Quiet comfy spot (table and chair)
- Angle your book
- Highlighting the good features
- Getting someone to read it - help up level
- Using an appropriate writing pen
- Inspirational stories to inspire us to write





Evie King



**I have set my mum some English homework for when she wakes up**

Seen by: Marie Gallagher

October 12, 2022, 10:30 PM

Marie Gallagher I am loving your enthusiasm Evie and I am looking forward to doing 'my homework' after I finish work 😊 x



# UKS2 what we do in school



- Read texts which are rich in language, deliberately challenging.
- Discuss the purpose, audience and tone of a text.
- Model the text (WAGOLL) You write, I write
- Shared and guided writing daily
- Sentence accuracy work
- Using writer's packs: dictionaries, thesaurus.
- Daily spelling and handwriting work
- Use the full range of punctuation taught at KS2 - semi-colons, colons, hyphens, dashes etc
- Analyse how a writer uses language to impact the reader.
- Inspirational stories to inspire us to write
- Consider the formality of a text and how it fits the purpose



# UKS2 key messages:

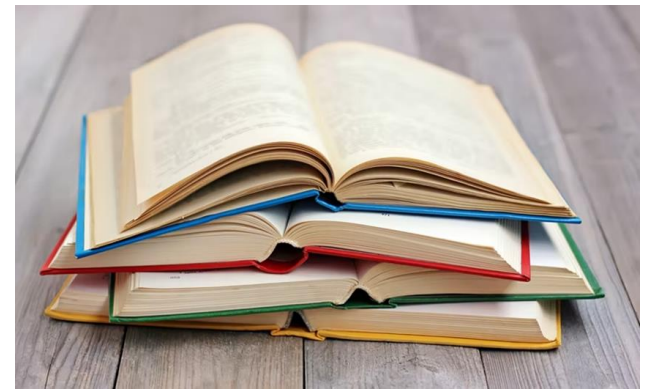
Read as much as possible with your children- the more they read the better their structures and vocabulary for writing will be.

Use spelling shed at home and learn weekly spelling words

Practise handwriting, use Letterjoin online- also handwriting homework helps.

Talk about what the children are learning in English.

Complete any homework together.





# By the end of Year 6....

Handwriting must be joined, legible and fluent.

Children must also be able to spell all of the Y3 and 4 common exception words, also MOST of the Y5 and 6 common exception words.

This is only part of the expectation but is a crucial area which is often a barrier to achieving the EXP standard.

## Success criteria

- Formal tone
- Concise description
- Punctuation for effect
- Fronted adverbials
- Technical language

Baskerville Hall, November 6th

Dear Detective Inspector Lestrade,

You have acquired this letter today because I would like to inform you of our latest discovery. We have obtained plenty more suspects, despite having very minimal information. We have stumbled upon many serviceable intimations.

As a result of many brief conversations, and uncovering minor details, an idea is merging. Yesterday, we surveilled everybody at Baskerville Hall. They all seemed to be operating very queerly. Therefore, we decided to delve deeper and commence interviewing the civilians of Baskerville Hall. The complexity of the case is a true challenge; thankfully, we have a sufficient amount of time. The grandeur of the mansion is very overwhelming. The perpetrator has found a very moral environment to secrete themselves.

A very thick smog had scoured the moor the following evening dawn, we potentially established the executioner; an ebony figure had been escorting an anonymous yet dubious character in the window of the dining room. My initial suspicions were Barrymore and Stapleton, nevertheless, I was veracious about Barrymore. He had he wouldn't betray the Hall and how he

# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



# Year 5 and 6 Statutory Spellings

accommodate	cemetery	develop	frequently	mischievous	pronunciation	stomach
accompany	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	
category	determined	forty	marvellous	programme	soldier	

So how can you  
help?

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Read with your child - talk -  
point out signs print  
everywhere.  
Top tips to take away.

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Individual, Nurture, Spiritual,  
Progress, Independence,  
**Resilience**, Encourage

Any Questions?