

Welcome

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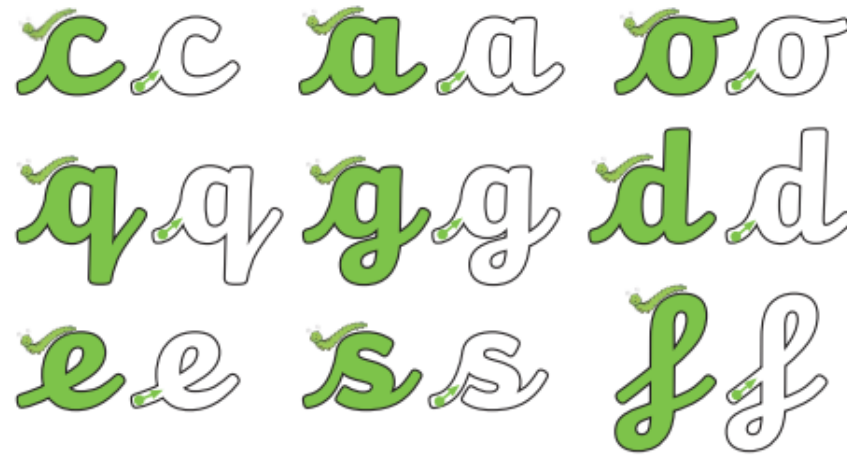
Anne Mason - Headteacher

Aspects of writing

- **Grammar** - sentence structure, choosing words for effect, vocabulary
- **Punctuation** - understanding how punctuation affects the reading of a piece of writing
- **Spelling** - spelling rules, suffixes and prefixes and their effect on the meaning of words
- **Handwriting** – letter formation and presentation of work
- **Genre** – understanding and applying the features of specific writing genres

Handwriting

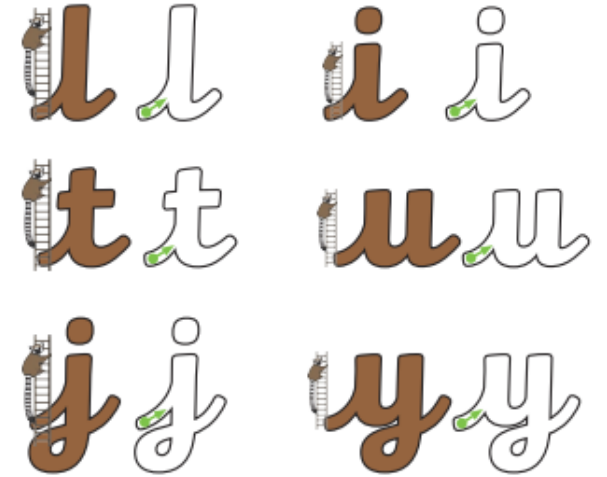
Curly Caterpillar



One Armed Robot



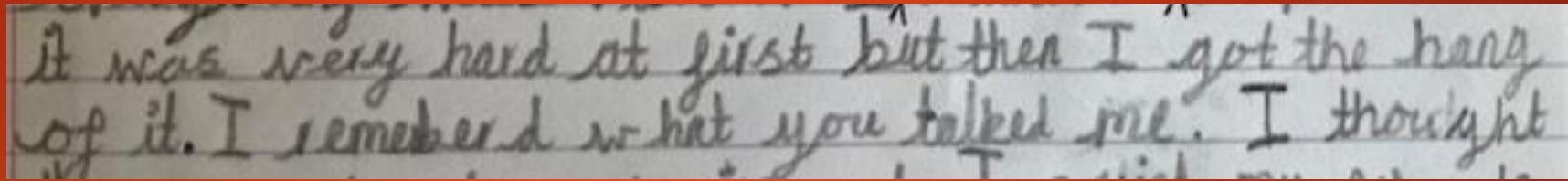
Ladder Letters



Zigzag Monster



Handwriting Exemplar

A photograph of a handwritten note on lined paper. The text is written in a cursive script. The visible text reads: "it was very hard at first but then I got the hang of it. I remembered what you talked me. I thought".

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of it. I remembered what you talked me. I thought

ARE at Year 2 - Interim framework

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

ARE at Year 2 Exemplar

To start we hung up our yummy lunch boxes and then we went down a big bumpy hill for habitat hunting. After that, we started and I found a fox print and also found rabbit droppings. Next, we found rabbit fur and howls. When I've finished that, we went into the woods and found a little green frog. After that, we built dens and we built a fox den! When we finished, it was dinner! Before lunch, we washed our hands and then we started eating.

ARE at Year 6


Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

ARE at Year 6 Exemplar

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.



What advice would you like to enable you to support writing at home?

Top tips:

- Talk to encourage sentence structure
- Read aspirational texts to support vocabulary acquisition
- Make writing fun and give it context
- Model writing whenever you can