

Vision, Intent and Implementation

The roadmap to a more streamlined approach to writing at
PHJS

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What do we want?

Confident
writers

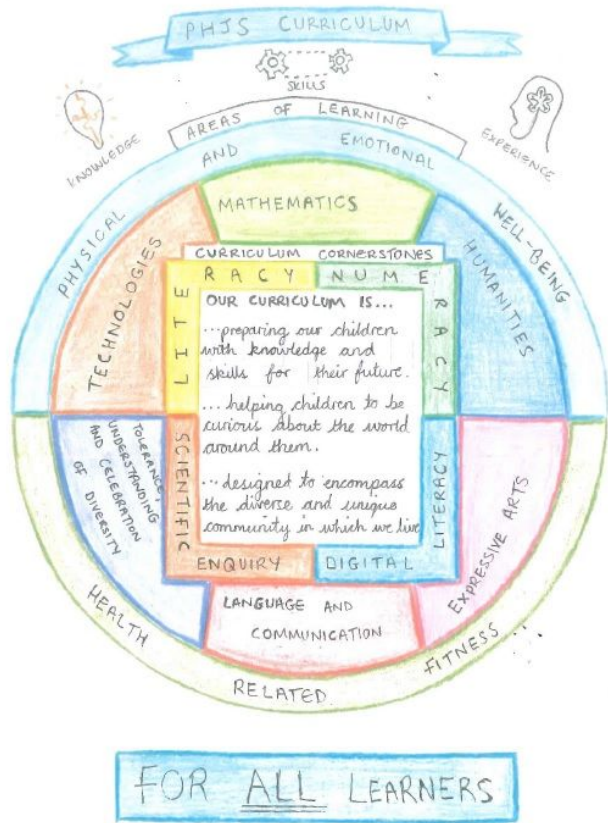
When do we want them?



Now!

Vision

For children to be confident, competent writers for a range of purposes.



The Process

Writing as a process is well embedded. Starting from next year all pupils will be on the “write a line skip a line” format.

Longer blocks fewer things

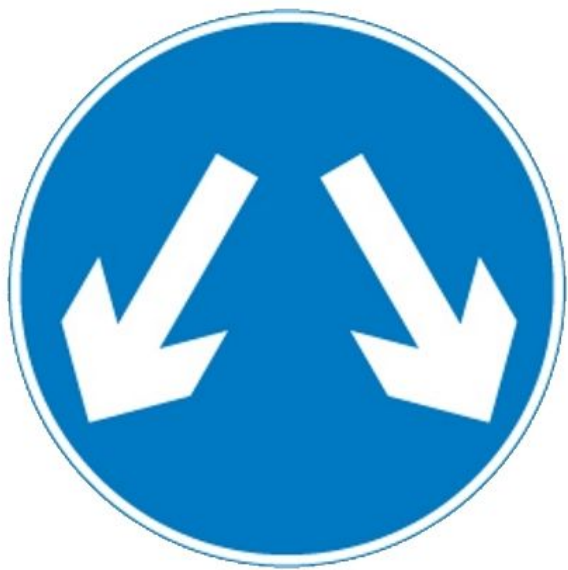
4 main types of writing.








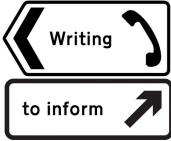


**Writing to
persuade**



**Writing to
discuss**

What does this look like?

Across the school:

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Years 3&4 Lwr KS2	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Years 5&6 Upr KS2	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Writing to entertain (LKS2)

Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,
Without a sound... After a moment...
- Use **expanded noun phrases** to add detail & description
...the dark gloomy cupboard under the stairs...
- Use **subordinate clauses** to add detail or context
Although Theseus was scared, he prepared to enter the maze.
- Use **nouns & pronouns** for clarity and cohesion
They crept into Minos's great labyrinth. Inside the maze...

Adverbials

Soon Meanwhile As...
The next day... Later...
Carefully Without a thought...

Conjunctions

if when because while
as until whenever once

Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**.
Mum asked, "Will you be home for tea?"
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis



Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.
Although Theseus was scared, he prepared to enter the maze.
Theseus, although he was scared, prepared to enter the maze.
- Use **relative clauses** to add detail or context,
Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals,
Amy saw Katie (her best friend) standing outside.
- Use **dashes** to emphasise additional information,
The girl was distraught - she cried for hours.
- Use **colons** to add further detail in a new clause,
The girl was distraught: she cried for hours.
- Use **semi-colons** to join related clauses,
Some think this is awful; others disagree.



Writing to inform (LKS2)

Text Types

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

Other Style Ideas

- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers.
Although they have a fierce reputation, the Vikings weren't all bad.
- Use **expanded noun phrases** to inform,
A tall dark-haired man was seen leaving the scene.
- Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **present perfect** tense to place events in time,
This week we have visited the Science Museum.

Adverbials

First Firstly Before After Later
Soon Also In addition However

Conjunctions

when before after while
because if

Punctuation Content

- Consolidate four main punctuation marks (, . ! ?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials
After lunch, we went into the museum
- Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets or dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets or dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons & semi-colons** to mark clauses



Writing to persuade (LKS2)

Text Types

- Advertising
- Letter
- Speech
- Poster

Text Features

- Use of 2nd person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** verbs to convey urgency,
Buy it today! Listen very carefully...
- Use **rhetorical questions** to engage the reader,
Do you want to have an amazing day out?
- Use **noun phrases** to add detail and description,
Our fantastic resort has amazing facilities for everyone
- Use **relative clauses** to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

Adverbials

Firstly Also In addition
However On the other hand
Therefore In conclusion

Conjunctions

if because unless so
and but even if when

Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use **? !** for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses
*After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches,
you'll be coming back for more!*



Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency,
Buy it today! This product will transform your life..
- Use **adverbials** to convey sense of certainty,,
Surely we can all agree...?
- Use **short sentences** for emphasis
This has to stop! Vote for change!
- Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **? !** for rhetorical / exclamatory sentences
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!



Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,
It could be argued... Some might say...
- Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists



Also in our writing toolkit ...

Handwriting

at



Home Support Pack

Dear families,

At PHJS we teach handwriting by grouping the letters into stroke related families (illustrated below). This ensures that your child is building on what have they learnt before.

Stroke related families:

c a d

g q

n m h k

s f

b p s

i l l j

u y

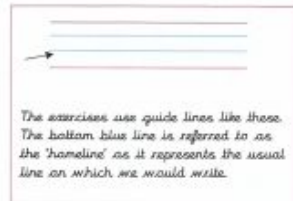
o r v w (letters which join at the top)

x z

On the following pages, you will find a series of exercises, which can be printed for your child to practise at home. We recommend 10 to 15 minutes three times a week.

Alternatively, these exercises can be copied into a handwriting book or lined paper.

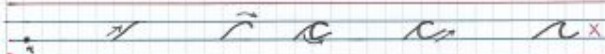
We hope you find the exercises helpful.



Joining c c

All joined up letters start on the line.

For these exercises we will call the bottom blue line the *homeline*.



Start
on the
homeline.

Lead
in.

Curve
over.

Curve
back.

Lead
out.

Avoid
not
curving.



Try to write these groups without lifting your pen.



Try some on your own.

Keep the letters even in size.

Dictation

A spot of dictation is something you can try if you have a little spare time. Read few sentences or a paragraph from your class reader or guided reading text. Award one point for each correctly used punctuation point (including capital letters). The children then note how many points they accrued out of the possible total.

EBI...

You can immediately repeat the passage and the children aim for a PB avoiding errors they made in they made before.

This little activity is a good way of modelling punctuation especially knotty things such as semi-colons - Michelle Paver is particularly good at using them.

Phonics throughout the school

Years 3&4



Years 5&6

Mighty Writer

BASKET



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