



HUNTINGTON PRIMARY ACADEMY
WRITING TEACHING ON A PAGE

WRITING AT HUNTINGTON PRIMARY ACADEMY

Writing is the product of oracy and transcription starts in our Early Years unit with phoneme, graphemes and letter formation, developing the skills needed for handwriting and moves towards writing a simple sentence. Through KS1, our pupils learn to sequence sentences applying increasingly advanced spelling, grammar and punctuation. Throughout KS2, pupils learn to evaluate, edit and revise increasingly complex sentences so that by the end of KS2 pupils are able to write at length and in detail about a range of subjects.

INTENT

By the time our children leave primary school we want them to be confident, competent writers and:

- be accurate in grammar, phonics and spelling
- be able to write for a variety of reasons
- to have a love of writing
- be able to express ideas and meaning through writing
- to be proud of their writing



WRITING APPROACHES

From Early Years our school uses the phonics program, **Little Wandle**, complemented with a bespoke writing programme and Drawing Club. The program builds to support pupils in Year 1 and Year 2. As our pupils move through Key Stage 2, our writing program incorporates a vocabulary warm up, a daily grammar or spelling session and the opportunity to model, practice and apply.

Our writing curriculum promotes discretely taught skills and regular practice in order to build firm foundations for high quality writing and secondary readiness.

WRITING GENRE OVERVIEW - 2024/25

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	*Character *Story settings	*Story settings *Information Text	*Story settings *Character	*Story settings *Story events *Story endings	*Story settings *Story events *Story endings	*Information Text *Letter *Diary
Aut 2	*Information Text	*Recount *Story events	*Information Text *Diary	*Story settings *Story events *Story endings	*Letter *Diary	*Story settings *Story events *Stories with dialogue
Spr 1	*Information Text *Letter	*Story settings *Story events *Story endings	*Letter *Diary	*Retelling traditional tales	*Information Text	*Story settings *Story events
Spr 2	*Character *Story settings	*Diary	*Letter *Descriptive language	*Information Text *Biographies	*Letter *Diary	*Persuasive Letter *Formal Language *Speech
Sum 1	*Letter *Diary	*Letter	*Story settings *Story events *Story endings	*Letter *Diary	*Descriptive language	*Story *Information Text
Sum 2	*Story settings *Story events *Story endings	*Descriptive language *Information Text	*Information Text *Biographies	*Information Text	*Story settings *Story events *Story endings	*Revision of skills

WRITING CYCLE

Each writing cycle will provide opportunities for the following elements. Teachers have the freedom to respond to pupils’ needs by slowing or accelerating the process where necessary.

PER WEEK

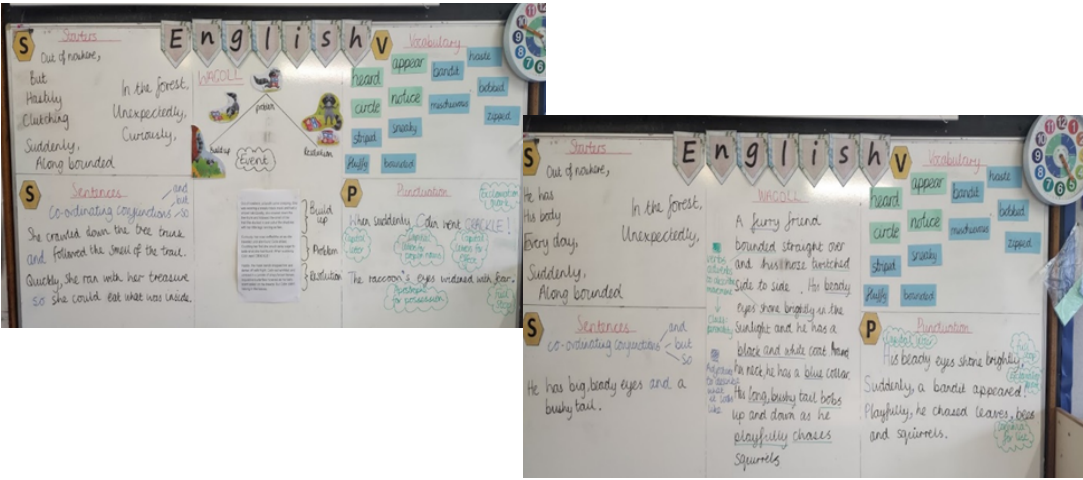
- 3 x Grammar sessions
- 2 x Spelling sessions

5 min Warm up: Review and recap	15 min Grammar or Spelling focus	I do, We do	You do
• Quick fire vocabulary, wall and memory bank	• Vocabulary • Starters • Punctuation • Sentences	• Dictation • Modelling • WAGOLL • Improve or complete • Shared plan	• Complete a sentence, paragraph • Create a paragraph/s • Correct or improve a given paragraph • Plan a write/part write • or • Revise and Edit • edit • review • correct • improve • publish

CYCLE ELEMENTS

Warm Up Review and recap	☐ Word meaning ☐ Synonyms of ☐ Antonyms of ☐ Best word to describe.... ☐ Word on the wall the longest ☐ What is your favourite word to create...describe...
Grammar Session (x3 week)	☐ 4 quadrant grid (Grammar Grids) ☐ Linked to text or examples required later ☐ Recorded in books ☐ Based on wall, previous learning and memory bank ☐ Marked together and linked to learning
Spelling (X2 week)	☐ 5 sessions a week (2 in English and 3 in the slot after dinner) ☐ 1 x highlight and sort sounds, 1 x spelling rules through handwriting, 1 x handwriting through spellings, 1 x sounds buttons with handwriting and 1 x spelling test
I do, We do	☐ Dictation session and marking ☐ Model write (part or whole) ☐ WAGOLL: features, style, genre or composition, ☐ Shared planning ☐ Memory Bank for reference ☐ Improve or complete
You do Or	☐ Complete a section, sentence, paragraph ☐ Create a paragraph with criteria ☐ Improve a paragraph from a basic version ☐ Plan and write a section/ paragraph
Revise/Edit	☐ Modelled first: skill by skill ☐ Paired or independent editing ☐ Spelling and grammar correction ☐ Editing slips/ burst outs ☐ Publishing or performing ☐ Use of Memory bank for reference

WORKING WALLS



GRAMMAR GRIDS

S Choose the opener that matches the rest of the sentence. 1. <u>Slowly/Quickly</u>, she ran towards Colin. 5. <u>Carefully/Suddenly</u>, an eagle launched down and the small bird let out a shriek.	V Improve the verb. 2. The bear <u>walked</u> across the field. 6. The bird <u>flew</u> through the sky.
S Add a preposition to the sentence. 3. But Colin didn't belong _____ the grass. Quietly, she hid _____ the tree trunk.	P Which sentence needs an exclamation mark? 4. Without warning, an eagle launched down and the small bird let out a shriek Colin flittered and fluttered, dancing along in the breeze