

The Writing For Pleasure Centre's Programme Of Study EYFS-KS2



The Writing For Pleasure Centre
- Promoting research-informed writing teaching

Introduction

This programme of study was constructed using the 14 principles of a *Writing For Pleasure* pedagogy. These principles are based on *The Science Of Writing* ([2022a](#)), *Writing Realities* ([2022b](#)), what the research evidence has to say about the most effective writing teaching ([2022c](#)) and what it is the best performing writing teachers do that makes the difference ([2022c](#)). These principles include:

1. Build a community of writers
2. Treat every child as a writer
3. Read, share, think and talk about writing
4. Pursue purposeful and authentic class writing projects
5. Teach the writing processes
6. Set writing goals
7. Be reassuringly consistent
8. Pursue personal writing projects
9. Balance composition & transcription
10. Teach daily mini-lessons
11. Be a writer-teacher
12. Pupil-conference: meet children where they are
13. Connect reading & writing
14. Interconnect the principles

This programme matches the expectations of The EYFS Statutory Framework, Development Matters, The National Curriculum for England and The Standards & Testing Agency's Teacher Assessment Frameworks. It is also written to fully align with Ofsted's Education Inspection Framework. Please see our Appendix for more detail on how every objective of the curriculum is achieved through the approach.

We want the schools that use this programme of study to become schools full of extraordinary writers, and we want the greater-depth standard to be the standard. Therefore, writing must be central to everything you do. Firstly, it involves children and teachers writing together every single day. They should write for many different purposes, and for a variety of audiences. They should be moved to write about what they are most knowledgeable and passionate about. They should also write to deepen their responses and understandings of what they read. They should write to transform their own (and others) thinking about what they learn in the wider curriculum subjects. They should write to entertain, to paint with words, to persuade and share their opinions, to teach others, to make a record of things they don't want to forget, and to reflect on their own thoughts and personal experiences. They should write about themselves and their cultures. They should also write to reflect and sustain the cultures of people they might not have met. They should share their writing and discuss their development with their peers, teachers and caregivers. They should learn how to live the writer's life.

Pupils should explore new genres of writing through whole class writing projects. Together, they should discuss the purpose of the writing project, explore its basic features, and study mentor texts together. Whilst doing this, they should consider who they would like to write their pieces for and what they would like to write about most. Students should be taught how to use the same features and expert techniques they identified from the mentor texts in their own compositions. They should learn how to attend to their spellings, handwriting, grammar, and sentence construction. This will help them write happily and fluently. Pupils should learn a whole host of craft knowledge – what we call craft moves. This includes writerly strategies and techniques for negotiating the writing processes. We want children to

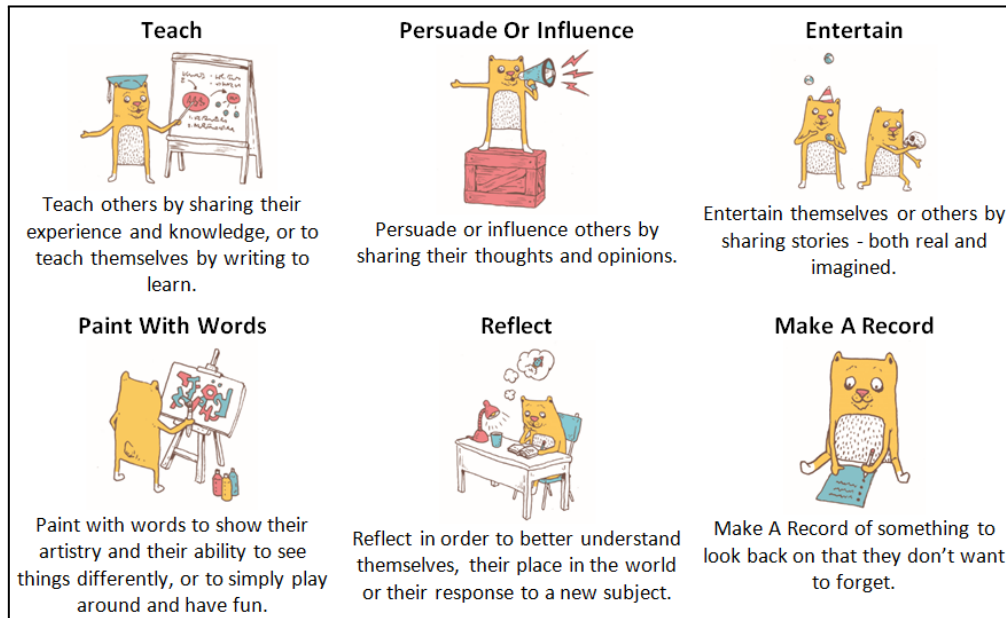
know how they can take a germ of an idea and see it through to publication independently and successfully. Students should be supported by providing them with clear processes and ambitious writing goals. They should be given ample time and instruction in how to plan and how to improve on what they have already written through specific revision and proof-reading sessions.

Pupils should receive daily in-the-moment verbal feedback and responsive assessment-based individualised instruction through teacher-pupil conferencing. These conversations are designed to push the writer and move their writing forward. Pupils should be given many opportunities to discuss their compositions with their teachers and their peers. At least one hour a day should be devoted to the explicit teaching of writing and children should write meaningfully for a sustained period every single day. We believe this is the only way they can learn about the discipline of writing and of being a writer. Across the school day, children should also write about their reading and will write in response to their learning in other subjects. Importantly, they should also have access to personal writing journals which travel freely between home and school. We want them to live the writer's life and to be in a constant state of composition.

We want to create genuine writing communities in classrooms. Children should write in positive and enthusiastic writing environments which are headed up by passionate writer-teachers. Classrooms should feel like creative writing workshops and professional publishing houses. They should be rigorous, highly-organised and reassuringly consistent. Pupils should be encouraged to take risks and to be innovative, but also to write with focus and serious intent. Teaching should be adapted depending on what individual children need instruction in most. Whether they are in Nursery or Year Six and regardless of where they are in their development or experience, all children should be treated as writers and helped not only to write pieces which are successful in terms of the objectives of the curriculum but also meaningful to them as young authors.

Intentions

Having a reassuringly consistent approach to writing teaching and mastery through repeated practice perspective are two key components of world-class writing teaching. Authentic and purposeful class writing projects, which give children enough time to learn and embed key writerly knowledge, is another. With this in mind, The Writing For Pleasure Centre's suggested programme of study is based on five* of the six key reasons we are *moved* to write. What we call the purposes for writing. They are as follows:



**'writers who record information' is not connected to specific writing projects. Instead it's considered a key skill used by all writers.*

Children should know about the different reasons in which writers are moved to write: to teach, persuade or influence, entertain, paint with words, reflect and to make a record. Over time, they become increasingly knowledgeable about the different ways in which these reasons can be realised, including through rich interconnection and subversion.

We expect children to become increasingly knowledgeable about:

- The variety of ways in which writers can reach and leave an impression on a variety of audiences through writing.
- The writing processes writers use and, over time, are given the agency to develop their own preferred writing process so they can write from a position of strength.
- The strategies and techniques writers use to realise their writing intentions.
- How grammar functions within the craft of writing. Through authentic use, children become knowledgeable about grammatical and linguistic terms.
- The importance writers place on word choice and on increasing their vocabulary. This includes seeking synonyms for words when it feels appropriate.
- How writers use punctuation and other conventions to aid their audience's ability to read their writing easily and as they intended.
- How writers proofread their writing effectively and so correct unsure spellings before a piece of writing goes to publication.
- Automaticity and legibility in handwriting and its importance in relation to future readers accessing their texts.
- The need for a writer's writing products to be visually stimulating, accurate and of the highest quality.
- Children learn typical spelling patterns and how words are constructed. They also become knowledgeable about different techniques for learning spellings.

We expect children's writing skills to progress in the following ways:

- Over time, children learn how to work within, and contribute to, a community of writers.
- Children become increasingly skilful in keeping a writer's notebook and living the writer's life at home and at school.
- As their knowledge surrounding the purposes of writing increases, so does their skill in combining, manipulating and subverting them.
- Children become more self-regulating, skilful and adaptable in their use of the different writing processes, including how they generate ideas, plan, draft, revise, edit, publish and perform their writing intentions.
- Children are able to apply more writerly techniques and become skilful in discerning which will be most appropriately applied.
- Children's ability and skill to proofread, use a dictionary, and use other spell checking devices increases over time. This means fewer errors find their way through to publication.
- Children's ability to use a thesaurus skilfully increases over time.
- Children's ability to use a variety of writing materials and word processing technology increases over time.

How our programme prepares children for life after school and how it tackles social disadvantage:

- Children learn about the different ways in which we are moved to write and by developing as writers, they can fully engage with society in a variety of ways.
- Through class writing projects, they learn how to share their knowledge, opinion, imaginative creativity and artistry. They also learn how to influence and to be persuasive, because you either learn to write your own thoughts or opinions, or else are subjected to someone else's.
- Through class writing projects, we ensure children can discuss, debate, independently research and explore their own ideas, develop their own writing projects and have an independent response, through writing, to material and subjects taught. They are also able to entertain a variety of audiences through stories and personal anecdote.
- Children are keen and utterly able to write in personal response to what they are reading. They learn how to ensure their writing is technically accurate before it reaches publication. This ensures their writing makes the best impression and is taken seriously.
- We decrease the risk of school failure which results from a pupil's inability to share their knowledge and to 'write to learn'.
- We appreciate that business leaders, the job market and academic disciplines require strong writers and so we develop them.

How our programme of study should reflect and honour local communities:

- Children should undertake class writing projects which encourage them to be spirited citizens and to play an active role in the public life of their local community and beyond.
- By learning to write together on a variety of subjects which are important to them, children should learn about each other's thoughts, cultures, values, knowledge and feelings, have a respect for each other's individual liberty and be tolerant of alternative points of view. As developing writers, they also learn about the vast amount they have in common.

- By building class publishing houses and a community of writers within their class each year, children create an inclusive environment which supports the development of unique writing voices.

How learning to be writers gives children cultural capital:

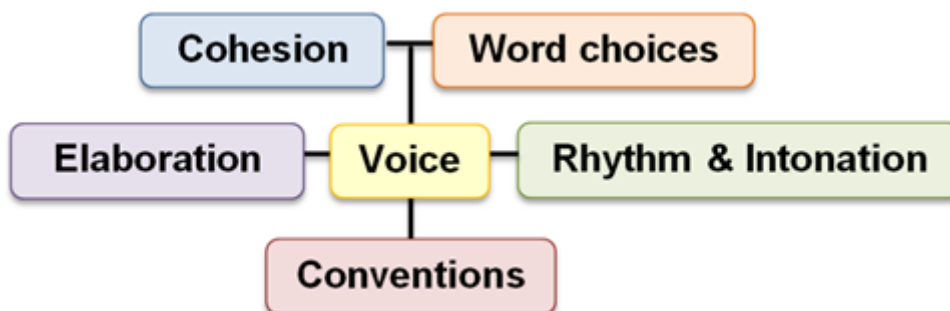
- We argue that, by teaching children to become life-long independent motivated writers, we are providing them with the most powerful cultural capital you can have – an ability to turn your voice (your thoughts, knowledge, opinions, artistry) into powerful writing.
- By writing within a community of writers, children find that they can learn from others’ cultural capital.
- We teach children how writing can be a powerful tool for understanding new knowledge and how you can reorganise it and have a personal response to it.

Implementation

This is what we believe teachers need expert subject knowledge in.

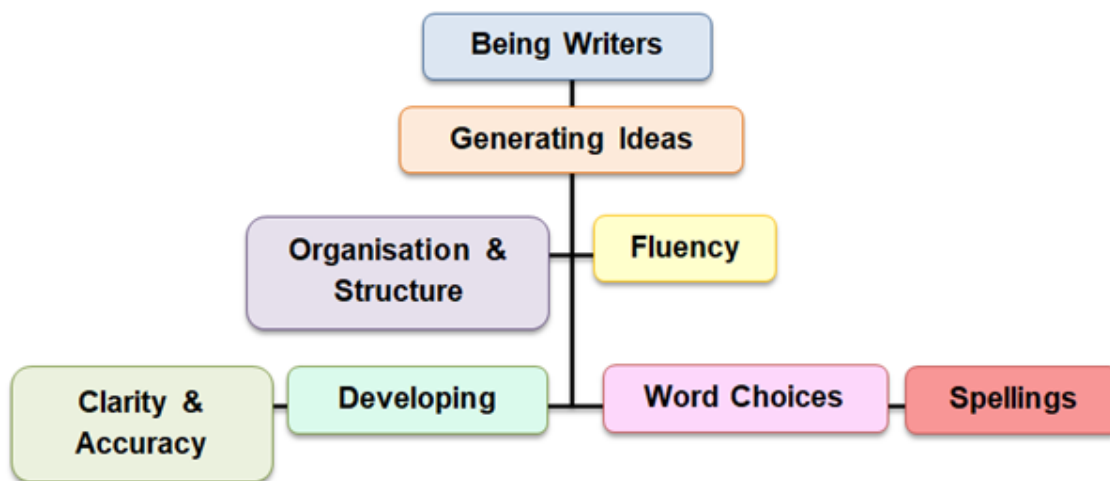
Teachers must have expert knowledge in the following:

- The reasons writers are moved to write.
- The typical genres used by writers to realise this need to write.
- The typical content, topics, attention to audience, ways of presenting, and linguistic, literary and grammatical features employed in these genres.
- That genres are subject to change, are often interconnected and often realise more than one purpose.
- That the writing processes are recursive and that writers develop their own preferred process over time. Teachers should also be knowledgeable of their own writing process. They should know the many strategies and techniques employed at different stages of the writing process and teach them explicitly.
- They should be able to expertly identify certain grammatical, linguistic and literary features employed by children in their compositions.



The aspects of grammar teachers should be able to identify and teach.

- They should be knowledgeable about the strategies and techniques involved in developing children’s writing in the eight key craft areas.



The eight key craft areas teachers need to know

This is the pedagogical knowledge we expect teachers to have:

Our pedagogical knowledge works from the 14 principles of a *Writing For Pleasure* pedagogy. The effective teaching of writing involves the application of those principles. In addition, we expect teachers to know how the following social, cognitive and affective resources need to be developed to grow great writers:

- Children’s knowledge and beliefs about writing
- Oral language and listening comprehension
- Reading
- The writerly environment
- Knowledge of audience and their needs
- Knowledge of their own affective writing needs
 - Self-efficacy
 - Agency
 - Self-regulation
 - Motivation
 - Volition
 - Writer-identity
- Content knowledge
- Genre knowledge
- Grammar knowledge
- Sentence knowledge
- Vocabulary knowledge
- Goal knowledge
- Process knowledge
- Transcriptional knowledge
 - Encoding
 - Spelling
 - Letter formation
 - Handwriting

EYFS - Nursery & Reception

In Nursery, we expect children to be invited to make books every single day, and in Reception we expect children to make books every day. Over the course of the year, children will make a whole host of different books which are reflective and entertaining. They will also make books which teach others about things. Teachers will be expected to teach the mini-lessons and class writing projects listed below many times across the academic year. This helps build up children's compositional and transcriptional fluency as well as their general writerly knowledge.

In addition to class writing projects, children should be encouraged to make their own books and other writings outside of dedicated writing workshops sessions and in the wider curriculum. For example, they should be encouraged to write for different purposes during continuous provision and during their play in the writing centre.

Curriculum objectives


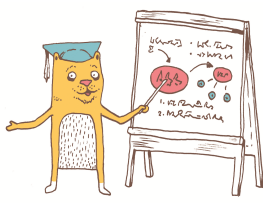

The following objectives come from The Early Years Foundation Stage Statutory Framework & Development Matters document. This has been supplemented by our own additional objectives. These additional objectives are supplied based on our understanding of children's writerly development.

EYFS Framework and Development Matters statements	WfP Centre's wording in their development scales for teachers	WfP Centre's wording in their development scales for children
Development & voice		
Write simple phrases and sentences that can be read by others.	<ul style="list-style-type: none"> ● Do they make books like the books in the class library? ● Can their books be read by others? 	<ul style="list-style-type: none"> ● I make books like the books in the class library. ● I make books for other people to read.
Write short sentences...using a capital letter and full stop.	Do they show signs of using capital letters and full stops?	I use capital letters and full stops.
Encourage children to draw freely.	Do their books have writing and pictures on every page?	I put writing and pictures on every page.
<i>Additional inclusion made by the WfP Centre</i>	<ul style="list-style-type: none"> ● Do their non-fiction books follow a theme? ● Do their story books carry a plot? ● Do they enjoy generating their own writing ideas and making books? ● Do they make books outside of writing workshop time? E.g. in the writing centre? 	<ul style="list-style-type: none"> ● I make information books. ● I make story books. ● I make memoir books. ● I make poetry books. ● I like making books for people to read. ● I make books in the writing centre.
Organisation and structure		
<i>Additional inclusion made by the WfP Centre</i>	<ul style="list-style-type: none"> ● Have they used conjunctions? (and, but, because) ● Do they make changes to their writing before they publish it? (add pages, add to their drawings and make writing changes) 	<ul style="list-style-type: none"> ● I use words like: and, but, because. ● I added extra pages to my book. ● I added details to my drawings. ● I added details to my writing.
Write some or all of their name.	Do they write their name on the front of the books they make?	I put my name on the front of my book.

Clarity and accuracy		
Additional inclusion made by the WfP Centre	Do they use finger spaces?	I use finger spaces.
Re-read what they have written to check that it makes sense	Do they 'tell' or read their books to others?	I've shared my book with lots of people.
Spell words by identifying sounds in them and representing the sounds with a letter or letters	Do they use 'sound spellings' when they need to?	I use sound spellings.
Write recognisable letters, most of which are correctly formed	Is their letter formation easy to read?	Other people can read my books.

Class Writing Projects used to support these objectives:

We expect teachers to plan a variety of book-making projects across the year. We recommend that children start the year making 'list books'. These are books which are in keeping with 'board books' or 'baby books'. For example, *My Book Of First Words*. As the year progresses, teachers can move onto other more sophisticated book-making projects. Finally, we expect teachers to repeat these projects numerous times across the two year period. They should also supplement these projects with their own ideas based on their class' interests.

Nursery & Reception		
 <p>Writing to entertain</p>	 <p>Writing to teach Writing to learn</p>	 <p>Writing to reflect</p>
<ul style="list-style-type: none"> ● A book about a place ● I wish... books ● Pattern books ● Someone at home books ● Animal stories ● My friend... books ● A journey story ● A story about... books ● Once upon a time books ● Character-driven stories 	<ul style="list-style-type: none"> ● Let's make ABC books ● Things I like books ● Counting books ● Let's make food books ● My book of first words ● My book of animals ● My book of people ● I love... books ● All about... books 	<ul style="list-style-type: none"> ● All about me books ● A family and friends book ● A story about me book ● True story books

How the *Writing For Pleasure* approach fulfils the objectives of The EYFS Statutory Framework and Development Matters

EYFS	
Curriculum objective	How it is achieved
Write simple phrases and sentences that can be read by others.	<p>Every day, children are expected to make books.</p> <p>Children are taught early that a book should typically have a picture and a phrase/sentence on each page.</p> <p>Teachers teach a variety of encoding strategies and how to write 'sound spellings' using the lessons provided in our <i>Class Writing Projects</i> and our <i>Big Book Of Writing Mini-Lessons</i>.</p>
Write short sentences...using a capital letter and full stop.	<p>Children are taught to check that their book is finished by using the <i>Is My Book Finished?</i> poster. This poster includes checking that their book has capital letters and fullstops in it.</p> <p>In addition, children can be given a proof-reading checklist to complete. Examples of what these can look like are in our <i>Class Writing Project</i> material.</p>
Encourage children to draw freely.	Children are taught early that a book should typically have a picture and phrase/sentence on each page.
Write some or all of their name.	<p>Children are taught early that a book should always have the author's name on the front.</p> <p>Children are taught to check their book is finished by using the <i>Is My Book Finished?</i> poster. This poster includes checking that their name is on the front of their book.</p>
<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Explore the composition of numbers to 10.</p>	Children are taught early that a book should have its 'birth date' on the front. Children should copy the date from the board and put it on the front of their books. E.g. '24/06/22'.
<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Do they use finger spaces?</p>	<p>This is regularly taught as a mini-lesson by teachers.</p> <p>In addition, children can be given a checklist to complete which can include this requirement.</p>
<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Have they used conjunctions? (and, but, because)</p>	<p>We've found that by making books every day, children naturally begin to use these conjunctions when writing or <i>telling</i> their books to others.</p> <p>In addition, the use of these conjunctions is regularly modelled in the books teachers make for their pupils.</p>
<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Do they make changes to their writing before they publish it (add pages, add to their drawings and make writing changes)?</p>	<p>Children are taught to check their book is finished by using the <i>Is My Book Finished?</i> poster. This encourages children to go back and make changes to their books.</p> <p>Children are encouraged to talk with their teacher and friends during the book-making process. This regularly results in children making changes to their drawings and writing.</p> <p>Teachers undertake daily <i>Pupil-Conferencing</i> with their pupils.</p> <p>In addition, when they are emotionally mature and cognitively ready, children can be given a book-making checklist. The process of checking their book against the checklist encourages them to make changes. Examples of what these checklists can look like come as part of our <i>Class Writing Project</i> resources.</p>

<p>Re-read what they have written to check that it makes sense.</p>	<p>Children are taught that once they have published a book they should find a friend to read it with.</p> <p>Children are encouraged to talk with their teacher and friends during the book-making process.</p> <p>Teachers undertake daily <i>Pupil-Conferencing</i> with their pupils.</p> <p>At the end of each daily book-making session, time is devoted to <i>Author's Chair</i>. This is an opportunity for children to share their books with their classmates.</p> <p>Children's finished books are placed in the class library for others to read. In addition, opportunities for children to make books for people beyond their classroom are built into our book-making projects.</p>
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Using our <i>Class Writing Projects</i> and the mini-lessons supplied in our <i>Big Book Of Mini-Lessons</i>, children are regularly taught a variety of encoding strategies.</p> <p>Teachers regularly model encoding strategies when conferencing and book-making with groups of children.</p> <p>Children are provided with sound mats and common word lists when book-making.</p> <p>Teachers always look to make links between their phonics instruction and how children can encode during daily book-making time.</p>
<p>Write recognisable letters, most of which are correctly formed.</p>	<p>Letter formation is linked to daily phonics instruction. Children have a daily opportunity to write during book-making.</p> <p>Letters are on display and supplied as a visual aid through sound-mats and common word lists.</p>
<p><i>Additional inclusion made by the WfP Centre</i></p> <ul style="list-style-type: none"> ● Do their non-fiction books follow a theme? ● Do their story books carry a plot? ● Do they enjoy generating their own writing ideas and making books? ● Do they make books outside of writing workshop time? E.g. in the Writing Centre 	<p>Children are taught to make different types of books throughout the year. These include: list books (also known as baby/board books), story and non-fiction books.</p> <p>Children are taught to generate their own ideas for their books by having <i>Idea Parties</i> and by using the trade books that they love.</p> <p>Children have constant access to a high-quality and well stocked class library. Recommended trade books which can be looked at, discussed and read by the children are supplied with each <i>Class Writing Project</i>.</p> <p>Children have constant access to a high-quality and well stocked Writing Centre. Children are taught how to use the Writing Centre. Children are also taught how they can take materials from the Writing Centre and use them in all the other areas. This is modelled to the children regularly by the teacher.</p>

KS1 (Year One & Two)

In Year One and Year Two, children will build on what they've learnt over the past 2-3 years by continuing to focus on making picture books and short 'chapter books' which entertain, teach and reflect. In addition, they will learn how to persuade and give their opinion through our *Curiosity Letter* project. They will also learn how to *Paint With Words* by making their first poetry anthologies. Like Nursery & Reception, Year One and Two is a repeated programme which ensures that children get the opportunity for mastery through repeated practice.

In addition to class writing projects, children should be encouraged to pursue their own personal writing projects and so make books and other writings outside of dedicated writing workshops sessions. Children should also be using what they learn about writing from these projects to write well in the wider curriculum.

Curriculum objectives

The following objectives come from The National Curriculum. This has been supplemented by our own additional objectives. These additional objectives are supplied based on our understanding of children’s writerly development.

Year One			
The National Curriculum	STA: Teacher Assessment Framework KS1	WfP Centre’s wording in their development scales for teachers	WfP Centre’s wording in their development scales for children
Development & voice			
Pupils should be taught how to write sentences.	<ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly <p>*Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p>	<ul style="list-style-type: none"> • Have they entertained, informed and written with artistry this year? <p>*Do they try to make books like the books in the class library?</p>	<ul style="list-style-type: none"> • I make books like the books in the class library. • I make information books. • I make story books. • I make memoir books. • I make poetry books.
	<i>Additional inclusion made by the WfP Centre</i>	Do they describe things?	I show my reader what things look, feel, smell, sound or taste like.
<p>Pupils should be taught how to discuss what they have written with the teacher or other pupils.</p> <p>Pupils should be taught how to read aloud their writing clearly enough to be heard by their peers and the teacher.</p>			
Organisation and structure			
	*Make simple additions, revisions to their own writing	*Do they make changes to their writing before they publish it? (adding pages and making changes)	I make changes to my books. - I add pages. - I change and add detail to my drawings. - I change and add detail to my writing.
	Use coordination (e.g. or /	Have they used	I use words like: and, but,

	and / but) and some subordination (e.g. when / if / that / because) to join clauses	conjunctions? (and, but, or, so)(when, if, that, because)	or, when, if, that, because.
Clarity and accuracy			
	Make simple proof-reading corrections	Is their writing mostly accurate when published?	I get my books reader-ready before I publish them.
	Use present and past tense mostly correctly and consistently	Have they made books that are written in the past and present tense?	<ul style="list-style-type: none"> ● I write stories like the action already happened. ● I write stories like it is happening right now.
Pupils should be taught how to leave spaces between words.	Use spacing between words that reflects the size of the letters	Do they use finger spaces?	I use finger spaces.
<p>Pupils should begin to punctuate sentences using a capital letter and end punctuation (full stop, question mark or exclamation mark).</p> <p>Pupils should develop their understanding of how writers use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Do they use end marks (full stop, question mark, exclamation mark)?	<ul style="list-style-type: none"> ● I ask questions and use exclamation marks ?! ● I get my books reader-ready before I publish them?
	*Use the punctuation taught at Key Stage 1 mostly correctly	<ul style="list-style-type: none"> *Do they use commas when writing a list? *Do they use apostrophes for single possession? *Do they use apostrophes for contractions? 	<ul style="list-style-type: none"> ● I use commas when I'm writing a list. ● I use an apostrophe when someone owns something. ● I use apostrophes for contractions. Can't I do it? Won't I do it? Couldn't I do it? Shouldn't I do it?
<p>Pupils should be taught to spell: words containing each of the 40+ phonemes.</p> <p>Pupils should be taught to use letter names to distinguish between alternative spellings of the same sound.</p>	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others	Do they use 'sound spellings'?	I use sound spellings.
<p>Pupils should be taught to spell: common exception words, the days of the week</p> <p>Pupils should be taught to add prefixes and suffixes.</p>	<ul style="list-style-type: none"> *Spell many common exception words *Add suffixes to spell most words correctly in their writing 	<ul style="list-style-type: none"> *Do they edit some of their 'temporary' spellings before publishing? *Do they use what they know about pre/suffixes to help them spell? 	<ul style="list-style-type: none"> ● I edit some of my invted invented spellings before I publish my books. ● I use what I know about words to help me spell.
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and	<ul style="list-style-type: none"> ● Form capital letters and digits of the correct size, orientation and relationship to one 	<ul style="list-style-type: none"> ● Is their handwriting easy to read? ● Do they use finger spaces? 	<ul style="list-style-type: none"> ● My handwriting is easy for my friends to read. ● I use finger spaces. ● I sometimes use joined

correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place, and form capital letters and digits 0-9.	<p>another and to lower-case letters</p> <ul style="list-style-type: none"> • Use spacing between words that reflects the size of the letters <p>*Use the diagonal and horizontal strokes needed to join some letters</p>	*Do they join some of their letters?	up handwriting.
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Year Two			
The National Curriculum	STA: Teacher Assessment Framework KS1	WfP Centre's wording in their development scales for teachers	WfP Centre's wording in their development scales for children

Development & voice			
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Pupils should be taught to write for different purposes including: narratives, personal narratives and poetry.	<ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly <p>*Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p>	<ul style="list-style-type: none"> • Have they entertained, informed and written with artistry this year? <p>*Do they try to make books like the books in the class library?</p>	<ul style="list-style-type: none"> • I make books like the books in the class library. • I make information books. • I make story books. • I make memoir books. • I make poetry books.
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Pupils should learn how to use expanded noun phrases to describe and specify.	<i>Additional inclusion made by the WfP Centre</i>	Do they describe things?	I show my reader what things look, feel, smell, sound or taste like.
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Pupils should be taught how they can plan what they are going to write about.			
Pupils should be taught how to encapsulate what they want to say, sentence by sentence.			
Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.			

Organisation and structure			
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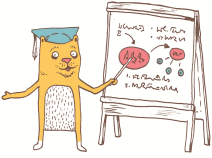



Pupils should be taught how to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	*Make simple additions, revisions to their own writing	*Do they make changes to their writing before they publish it? (adding pages and making changes)	I make changes to my books. <ul style="list-style-type: none"> - I add pages. - I change and add detail to my drawings. - I change and add detail to my writing.
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Pupils should learn how to use subordination and coordination.	Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Have they used conjunctions? (and, but, or, so)(when, if, that, because)	I use words like: and, but, or, when, if, that, because.
Clarity and accuracy			
Pupils should be taught how to proof-read for errors in spelling, grammar and punctuation.	Make simple proof-reading corrections	Is their writing mostly accurate when published?	I get my books reader-ready before I publish them.
Pupils should be taught how to re-read their writing to ensure it makes sense and that verbs to indicate time are used correctly. Pupils should learn how to use the present and past tenses correctly and consistently including the progressive form.	Use present and past tense mostly correctly and consistently	Have they made books that are written in the past and present tense?	<ul style="list-style-type: none"> ● I write stories like the action already happened. ● I write stories like it is happening right now.
Pupils should be taught how to leave spaces between words.	Use spacing between words that reflects the size of the letters	Do they use finger spaces?	I use finger spaces.
Pupils should develop their understanding of how writers use full stops, capital letters, exclamation marks, and question marks.	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Do they use end marks? (full stop, question mark, exclamation mark)	<ul style="list-style-type: none"> ● I ask questions and use exclamation marks ?! ● I get my books reader-ready before I publish them?
Pupils should develop their understanding of how writers use commas for lists and apostrophes for contracted forms and the possessive (singular).	*Use the punctuation taught at Key Stage 1 mostly correctly	<ul style="list-style-type: none"> *Do they use commas when writing a list? *Do they use apostrophes for single possession? *Do they use apostrophes for contractions? 	<ul style="list-style-type: none"> ● I use commas when I'm writing a list. ● I use an apostrophe when someone owns something. ● I use apostrophes for contractions. Can't I do it? Won't I do it? Couldn't I do it? Shouldn't I do it?
Pupils should be taught to spell by segmenting spoken words into phonemes and representing these by graphemes. Pupils should be taught to use letter names to distinguish between alternative spellings of the same sound.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others	Do they use 'sound spellings'?	I use sound spellings.
Pupils should learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	<ul style="list-style-type: none"> *Spell many common exception words *Add suffixes to spell most words correctly in their writing 	<ul style="list-style-type: none"> *Do they edit some of their 'temporary' spellings before publishing? *Do they use what they know about pre/suffixes to help them spell? 	<ul style="list-style-type: none"> ● I edit some of my invented invented spellings before I publish my books. ● I use what I know about words to help me spell.

Pupils should learn to spell common exception words and add suffixes to spell longer words.			
Pupils should be taught to form lower-case letters of the correct size; start using some of the strokes needed to join letters; understand which letters are best left unjoined; write capital letters and digits correctly and use spacing between words.	<ul style="list-style-type: none"> • 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 <p>*Use the diagonal and horizontal strokes needed to join some letters</p>	<ul style="list-style-type: none"> • Is their handwriting easy to read? • Do they use finger spaces? <p>*Do they join some of their letters?</p>	<ul style="list-style-type: none"> • My handwriting is easy for my friends to read. • I use finger spaces. • I sometimes use joined up handwriting.

Class Writing Projects used to support these objectives:

We expect teachers to plan a variety of book-making projects across the year. We expect teachers to repeat these projects numerous times across the two year period. They should also supplement these projects with their own ideas based on their class' interests. We find that when schools first start using our programme of study teachers find that class writing projects can take anywhere up to 4-6 weeks to complete. This is mainly because the teacher is trying to understand the processes involved and to teach these processes really well to their children. However, once teachers and children get used to the consistent routines, processes, and expectations a piece of writing is meant to go through, the amount of time a class writing project takes does typically decrease.

Year One & Two				
 <p>Writing to entertain</p>	 <p>Writing to teach Writing to learn</p>	 <p>Writing to reflect</p>	 <p>Writing to paint with words</p>	 <p>Writing to persuade and give opinion</p>
<ul style="list-style-type: none"> • Story picture book • I love your book, here's mine • Let's make a picture book series • Let's make a chapter book series • Fable picture books • Fairy tale picture books 	<ul style="list-style-type: none"> • Information picture books • Information and me books • Instruction books • Let's make a magazine 	<p>Memoir picture book</p>	<ul style="list-style-type: none"> • My first haiku book • My first poetry book 	<p>Curiosity letters</p>

How the *Writing For Pleasure* approach fulfils the KS1 objectives of The National Curriculum

Year One	
Curriculum objective	How it is achieved
Pupils should be taught how to write sentences.	<p>Children are taught early into the year that a book should typically have a picture and a sentence(s) on each page.</p> <p>In addition, children are taught lessons from our <i>Sentence-Level Instruction</i> publication. Children are expected to use and apply what they've just been taught during that day's book-making time.</p>
<p>Pupils should be taught how to discuss what they have written with the teacher or other pupils.</p> <p>Pupils should be taught how to read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Children are encouraged to talk with their teacher and friends during the book-making process.</p> <p>Teachers undertake daily <i>Pupil-Conferencing</i> with their pupils.</p> <p>At the end of each daily book-making session, time is devoted to <i>Author's Chair</i>. This is an opportunity for children to share their books with their class.</p> <p>Children are taught that once they have published a book, they should find a friend to read it with.</p> <p>Children's finished books are placed in the class library for others to read. In addition, opportunities for children to make books for people beyond their classroom are built into book-making projects.</p>
Pupils should be taught how to leave spaces between words.	<p>This is regularly taught as a mini-lesson by teachers. Children are expected to use and apply what's been taught as a mini-lesson during that day's book-making time.</p> <p>In addition, children can be given a checklist to complete which can include this requirement. Examples of what these can look like are in our <i>Class Writing Project</i> material.</p>
<p>Pupils should begin to punctuate sentences using a capital letter and end punctuation (full stop, question mark or exclamation mark).</p> <p>Pupils should develop their understanding of how writers use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Children are taught early into the year that a book should typically have a picture and a sentence(s) on each page.</p> <p>Children are taught lessons from our <i>Sentence-Level Instruction</i> publication. Children are expected to use and apply what they've just been taught during book-making time.</p> <p>Children are taught lessons from our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply what they've just been taught during book-making time.</p> <p>Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i>. During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i>. This includes sessions devoted to checking for capitalisation and end punctuation.</p>
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place, and form capital letters	<p>Children should be provided with short but regular handwriting instruction. This is usually best done in conjunction with any phonics instruction.</p> <p>In addition, prior to publishing their books at the end of a <i>Class Writing Project</i>, children can be asked to pick a favourite page from their book to write up in their 'best handwriting'. During these sessions,</p>

	teachers should provide verbal feedback and individualised responsive handwriting instruction through <i>Pupil-Conferencing</i> .
<i>Additional inclusion made by the WfP Centre</i> Write the date their book was 'born' on their front covers. E.g. 24/06/22	Children are taught early that a book should have its 'birth date' on the front. Children should copy the date from the board and put it on the front of their books. E.g. '26/06/22'.
Year Two	
Curriculum objective	How it is achieved
Pupils should be taught to write for different purposes including: narratives, personal narratives and poetry.	Our <i>Class Writing Projects</i> cover the major purposes for writing and come with both exemplar texts and suggested mentor trade texts. Every day throughout EYFS and KS1, children will make books like the books they see and read in the class library. They will make story, information, memoir and poetry books.
Pupils should learn how to use expanded noun phrases to describe and specify.	Children are taught lessons about expanded noun phrases from our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during that day's book-making time.
Pupils should be taught how they can plan what they are going to write about.	As part of a <i>Class Writing Project</i> , sessions are planned which invite children to make their front covers. These are seen as important 'planning' sessions as children are being asked to focus on what their book is going to be about. In addition, children are taught to draw a picture on any new page before they begin writing. This helps children consider what they will write about on each page. Alternatively, sessions are planned where children can draw all the pictures for their different pages prior to writing. Again, these drawings help children consider what they will write about on each page. Finally, our <i>Big Book Of Mini-Lessons</i> provides teachers with a whole host of developmentally appropriate planning strategies for a range of genres. Children are expected to use and apply a taught mini-lesson during that day's book-making time.
Pupils should be taught how to encapsulate what they want to say, sentence by sentence.	At this stage, children have been taught for multiple years that a book should typically have a picture and a sentence(s) on each page. In addition, they will have internalised a variety of sentence-level strategies from our <i>Sentence-Level Instruction</i> publication.
Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.	For a number of years children have engaged in daily <i>Author's Chair</i> . This is an opportunity for them to share their books with their classmates. Again, children will have internalised the expectation that once they have published a book, they should find a friend to read it with.
Pupils should be taught how to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	Teachers should plan sessions where children are taught revision mini-lessons. Children are expected to use and apply a taught mini-lesson during that day's book-making time. In addition, teachers should turn the <i>Product Goals</i> for a class writing project into a <i>Revision Checklist</i> for

	<p>children to use. Children should ensure that their books include all the things on the checklist. Examples of what these checklists can look like are supplied in our <i>Class Writing Project</i> resources.</p> <p>Finally, teachers will regularly suggest how children could make revisions to their books through their daily <i>Pupil-Conferencing</i>.</p>
Pupils should learn how to use subordination and coordination.	Teachers teach lessons about coordinating and subordinating conjunctions using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during book-making time.
Pupils should be taught how to proof-read for errors in spelling, grammar and punctuation.	Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i> . During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i> . This includes sessions devoted to checking for capitalisation, use of vocabulary, punctuation and spelling.
<p>Pupils should be taught how to re-read their writing to ensure it makes sense and that verbs to indicate time are used correctly.</p> <p>Pupils should learn how to use the present and past tenses correctly and consistently including the progressive form.</p>	<p>When required, teachers will provide sessions for children to check their books to ensure their tense use is correct and consistent.</p> <p>A poster and other resources are supplied by the teacher to help children to be successful during these sessions.</p>
Pupils should be taught how to leave spaces between words.	<p>This will have been taught regularly for a number of years and children will have produced countless books which required them to use finger spaces.</p> <p>In addition, children can be given a checklist to complete which can include this requirement. Examples of what these checklists can look like are supplied in our <i>Class Writing Project</i> materials.</p>
Pupils should develop their understanding of how writers use full stops, capital letters, exclamation marks, and question marks.	Teachers teach lessons about capitalisation and end punctuation using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during that day's book-making time.
Pupils should develop their understanding of how writers use commas for lists and apostrophes for contracted forms and the possessive (singular).	Teachers teach lessons about commas for lists, apostrophes for contracted forms, and apostrophes for singular possession using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during book-making time.
Pupils should be taught to spell by segmenting spoken words into phonemes and representing these by graphemes.	For a number of years, children have been taught a variety of encoding strategies and how to write 'sound spellings'. Teachers will use the lessons provided in our <i>Big Book Of Writing Mini-Lessons</i> . Children are expected to use and apply (independently) what they've been taught during book-making time.
Pupils should learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	<p>Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i>. During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i>. This includes sessions devoted to checking their spellings of common homophones.</p> <p>In addition, these homophones are on display for children to use during daily book-making time.</p>
Pupils should be taught to form lower-case letters of the correct size; start using some of the strokes needed to join letters; understand which letters are best left unjoined; write capital letters and digits	Children should be provided with short but regular handwriting instruction. This is usually best done in conjunction with any phonics instruction.

correctly and use spacing between words.	In addition, prior to publishing their books at the end of a <i>Class Writing Project</i> , children can be asked to pick a favourite page from their book to write up in their 'best handwriting'. During these sessions, teachers should provide verbal feedback and individualised responsive handwriting instruction through <i>Pupil Conferencing</i> .
<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Write the date their book was 'born' on their front covers. E.g. 24/06/22</p>	Children are taught early that a book should have its 'birth date' on the front. Children should copy the date from the board and put it on the front of their books. E.g. '26/06/22'.

KS2 (Year Three - Year Six)

In each year of KS2, we expect teachers to undertake a variety of *Class Writing Projects* which cover all the reasons children are moved to write. Children will continue to develop their abilities to entertain, teach, reflect, persuade and paint with words. After receiving a solid foundation in The EYFS and KS1, children will be engaging in more nuanced and sophisticated genres by the time they reach UKS2. Year Six becomes a time for celebration; where children are able to use, apply and showcase all that they've learnt over their seven-year apprenticeship.

Hopefully you can see how each year children bring with them what they've learnt from previous years but also learn new *craft moves*, literary features and grammatical techniques which are directly related to the curriculum objectives and the STA's writing framework. In this sense, their writing across the purposes and text types becomes more sophisticated over time and with repeated practice.

Curriculum objectives

Year Three & Four			
The National Curriculum	STA: Teacher Assessment Framework KS2	WfP Centre's wording in their development scales for teachers	WfP Centre's wording in their development scales for children
Development & voice			
<p>Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Pupils should revise their writing by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<ul style="list-style-type: none"> 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) *Select the appropriate form and draw independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) 	Have they entertained, informed and written with artistry this year?	I've published lots of writing for lots of different people this year.
Pupils should be taught to create settings, characters and plot in	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere 	<ul style="list-style-type: none"> Have they written outstanding openings and excellent endings in 	<ul style="list-style-type: none"> I've written outstanding openings and excellent endings for my memoirs

<p>narratives.</p> <p>Pupils develop their understanding of how to punctuate direct speech.</p>	<ul style="list-style-type: none"> ● 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 	<p>narrative?</p> <ul style="list-style-type: none"> ● Do they use inverted commas for speech? ● Have they written vivid settings in their narratives? ● Have they written some great character-driven narratives? 	<p>and stories.</p> <ul style="list-style-type: none"> ● “Do you use speech marks when people are talking?” asked Mr. Young ● I’ve written vivid settings in my memoirs and stories. ● I have developed the characters in my memoirs and stories.
<p>Pupils should be taught to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>			

Organisation and structure

<p>Pupils should be taught to organise paragraphs around a theme and in non-narratives use simple organisational devices.</p> <p>Pupils should learn how they can extend their range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Pupils should develop their understanding of how to use nouns and pronouns for clarity, cohesion and to avoid repetition.</p> <p>Pupils should develop their understanding of how to use fronted adverbials, conjunctions, adverbs and prepositions to express time and cause.</p> <p>Pupils develop their understanding of how to use commas after fronted adverbials.</p>	<p>Use a range of devices to build cohesion</p>	<ul style="list-style-type: none"> ● Is their writing organised and is it easily understood? ● Do they use fronted adverbials relating to time and place? ● Do they use coordinating conjunctions like: and, but, or, so ? ● Do they use subordinating conjunctions? (with a comma) (although, when, if, that, because) ● Do they write lists with colons, bullet points and commas? 	<ul style="list-style-type: none"> ● My writing is organised and easily understood by my friends. ● Excitedly and without a fuss, I use fronted adverbials. ● I use coordinating conjunctions like: and, but, or, so. ● When I’m writing, I use subordinating conjunctions like: when, if, that, because. ● I write lists with: <ul style="list-style-type: none"> ○ colons, ○ bullet points, ○ commas,
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Clarity & Accuracy

<p>Pupils should be taught to compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Pupils should be taught to edit their writing by making changes to grammar and vocabulary to improve consistency, including the accurate</p>	<ul style="list-style-type: none"> ● Distinguish between the language of speech and writing and choose the appropriate register ● Use verb tenses consistently and correctly throughout their writing ● Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to 	<p>Is their writing mostly accurate when published?</p>	<p>I get my writing reader-ready by using CUPS.</p>
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<p>use of pronouns in sentences.</p> <p>Pupils should develop their understanding of how they can use the present perfect form of verbs in contrast to the past tense.</p>	<p>achieve this</p> <ul style="list-style-type: none"> ● Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately 		
<p>Pupils should be taught to proof-read for spelling and punctuation errors.</p> <p>Pupils develop their understanding of how to use possessive apostrophes with plural nouns.</p>	<p>Use the range of punctuation taught at key stage 2 correctly (e.g. inverted commas and other punctuation to indicate direct speech, semi-colons, dashes, colons, hyphens)</p>	<p>Do they use apostrophes for single and plural possession?</p>	<p>I use apostrophes for single (the alien's spaceship) and plural (the aliens' spaceship) possession.</p>
<p>Pupils should be taught to proof-read for spelling and punctuation errors.</p> <p>Pupils should be taught to use further prefixes and suffixes, use the first two or three letters of a word to check its spelling in a dictionary, spell further homophones, and spell words that are often misspelt.</p>	<p>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</p>	<p>Do they edit many of their own spellings before publishing?</p>	<p>I edit my temporary temporary spellings before I publish.</p>
<p>Pupils should be taught to use the strokes that are needed to join letters, understand which letters are best left unjoined, and increase the legibility, consistency and quality of their handwriting.</p>	<p>Maintain legibility in joined handwriting when writing at speed</p>	<p>Is their handwriting joined and easy to read?</p>	<p>My handwriting is easy for my friends to read.</p>


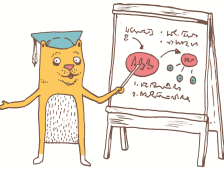



Year Five & Six			
The National Curriculum	STA: Teacher Assessment Framework KS2	WfP Centre's wording in their development scales for teachers	WfP Centre's wording in their development scales for children
Development & voice			
<p>Pupils should be taught to identify the audience for and purpose of the writing, selecting an appropriate genre.</p> <p>Pupils should be taught to use other similar writing as models for their own.</p> <p>Pupils should be taught to consider how authors have developed characters and settings in what they have read, listened to or</p>	<ul style="list-style-type: none"> ● 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) ● Select the appropriate form and draw independently on what they have read as models for their own writing (e.g. literary language, 	<ul style="list-style-type: none"> ● Have they entertained, informed, persuaded/given their opinion and written with artistry this year? ● Do they use intertextuality (i.e. their reading) to inspire their own writing? 	<ul style="list-style-type: none"> ● I published lots of writing for lots of different people this year. ● I use intertextuality (use my reading to inspire my own pieces of writing).

<p>seen performed.</p> <p>Pupils should draw on their reading and research where necessary.</p> <p>Pupils should revise their writing by assessing the effectiveness of their own and others' writing.</p>	<p>characterisation, structure)</p>		
<p>Pupils should be taught to describe settings, characters and create atmosphere in their narratives.</p> <p>Pupils should integrate dialogue into their narratives to convey character and advance the action.</p> <p>Pupils should be taught to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Have they written vivid settings in their narratives? ● Have they written some great character-driven narratives? ● Do they use all speech punctuation? ● Do they craft fantastic stories which provide a sense of atmosphere? ● Can they use the passive voice? ● Do they use ellipsis? ● Do they use all speech punctuation? 	<ul style="list-style-type: none"> ● I wrote vivid settings in my memoirs and stories. ● I developed the characters in my memoirs and stories. ● I write really atmospheric stories For example: scary, shocking, surprising, exciting or suspenseful ● I use the passive voice to create a sense of mystery. ● I use ... ellipsis. ● I used all the conventions of speech punctuation: <ul style="list-style-type: none"> ○ Speech marks ○ Capital letter at the start ○ Punctuation inside the speech marks , ? ! ○ Speaker tags ○ New speaker, new line
<p>Pupils should be taught to perform their compositions using appropriate intonation, volume, and movement.</p>			
<p>Organisation and structure</p>			
<p>Pupils should be taught to use a wide range of organisational and presentational devices and build cohesion within and across paragraphs.</p> <p>Pupils should be taught to revise their compositions when there is an opportunity to enhance its effect and clarify meaning.</p>	<p>Use a range of devices to build cohesion</p>	<ul style="list-style-type: none"> ● Is their writing organised and is it easily understood? ● Does their revising show signs that they use synonyms to avoid repetition? 	<ul style="list-style-type: none"> ● My writing is organised and easily understood by others. ● I use synonyms to avoid repeating the same old being tired clichéd words.
<p>Clarity & Accuracy</p>			
<p>Pupils should develop their understanding of formal writing and appropriate register by using certain vocabulary and structures including the subjunctive form.</p>	<ul style="list-style-type: none"> ● Distinguish between the language of speech and writing and choose the appropriate register ● Use verb tenses consistently and correctly throughout their writing 	<ul style="list-style-type: none"> ● Is their writing mostly accurate when published? ● Do they use modal verbs? ● Does their writing voice suit the person(s) they are writing for? 	<ul style="list-style-type: none"> ● I get my writing reader-ready by using CUPS. ● I use modal verbs. I certainly should. I must. I definitely could. I probably ought to. ● I write in different

<p>Pupils should develop their understanding of: the perfect form of verbs, passive voice, expanded noun phrases, modal verbs and relative clauses.</p> <p>Pupils should ensure consistent and correct use of tense throughout a piece of writing.</p>	<ul style="list-style-type: none"> ● Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this ● Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately 	<ul style="list-style-type: none"> ● Can they use the passive voice? 	<p>writing voices depending on who I am writing for (posh, serious and polite or fun and easy-going).</p> <ul style="list-style-type: none"> ● I use the passive voice to sound authoritative.
<p>Pupils should be taught to proof-read for spelling and punctuation errors.</p> <p>Pupils should be taught to indicate grammatical and other features by using: commas to clarify meaning; hyphens to avoid ambiguity; brackets, dashes or commas to indicate parenthesis; semi-colons, colons or dashes to mark boundaries between independent clauses; a colon to introduce a list and punctuate bullet points consistently.</p>	<p>Use the range of punctuation taught at key stage 2 correctly (e.g. inverted commas and other punctuation to indicate direct speech, semi-colons, dashes, colons, hyphens)</p>	<ul style="list-style-type: none"> ● Do they use parenthesis? (commas, brackets or dashes) ● Do they use semi-colons, dashes and colons? ● Do they use parenthesis? (commas, brackets or dashes) ● Do they use ellipsis? ● Do they use hyphens for ambiguous phrases? 	<ul style="list-style-type: none"> ● I use commas, brackets and dashes to share extra information with my readers. ● I use semi-colons, dashes and colons - to share extra details and information. ● I use ... ellipsis. ● I use hyphens for ambiguous phrases. (man eating shark vs man-eating shark). ● I make sure my writing is reader-ready by using CUPS.
<p>Pupils should be taught to proof-read for spelling and punctuation errors.</p>	<p>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</p>	<p>Do they edit many of their own spellings before publishing?</p>	<ul style="list-style-type: none"> ● I edit my my temporary temporary spellings before I publish. ● I check my spellings are correct before publishing.
<p>Pupils should be taught to write legibly, fluently and with increasing speed.</p>	<p>Maintain legibility in joined handwriting when writing at speed</p>	<p>Is their handwriting easy to read and joined?</p>	<p>My handwriting is joined and easy for others to read.</p>

Class Writing Projects used to support these objectives:

We expect teachers to plan a variety of class writing projects across the year. They should also supplement these projects with their own ideas based on their class' interests. We find that when schools first start using our programme of study teachers find that class writing projects can take anywhere up to 4-6 weeks to complete. This is mainly because the teacher is trying to understand the processes involved and to teach these processes really well to their children. However, once teachers and children get used to the consistent routines, processes, and expectations a piece of writing is meant to go through, the amount of time a class writing project takes does typically decrease.

	Year 3	Year 4	Year 5	Year 6
 <p>Writing to entertain</p>	<ul style="list-style-type: none"> • Fables • Fairy tales 	<ul style="list-style-type: none"> • Character-driven short stories • Setting-focused short stories 	<ul style="list-style-type: none"> • Developed short stories • Graphic novels 	<ul style="list-style-type: none"> • Flash-fiction anthologies
 <p>Writing to teach Writing to learn</p>	<ul style="list-style-type: none"> • Information • People's History • Science Report 	<ul style="list-style-type: none"> • Information • Instructions • People's History • Science Report 	<ul style="list-style-type: none"> • Information • Explanation • Biography • Science Report 	<ul style="list-style-type: none"> • Explanation • Discussion • Historical Account • Science Report
 <p>Writing to reflect</p>	<ul style="list-style-type: none"> • Memoir 	<ul style="list-style-type: none"> • Memoir 	<ul style="list-style-type: none"> • Memoir 	<ul style="list-style-type: none"> • Autobiography
 <p>Writing to paint with words</p>	<ul style="list-style-type: none"> • Natural world poetry • Animals and pet poetry 	<ul style="list-style-type: none"> • Sensory poetry 	<ul style="list-style-type: none"> • Inspired by... poetry • Poetry that hides in things 	<ul style="list-style-type: none"> • Anthology of life • Social and political poetry
 <p>Writing to persuade and give opinion</p>	<ul style="list-style-type: none"> • Curiosity letters 	<ul style="list-style-type: none"> • Persuasive letter for personal gain 	<ul style="list-style-type: none"> • Advocacy journalism articles 	<ul style="list-style-type: none"> • Community activism articles and letters • Discussion

How the *Writing For Pleasure* approach fulfils the KS2 objectives of The National Curriculum

Year Three & Year Four	
Curriculum objective	How it is achieved
Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<p>Teachers should ensure that any new <i>Class Writing Project</i> starts with a <i>Writing Study</i> week (also called a <i>Genre Week</i>). During this week, children should read and discuss a variety of mentor trade books and exemplar texts which match the kind of writing they are about to do.</p> <p>During these discussions, the class should produce a list of <i>Product Goals</i> (also called success criteria). These goals will reflect what the children think they need to do and include to write the best texts possible.</p> <p>This list of <i>Product Goals</i> should inform the future writing lessons the teacher plans to teach for the project.</p>
Pupils should revise their writing by assessing the effectiveness of their own and others' writing and suggesting improvements.	<p>Teachers should plan sessions where children are taught revision mini-lessons. Children are expected to use and apply a taught mini-lesson during writing time.</p> <p>Teachers should ensure that children always leave their right-hand page free as their <i>Revision & Trying Things Out Page</i>.</p> <p>During the revision stage of a <i>Class Writing Project</i>, teachers should turn the class' <i>Product Goals</i> into a <i>Revision Checklist</i>. Children should be given a session(s) to ensure that their text has either included all the goals listed or else they have tried them out on their <i>Revision & Trying Things Out Page</i>.</p> <p>Finally, teachers will regularly suggest how children could try things out and make revisions to their writing through their daily <i>Pupil-Conferencing</i>.</p>
Pupils should be taught to create settings, characters and plot in narratives.	<p>We have a clear vision of progression for children's narrative writing. This can be seen in our <i>Writing Development Scales & Assessment Framework</i> publication.</p> <p>Importantly, all our narrative <i>Class Writing Projects</i> come with a series of literary lessons which help children create settings, characters and plot in their narratives. These lessons should be used and applied (independently) by children during writing time.</p>
Pupils develop their understanding of how to punctuate direct speech.	<p>Teachers teach lessons about using and punctuating speech using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during writing time.</p> <p>In addition, children are given multiple sessions to proof-read their manuscripts prior to final publication. This means children are given an explicit opportunity to ensure that any speech they've used is correctly punctuated prior to publication.</p>
Pupils should be taught to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<p>Children should be given time every day for <i>Class Sharing</i> and <i>Author's Chair</i>. This is an opportunity for them to share their compositions with their friends and the class.</p>

	In addition, teachers should set up a routine for writing time which ensures children have time to write in silence and a time to review what they've been crafting with their peers.
Pupils should be taught to organise paragraphs around a theme and in non-narratives use simple organisational devices.	<p>Our <i>Big Book Of Mini-Lessons</i> provides teachers with a whole host of planning strategies which suit a range of genres. In addition, all our non-fiction <i>Class Writing Projects</i> come with a <i>Planning Grid</i> which showcases the typical paragraph organisation of popular non-fiction genres.</p> <p>Again, our <i>Big Book Of Mini-Lessons</i> has a chapter devoted to <i>Organisation & Structure</i> mini-lessons.</p> <p>Finally, all our non-fiction <i>Class Writing Projects</i> come with a variety of lessons on the topic of organisational devices. Children are expected to use and apply any taught mini-lesson (independently) during that day's writing time.</p>
<p>Pupils should learn how they can extend their range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Pupils should be taught to compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	Children are taught lessons from our <i>Sentence-Level Instruction</i> publication. Children are expected to use and apply what they've just been taught during writing time.
Pupils should develop their understanding of how to use nouns and pronouns for clarity, cohesion and to avoid repetition.	Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i> . During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i> . This includes sessions devoted to checking for capitalisation, use of vocabulary (including their noun/pronoun use), punctuation and spelling.
<p>Pupils should develop their understanding of how to use fronted adverbials, conjunctions, adverbs and prepositions to express time and cause.</p> <p>Pupils develop their understanding of how to use commas after fronted adverbials.</p> <p>Pupils develop their understanding of how to use possessive apostrophes with plural nouns.</p>	Teachers teach lessons using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during writing time.
<p>Pupils should be taught to edit their writing by making changes to grammar and vocabulary to improve consistency.</p> <p>Pupils should be taught to proof-read for spelling and punctuation errors.</p>	Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i> . During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i> . This includes sessions devoted to checking for capitalisation, use of vocabulary, punctuation and spelling.
Pupils should develop their understanding of how they can use the present perfect form of verbs in contrast to the past tense.	Teachers teach lessons using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during writing time.
Pupils should be taught to use further prefixes and suffixes, use the first two or three letters of a word to check its spelling in a dictionary, spell further homophones, and spell words that are often misspelt.	<p>Children are supplied with electronic spell checkers, common word dictionaries, and laptops/tablets with online dictionaries and/or speech recognition technology.</p> <p>In addition, common homophones are on display for children to use during daily writing time.</p>
Pupils should be taught to use the strokes that are needed to join letters, understand which letters are best left unjoined, and increase the legibility, consistency and quality of their handwriting.	Teachers provide handwriting instruction in the context of publishing sessions. Children are expected to publish their class writing projects for audiences beyond teacher evaluation and in the process can focus on their handwriting during these publishing sessions.

	During these sessions, teachers will provide whole-class handwriting instruction, resources and verbal feedback and responsive individualised instruction through <i>Pupil-Conferencing</i> .
Year Five & Year Six	
Curriculum objective	How it is achieved
Pupils should be taught to identify the audience for and purpose of the writing, selecting an appropriate genre.	<p>Teachers should ensure that any new writing project starts with a <i>Writing Study</i> week (also called a <i>Genre Week</i>). During this week, children should consider who the audience is going to be for their writing and who they are going to publish/perform to. This should be for a purpose beyond their teacher’s evaluation. To help, our <i>Class Writing Projects</i> come with a <i>Publishing Menu</i> which can help teachers and pupils decide who they should write for and why.</p> <p>In addition, <i>Personal Writing Projects</i> provide children with an opportunity to select, for themselves, a purpose, audience and genre for their own writing.</p> <p>During these discussions, the class should produce a list of <i>Product Goals</i> (also called success criteria). These goals will reflect what the children think they need to do and include to write the best texts possible.</p> <p>This list of <i>Product Goals</i> should inform the future writing lessons the teacher plans to teach for the project.</p>
Pupils should be taught to use other similar writing as models for their own.	<p>Teachers should ensure that any new writing project starts with a <i>Writing Study</i> week (also called a <i>Genre Week</i>). During this week, children should read and discuss a variety of mentor trade books and exemplar texts which match the kind of writing they are about to do.</p> <p>During these discussions, the class should produce a list of <i>Product Goals</i> (also called success criteria). These goals will reflect what the children think they need to do and include to write the best texts possible.</p> <p>This list of <i>Product Goals</i> should inform the future writing lessons the teacher plans to teach for the project. And during the revision stage of a class writing project, the teacher should turn these <i>Product Goals</i> into a <i>Revision Checklist</i>. Children should be given a session(s) to ensure that their text has either included all the goals listed or else they have tried them out on their <i>Revision & Trying Things Out Page</i>.</p>
Pupils should be taught to consider how authors have developed characters and settings in what they have read, listened to or seen performed.	<p>We have a clear vision of progression for children’s narrative writing. This can be seen in our <i>Writing Development Scales & Assessment Framework</i> publication.</p> <p>Importantly, all our narrative <i>Class Writing Projects</i> come with a series of literary lessons which help children create settings, characters and plot in their narratives. These lessons should be used and applied (independently) by children during writing time.</p>
Pupils should draw on their reading and research where necessary.	<p>In our narrative <i>Class Writing Projects</i> children are taught about the process of <i>Intertextuality</i>. This is when writers generate their own ideas in response to their reading. Our projects provide a number of strategies children can use and apply <i>Intertextuality</i>. These lessons should be used and applied</p>

	<p>(independently) by children during writing time.</p> <p>In addition, our <i>Class Writing Projects</i> come with a list of recommended trade mentor books and exemplar texts for children to draw inspiration from.</p> <p>Our non-fiction <i>Class Writing Projects</i> encourage children to draw on, use and cite what they've researched.</p>
<p>Pupils should revise their writing by assessing the effectiveness of their own and others' writing.</p>	<p>Teachers should plan sessions where children are taught revision mini-lessons. Children are expected to use and apply a taught mini-lesson during writing time.</p> <p>Teachers should ensure that children always leave their right-hand page free as their <i>Revision & Trying Things Out Page</i>.</p> <p>In addition, teachers should turn the <i>Product Goals</i> for a class writing project into a <i>Revision Checklist</i> for children to use. Children should ensure that their composition includes all the things on the checklist.</p> <p>Finally, teachers will regularly suggest how children could try things out and make revisions to their writing through their daily <i>Pupil-Conferencing</i>.</p>
<p>Pupils should be taught to describe settings, characters and create atmosphere in their narratives.</p>	<p>We have a clear vision of progression for children's narrative writing. This can be seen in our <i>Writing Development Scales & Assessment Framework</i> publication.</p> <p>Importantly, all our narrative <i>Class Writing Projects</i> come with a series of literary lessons which help children create settings, characters and atmosphere in their narratives. These lessons should be used and applied (independently) by children during writing time.</p>
<p>Pupils should integrate dialogue into their narratives to convey character and advance the action.</p>	<p>Teachers teach lessons about using and punctuating speech using our <i>Functional Grammar Lessons</i> and <i>Big Book Of Mini-Lessons</i> publications. Children are expected to use and apply (independently) what they've just been taught during writing time.</p>
<p>Pupils should be taught to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Teachers teach lessons about grammar and word choice by using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during writing time.</p> <p>In addition, children are encouraged to experiment with grammar and vocabulary by using their <i>Revision & Trying Things Out Page</i> and word choices strategies.</p>
<p>Pupils should be taught to perform their compositions using appropriate intonation, volume, and movement.</p>	<p>Children should be given time every day for <i>Class Sharing</i> and <i>Author's Chair</i>. This is an opportunity for them to share their compositions with their friends and the class.</p> <p>In addition, teachers should set up a routine for writing time which ensures children have time to write in silence and a time to review what they've been crafting with their peers.</p>
<p>Pupils should be taught to use a wide range of organisational and presentational devices and build cohesion within and across paragraphs.</p>	<p>Our <i>Big Book Of Mini-Lessons</i> provides teachers with a whole host of planning strategies which are suited to a range of genres. In addition, all our non-fiction <i>Class Writing Projects</i> come with a <i>Planning Grid</i> which showcases the typical paragraph organisation of popular non-fiction genres.</p> <p>Again, our <i>Big Book Of Mini-Lessons</i> has a chapter</p>

	<p>devoted to <i>Organisation & Structure</i> mini-lessons.</p> <p>Finally, all our non-fiction <i>Class Writing Projects</i> come with a variety of lessons on the topic of organisational devices. Children are expected to use and apply any taught mini-lesson (independently) during that day's writing time.</p>
<p>Pupils should be taught to revise their compositions when there is an opportunity to enhance its effect and clarify meaning.</p>	<p>Teachers should plan sessions where children are taught revision mini-lessons. Children are expected to use and apply a taught mini-lesson during writing time.</p> <p>Teachers should ensure that children always leave their right-hand page free as their <i>Revision & Trying Things Out Page</i>.</p> <p>In addition, teachers should turn the <i>Product Goals</i> for a <i>Class Writing Project</i> into a <i>Revision Checklist</i> for children to use. Children should ensure that their composition includes all the things on the checklist or else they have shown how they tried it out on their <i>Revision & Trying Things Out Page</i>.</p> <p>Finally, teachers will regularly suggest how children could try things out and make revisions to their writing through their daily <i>Pupil-Conferencing</i>.</p>
<p>Pupils should develop their understanding of formal writing and appropriate register by using certain vocabulary and structures.</p>	<p>Our <i>Class Writing Projects</i> ensure that children have to write for a variety of different people and for different reasons. This includes writing formally. For example, our <i>Advocacy Journalism, Community Activism, Historical Account, Science Report, Discussion and Explanation</i> projects all encourage children to write in a register in keeping with 'formal writing'.</p>
<p>Pupils should develop their understanding of: the perfect form of verbs, passive voice, expanded noun phrases, modal verbs, subjunctive mood and relative clauses.</p>	<p>Teachers teach lessons about the passive voice, expanded noun phrases, modal verbs, subjunctive mood and relative clauses using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during writing time.</p>
<p>Pupils should ensure consistent and correct use of tense throughout a piece of writing.</p>	<p>Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i>. During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i>. This includes sessions devoted to checking for capitalisation, use of vocabulary (including consistent use of tense), punctuation and spelling.</p>
<p>Pupils should be taught to proof-read for spelling and punctuation errors.</p> <p>Pupils should be taught to indicate grammatical and other features by using: commas to clarify meaning; hyphens to avoid ambiguity; brackets, dashes or commas to indicate parenthesis; semi-colons, colons or dashes to mark boundaries between independent clauses; a colon to introduce a list and punctuate bullet points consistently.</p>	<p>Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i>. During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i>. This includes sessions devoted to checking for capitalisation, use of vocabulary, punctuation and spelling.</p>
<p>Pupils should be taught to write legibly, fluently and with increasing speed.</p>	<p>Teachers provide handwriting instruction in the context of publishing sessions. Children are expected to publish their class writing projects for audiences beyond teacher evaluation and in the process can focus on their handwriting during these publishing sessions.</p> <p>During these publishing sessions, teachers will provide whole-class handwriting instruction, resources and verbal feedback and responsive individualised instruction through <i>Pupil-Conferencing</i>.</p>

Resources

To help support the implementation of this programme of study, teachers have access to the following resources:

<p>Resources</p> <ul style="list-style-type: none">● <i>Class Writing Projects</i> for EYFS-KS2 including teacher notes, recommended texts, suggested lessons and child-facing printable resources [link].● The big book of mini-lessons: lessons that teach powerful craft knowledge for 3-11 year olds [link]● Grammar mini-lessons for 3-11 year olds [link]● Sentence-level instruction: lessons that help children find their style and voice for 3-11 year olds [link]● Writing development scales and assessment framework [link] <p>Continued professional development</p> <ul style="list-style-type: none">● Self-study modules● Working-group meeting schedule	<p>E-books</p> <ul style="list-style-type: none">● The science of teaching primary writing [link]● Rosenshine’s principles of instruction & the principles of world-class writing instruction [link]● A quick guide to teaching writing in the EYFS [link]● A quick guide to teaching writing in KS1 [link]● Getting success criteria right for writing: helping 3-11 year olds write their best texts [link]● A guide to pupil-conferencing with 3-11 year olds: Powerful feedback and responsive teaching that changes writers [link]● A teacher’s guide to writing with multilingual children [link]● A guide to personal writing projects and writing clubs for 3-11 year olds [link]● No more: ‘I don’t know what to write about...’ Lessons that help children generate great writing ideas for 3-11 year olds [link]● No more: ‘My class can’t edit’ A whole-school approach to developing proof-readers [link]
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Impact

What we expect the impact to be for pupils at the end of their primary school time:

- It’s also our conviction that implementation of research-informed writing practices will ensure children achieve very well on national assessments.
- Children will have a wealth of writing, both in their writing portfolios and their personal notebooks, from their whole time in school.
- Children will have their own established writing process, strategies and routines for producing successful, meaningful and accurate writing.
- They will have artefacts and memories of the impact their published and performed writing has had on the local community and beyond.
- Children know how to successfully live a writer’s life after leaving school. If they wanted or needed to, they could live the writer’s life for economic reasons (knowing how to write with authority, daring and originality is great currency). They could decide to live the writer’s life for political or civic reasons – sharing their knowledge and opinions with clarity and imagination. We also hope they would write for personal reasons – as an act of reflection or record keeping. Finally, we would want them to know how to write for reasons of pure pleasure and recreation – feeling a sense of joy and accomplishment in sharing their artistry, identity and knowledge with others in ways that are profound and confident.

Frequently Asked Questions

How do we ensure children understand what and why they are writing?

We ensure that children know what and why they are writing by:

- Making explicit the purpose and future audience for the class writing project and where their writing will end up.
- Allowing children to choose what they want to write about within the parameters of a class writing project.
- Teaching them about why certain genres exist before inviting them to use the genres for themselves in class writing projects.
- Teaching children that writing is a craft which is developed through repeated practice.

How do we encourage children to engage in developing as writers?

By ensuring teachers get to know the children in their class. This is achieved by allowing children to write about their own lives, thoughts, opinions, knowledge and imaginative ideas. By focusing on the affective needs of effective practice, namely: self-efficacy, agency, motivation, volition, writer-identity, self-regulation and writing for enjoyment, satisfaction and pleasure.

How does developing as a writer impact positively on children's personal development?

- To truly develop a child's writer-identity is to develop their whole identity and therefore contributes to their personal development in the most profound way.
- We ensure children leave our school with a craft which can help promote positive well-being and self-esteem.
- Because children learn to develop their own writing process, they develop a writer-identity. This gives them confidence and knowledge of themselves as writers.
- Because our class writing projects are purposeful, involve a future audience, and children have agency over the subject for their writing, children have motivation for wanting their writing to be the best it can be.
- Because children build a community of writers through our writing workshop approach, they learn how to reflect wisely, behave with integrity and cooperate consistently with their fellow writers.
- Because children are encouraged to write in personal response to subjects and to use their knowledge, opinions, thoughts and own imaginings in their writing, they learn how being a writer gives them an ability to reflect and to represent their thoughts and ideas creatively.
- As the children develop as writers, they are given more control over their writing process and setting their own deadlines for completing class writing projects. As a result, children learn how to be responsible for themselves.
- Because children are given ample time in which to pursue their personal writing projects, they are actively encouraged to develop themselves through writing by definition. They learn that writing can be a pleasurable and recreational activity and a life-long pursuit. They are encouraged to bring their writing to and from home and school.
- They learn how writing can show their artistry, ability to see things differently, and about the enjoyment in playing and having fun with words.

How do teachers check pupils' understanding and set future writing goals with them?

Teachers check pupils' understanding and set future writing goals by:

- Ensuring children know what the distant goal for the class writing project is, namely, what the purpose and future audience for the project is.
- Establishing product goals for the project through whole-class in-depth textual-analysis.
- Arranging systematic pupil-conferencing in their classrooms and collaboratively setting future writing goals with the children.
- Teaching responsive mini-lessons which reflect what the class needs more instruction in.
- Ensuring that the writing processes are on display and that children are setting themselves process goals during writing time.
- Assessing children's developing writing portfolios and making decisions about what needs to be taught next.

How do you ensure key knowledge and skills about being a writer become part of children's long-term memory?

Because of our commitment to a reassuringly consistent writing approach, children repeatedly practise the craft of writing, are repeatedly moved to write in a variety of common genres, and because these genres are repeated and built upon throughout the years, children begin to place this knowledge into their long-term memory. Children become experts in the writing processes as they move through the school and once experienced enough, are encouraged to develop their own preferred writing process. Because children work through the writing processes repeatedly, and are taught self-regulated writing strategies, they undertake their writing effectively, efficiently and largely independently.

How is writing connected to other parts of the curriculum?

- Because children become increasingly knowledgeable about the ways in which writers are moved to write, they are able to write in personal response to what they learn in other areas of the curriculum and to share this with other members of the class. This helps them and their peers have a deeper understanding of other parts of the curriculum as a result.
- Children learn some of the discipline-specific genres involved in other parts of the curriculum. For example, writing people's history, historical recounts and accounts, biography and scientific reports.

How are children new to English or with SEND supported in developing as writers?

Children with SEND or have English as an additional language are supported in the following ways:

- They start with a simplified writing process of planning, drafting and publishing. Publishing is undertaken by an adult helper on the child's behalf if requested.
- They are encouraged to plan using storytelling, drawing, talk and picture book making.
- They are encouraged to make picture books which try to match the quality of the commercial picture books found in the classroom and school libraries.
- Over time, they are moved towards conventional planning, dabbling, revising and basic editing.
- They regularly write alongside an adult who is also writing.

- They receive a greater frequency of pupil-conferencing.
- They have personal project books and they are encouraged to take these to and from school.
- They set themselves regular personal writing targets. These are then added to their 'can do' list.

How are advanced and highly experienced writers supported?

Advanced writers are supported in the following ways:

- Our *Writing Development Scales & Assessment Framework* helps ensure teachers are teaching all children at the great-depth standard as standard.
- Children are encouraged to write and learn from one another.
- Children are encouraged to have personal project books and to work on their compositions both at home and at school.
- Children have freedom over their writing process and the strategies they employ.
- Children are encouraged to actively hybridise or subversively manipulate class writing projects in new and creative ways.
- Children are encouraged to collect words, sentences / poetic moments, themes, try out types of openings and types of endings, metaphors, characters as metaphors, collect / discuss psychological / philosophical ideas as plots / characters / settings for narrative writing.
- Children read for pleasure a wide variety of texts including those which present a challenge.
- Children are encouraged to develop their narrative writing beyond the norm and take on advanced writerly techniques.

Appendix: How the *Writing For Pleasure* approach fulfils the objectives of The EYFS Statutory Framework, Development Matters & The National Curriculum in England

EYFS	
Curriculum objective	How it is achieved
Write simple phrases and sentences that can be read by others.	<p>Every day, children are expected to make books.</p> <p>Children are taught early that a book should typically have a picture and a phrase/sentence on each page.</p> <p>Teachers teach a variety of encoding strategies and how to write 'sound spellings' using the lessons provided in our <i>Class Writing Projects</i> and our <i>Big Book Of Writing Mini-Lessons</i>.</p>
Write short sentences...using a capital letter and full stop.	<p>Children are taught to check that their book is finished by using the <i>Is My Book Finished?</i> poster. This poster includes checking that their book has capital letters and fullstops in it.</p> <p>In addition, children can be given a proof-reading checklist to complete. Examples of what these can look like are in our <i>Class Writing Project</i> material.</p>
Encourage children to draw freely.	Children are taught early that a book should typically have a picture and phrase/sentence on each page.
Write some or all of their name.	<p>Children are taught early that a book should always have the author's name on the front.</p> <p>Children are taught to check their book is finished by using the <i>Is My Book Finished?</i> poster. This poster includes checking that their name is on the front of their book.</p>
<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Explore the composition of numbers to 10.</p>	Children are taught early that a book should have its 'birth date' on the front. Children should copy the date from the board and put it on the front of their books. E.g. '24/06/22'.
<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Do they use finger spaces?</p>	<p>This is regularly taught as a mini-lesson by teachers.</p> <p>In addition, children can be given a checklist to complete which can include this requirement.</p>
<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Have they used conjunctions? (and, but, because)</p>	<p>We've found that by making books every day, children naturally begin to use these conjunctions when writing or <i>telling</i> their books to others.</p> <p>In addition, the use of these conjunctions is regularly modelled in the books teachers make for their pupils.</p>
<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Do they make changes to their writing before they publish it (add pages, add to their drawings and make writing changes)?</p>	<p>Children are taught to check their book is finished by using the <i>Is My Book Finished?</i> poster. This encourages children to go back and make changes to their books.</p> <p>Children are encouraged to talk with their teacher and friends during the book-making process. This regularly results in children making changes to their drawings and writing.</p> <p>Teachers undertake daily <i>Pupil-Conferencing</i> with their pupils.</p> <p>In addition, when they are emotionally mature and cognitively ready, children can be given a book-making checklist. The process of checking their book against the checklist encourages them to make changes. Examples of what these checklists can look like come as part of our <i>Class Writing Project</i> resources.</p>

<p>Re-read what they have written to check that it makes sense.</p>	<p>Children are taught that once they have published a book they should find a friend to read it with.</p> <p>Children are encouraged to talk with their teacher and friends during the book-making process.</p> <p>Teachers undertake daily <i>Pupil-Conferencing</i> with their pupils.</p> <p>At the end of each daily book-making session, time is devoted to <i>Author's Chair</i>. This is an opportunity for children to share their books with their classmates.</p> <p>Children's finished books are placed in the class library for others to read. In addition, opportunities for children to make books for people beyond their classroom are built into our book-making projects.</p>
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Using our <i>Class Writing Projects</i> and the mini-lessons supplied in our <i>Big Book Of Mini-Lessons</i>, children are regularly taught a variety of encoding strategies.</p> <p>Teachers regularly model encoding strategies when conferencing and book-making with groups of children.</p> <p>Children are provided with sound mats and common word lists when book-making.</p> <p>Teachers always look to make links between their phonics instruction and how children can encode during daily book-making time.</p>
<p>Write recognisable letters, most of which are correctly formed.</p>	<p>Letter formation is linked to daily phonics instruction. Children have a daily opportunity to write during book-making.</p> <p>Letters are on display and supplied as a visual aid through sound-mats and common word lists.</p>
<p><i>Additional inclusion made by the WfP Centre</i></p> <ul style="list-style-type: none"> ● Do their non-fiction books follow a theme? ● Do their story books carry a plot? ● Do they enjoy generating their own writing ideas and making books? ● Do they make books outside of writing workshop time? E.g. in the Writing Centre 	<p>Children are taught to make different types of books throughout the year. These include: list books (also known as baby/board books), story and non-fiction books.</p> <p>Children are taught to generate their own ideas for their books by having <i>Idea Parties</i> and by using the trade books that they love.</p> <p>Children have constant access to a high-quality and well stocked class library. Recommended trade books which can be looked at, discussed and read by the children are supplied with each <i>Class Writing Project</i>.</p> <p>Children have constant access to a high-quality and well stocked Writing Centre. Children are taught how to use the Writing Centre. Children are also taught how they can take materials from the Writing Centre and use them in all the other areas. This is modelled to the children regularly by the teacher.</p>

Year One	
Curriculum objective	How it is achieved
Pupils should be taught how to write sentences.	<p>Children are taught early into the year that a book should typically have a picture and a sentence(s) on each page.</p> <p>In addition, children are taught lessons from our <i>Sentence-Level Instruction</i> publication. Children are expected to use and apply what they've just been taught during that day's book-making time.</p>
<p>Pupils should be taught how to discuss what they have written with the teacher or other pupils.</p> <p>Pupils should be taught how to read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Children are encouraged to talk with their teacher and friends during the book-making process.</p> <p>Teachers undertake daily <i>Pupil-Conferencing</i> with their pupils.</p> <p>At the end of each daily book-making session, time is devoted to <i>Author's Chair</i>. This is an opportunity for children to share their books with their class.</p> <p>Children are taught that once they have published a book, they should find a friend to read it with.</p> <p>Children's finished books are placed in the class library for others to read. In addition, opportunities for children to make books for people beyond their classroom are built into book-making projects.</p>
Pupils should be taught how to leave spaces between words.	<p>This is regularly taught as a mini-lesson by teachers. Children are expected to use and apply what's been taught as a mini-lesson during that day's book-making time.</p> <p>In addition, children can be given a checklist to complete which can include this requirement. Examples of what these can look like are in our <i>Class Writing Project</i> material.</p>
<p>Pupils should begin to punctuate sentences using a capital letter and end punctuation (full stop, question mark or exclamation mark).</p> <p>Pupils should develop their understanding of how writers use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Children are taught early into the year that a book should typically have a picture and a sentence(s) on each page.</p> <p>Children are taught lessons from our <i>Sentence-Level Instruction</i> publication. Children are expected to use and apply what they've just been taught during book-making time.</p> <p>Children are taught lessons from our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply what they've just been taught during book-making time.</p> <p>Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i>. During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i>. This includes sessions devoted to checking for capitalisation and end punctuation.</p>
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place, and form capital letters	<p>Children should be provided with short but regular handwriting instruction. This is usually best done in conjunction with any phonics instruction.</p> <p>In addition, prior to publishing their books at the end of a <i>Class Writing Project</i>, children can be asked to pick a favourite page from their book to write up in their 'best handwriting'. During these sessions, teachers should provide verbal feedback and individualised responsive handwriting instruction through <i>Pupil-Conferencing</i>.</p>

<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Write the date their book was ‘born’ on their front covers. E.g. 24/06/22</p>	<p>Children are taught early that a book should have its ‘birth date’ on the front. Children should copy the date from the board and put it on the front of their books. E.g. ‘26/06/22’.</p>
Year Two	
Curriculum objective	How it is achieved
<p>Pupils should be taught to write for different purposes including: narratives, personal narratives and poetry.</p>	<p>Our <i>Class Writing Projects</i> cover the major purposes for writing and come with both exemplar texts and suggested mentor trade texts.</p> <p>Every day throughout EYFS and KS1, children will make books like the books they see and read in the class library. They will make story, information, memoir and poetry books.</p>
<p>Pupils should learn how to use expanded noun phrases to describe and specify.</p>	<p>Children are taught lessons about expanded noun phrases from our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they’ve just been taught during that day’s book-making time.</p>
<p>Pupils should be taught how they can plan what they are going to write about.</p>	<p>As part of a <i>Class Writing Project</i>, sessions are planned which invite children to make their front covers. These are seen as important ‘planning’ sessions as children are being asked to focus on what their book is going to be about.</p> <p>In addition, children are taught to draw a picture on any new page before they begin writing. This helps children consider what they will write about on each page.</p> <p>Alternatively, sessions are planned where children can draw all the pictures for their different pages prior to writing. Again, these drawings help children consider what they will write about on each page.</p> <p>Finally, our <i>Big Book Of Mini-Lessons</i> provides teachers with a whole host of developmentally appropriate planning strategies for a range of genres. Children are expected to use and apply a taught mini-lesson during that day’s book-making time.</p>
<p>Pupils should be taught how to encapsulate what they want to say, sentence by sentence.</p>	<p>At this stage, children have been taught for multiple years that a book should typically have a picture and a sentence(s) on each page.</p> <p>In addition, they will have internalised a variety of sentence-level strategies from our <i>Sentence-Level Instruction</i> publication.</p>
<p>Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>For a number of years children have engaged in daily <i>Author’s Chair</i>. This is an opportunity for them to share their books with their classmates.</p> <p>Again, children will have internalised the expectation that once they have published a book, they should find a friend to read it with.</p>
<p>Pupils should be taught how to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p>	<p>Teachers should plan sessions where children are taught revision mini-lessons. Children are expected to use and apply a taught mini-lesson during that day’s book-making time.</p> <p>In addition, teachers should turn the <i>Product Goals</i> for a class writing project into a <i>Revision Checklist</i> for children to use. Children should ensure that their books include all the things on the checklist. Examples of what these checklists can look like are</p>

	<p>supplied in our <i>Class Writing Project</i> resources.</p> <p>Finally, teachers will regularly suggest how children could make revisions to their books through their daily <i>Pupil-Conferencing</i>.</p>
Pupils should learn how to use subordination and coordination.	Teachers teach lessons about coordinating and subordinating conjunctions using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during book-making time.
Pupils should be taught how to proof-read for errors in spelling, grammar and punctuation.	Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i> . During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i> . This includes sessions devoted to checking for capitalisation, use of vocabulary, punctuation and spelling.
<p>Pupils should be taught how to re-read their writing to ensure it makes sense and that verbs to indicate time are used correctly.</p> <p>Pupils should learn how to use the present and past tenses correctly and consistently including the progressive form.</p>	<p>When required, teachers will provide sessions for children to check their books to ensure their tense use is correct and consistent.</p> <p>A poster and other resources are supplied by the teacher to help children to be successful during these sessions.</p>
Pupils should be taught how to leave spaces between words.	<p>This will have been taught regularly for a number of years and children will have produced countless books which required them to use finger spaces.</p> <p>In addition, children can be given a checklist to complete which can include this requirement. Examples of what these checklists can look like are supplied in our <i>Class Writing Project</i> materials.</p>
Pupils should develop their understanding of how writers use full stops, capital letters, exclamation marks, and question marks.	Teachers teach lessons about capitalisation and end punctuation using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during that day's book-making time.
Pupils should develop their understanding of how writers use commas for lists and apostrophes for contracted forms and the possessive (singular).	Teachers teach lessons about commas for lists, apostrophes for contracted forms, and apostrophes for singular possession using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during book-making time.
Pupils should be taught to spell by segmenting spoken words into phonemes and representing these by graphemes.	For a number of years, children have been taught a variety of encoding strategies and how to write 'sound spellings'. Teachers will use the lessons provided in our <i>Big Book Of Writing Mini-Lessons</i> . Children are expected to use and apply (independently) what they've been taught during book-making time.
Pupils should learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	<p>Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i>. During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i>. This includes sessions devoted to checking their spellings of common homophones.</p> <p>In addition, these homophones are on display for children to use during daily book-making time.</p>
Pupils should be taught to form lower-case letters of the correct size; start using some of the strokes needed to join letters; understand which letters are best left unjoined; write capital letters and digits correctly and use spacing between words.	<p>Children should be provided with short but regular handwriting instruction. This is usually best done in conjunction with any phonics instruction.</p> <p>In addition, prior to publishing their books at the end of a <i>Class Writing Project</i>, children can be asked to pick a favourite page from their book to write up in</p>

	<p>their ‘best handwriting’. During these sessions, teachers should provide verbal feedback and individualised responsive handwriting instruction through <i>Pupil Conferencing</i>.</p>
<p><i>Additional inclusion made by the WfP Centre</i></p> <p>Write the date their book was ‘born’ on their front covers. E.g. 24/06/22</p>	<p>Children are taught early that a book should have its ‘birth date’ on the front. Children should copy the date from the board and put it on the front of their books. E.g. ‘26/06/22’.</p>
Year Three & Year Four	
Curriculum objective	How it is achieved
<p>Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Teachers should ensure that any new <i>Class Writing Project</i> starts with a <i>Writing Study</i> week (also called a <i>Genre Week</i>). During this week, children should read and discuss a variety of mentor trade books and exemplar texts which match the kind of writing they are about to do.</p> <p>During these discussions, the class should produce a list of <i>Product Goals</i> (also called success criteria). These goals will reflect what the children think they need to do and include to write the best texts possible.</p> <p>This list of <i>Product Goals</i> should inform the future writing lessons the teacher plans to teach for the project.</p>
<p>Pupils should revise their writing by assessing the effectiveness of their own and others’ writing and suggesting improvements.</p>	<p>Teachers should plan sessions where children are taught revision mini-lessons. Children are expected to use and apply a taught mini-lesson during writing time.</p> <p>Teachers should ensure that children always leave their right-hand page free as their <i>Revision & Trying Things Out Page</i>.</p> <p>During the revision stage of a <i>Class Writing Project</i>, teachers should turn the class’ <i>Product Goals</i> into a <i>Revision Checklist</i>. Children should be given a session(s) to ensure that their text has either included all the goals listed or else they have tried them out on their <i>Revision & Trying Things Out Page</i>.</p> <p>Finally, teachers will regularly suggest how children could try things out and make revisions to their writing through their daily <i>Pupil-Conferencing</i>.</p>
<p>Pupils should be taught to create settings, characters and plot in narratives.</p>	<p>We have a clear vision of progression for children’s narrative writing. This can be seen in our <i>Writing Development Scales & Assessment Framework</i> publication.</p> <p>Importantly, all our narrative <i>Class Writing Projects</i> come with a series of literary lessons which help children create settings, characters and plot in their narratives. These lessons should be used and applied (independently) by children during writing time.</p>
<p>Pupils develop their understanding of how to punctuate direct speech.</p>	<p>Teachers teach lessons about using and punctuating speech using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they’ve just been taught during writing time.</p> <p>In addition, children are given multiple sessions to proof-read their manuscripts prior to final publication. This means children are given an explicit opportunity to ensure that any speech they’ve used is correctly</p>

	punctuated prior to publication.
Pupils should be taught to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Children should be given time every day for <i>Class Sharing</i> and <i>Author's Chair</i> . This is an opportunity for them to share their compositions with their friends and the class. In addition, teachers should set up a routine for writing time which ensures children have time to write in silence and a time to review what they've been crafting with their peers.
Pupils should be taught to organise paragraphs around a theme and in non-narratives use simple organisational devices.	Our <i>Big Book Of Mini-Lessons</i> provides teachers with a whole host of planning strategies which suit a range of genres. In addition, all our non-fiction <i>Class Writing Projects</i> come with a <i>Planning Grid</i> which showcases the typical paragraph organisation of popular non-fiction genres. Again, our <i>Big Book Of Mini-Lessons</i> has a chapter devoted to <i>Organisation & Structure</i> mini-lessons. Finally, all our non-fiction <i>Class Writing Projects</i> come with a variety of lessons on the topic of organisational devices. Children are expected to use and apply any taught mini-lesson (independently) during that day's writing time.
Pupils should learn how they can extend their range of sentences with more than one clause by using a wider range of conjunctions. Pupils should be taught to compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Children are taught lessons from our <i>Sentence-Level Instruction</i> publication. Children are expected to use and apply what they've just been taught during writing time.
Pupils should develop their understanding of how to use nouns and pronouns for clarity, cohesion and to avoid repetition.	Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i> . During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i> . This includes sessions devoted to checking for capitalisation, use of vocabulary (including their noun/pronoun use), punctuation and spelling.
Pupils should develop their understanding of how to use fronted adverbials, conjunctions, adverbs and prepositions to express time and cause. Pupils develop their understanding of how to use commas after fronted adverbials. Pupils develop their understanding of how to use possessive apostrophes with plural nouns.	Teachers teach lessons using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during writing time.
Pupils should be taught to edit their writing by making changes to grammar and vocabulary to improve consistency. Pupils should be taught to proof-read for spelling and punctuation errors.	Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i> . During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i> . This includes sessions devoted to checking for capitalisation, use of vocabulary, punctuation and spelling.
Pupils should develop their understanding of how they can use the present perfect form of verbs in contrast to the past tense.	Teachers teach lessons using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during writing time.
Pupils should be taught to use further prefixes and suffixes, use the first two or three letters of a word to check its spelling in a dictionary, spell further homophones, and spell words that are often misspelt.	Children are supplied with electronic spell checkers, common word dictionaries, and laptops/tablets with online dictionaries and/or speech recognition technology. In addition, common homophones are on display for children to use during daily writing time.

<p>Pupils should be taught to use the strokes that are needed to join letters, understand which letters are best left unjoined, and increase the legibility, consistency and quality of their handwriting.</p>	<p>Teachers provide handwriting instruction in the context of publishing sessions. Children are expected to publish their class writing projects for audiences beyond teacher evaluation and in the process can focus on their handwriting during these publishing sessions.</p> <p>During these sessions, teachers will provide whole-class handwriting instruction, resources and verbal feedback and responsive individualised instruction through <i>Pupil-Conferencing</i>.</p>
<p>Year Five & Year Six</p>	
<p>Curriculum objective</p>	<p>How it is achieved</p>
<p>Pupils should be taught to identify the audience for and purpose of the writing, selecting an appropriate genre.</p>	<p>Teachers should ensure that any new writing project starts with a <i>Writing Study</i> week (also called a <i>Genre Week</i>). During this week, children should consider who the audience is going to be for their writing and who they are going to publish/perform to. This should be for a purpose beyond their teacher’s evaluation. To help, our <i>Class Writing Projects</i> come with a <i>Publishing Menu</i> which can help teachers and pupils decide who they should write for and why.</p> <p>In addition, <i>Personal Writing Projects</i> provide children with an opportunity to select, for themselves, a purpose, audience and genre for their own writing.</p> <p>During these discussions, the class should produce a list of <i>Product Goals</i> (also called success criteria). These goals will reflect what the children think they need to do and include to write the best texts possible.</p> <p>This list of <i>Product Goals</i> should inform the future writing lessons the teacher plans to teach for the project.</p>
<p>Pupils should be taught to use other similar writing as models for their own.</p>	<p>Teachers should ensure that any new writing project starts with a <i>Writing Study</i> week (also called a <i>Genre Week</i>). During this week, children should read and discuss a variety of mentor trade books and exemplar texts which match the kind of writing they are about to do.</p> <p>During these discussions, the class should produce a list of <i>Product Goals</i> (also called success criteria). These goals will reflect what the children think they need to do and include to write the best texts possible.</p> <p>This list of <i>Product Goals</i> should inform the future writing lessons the teacher plans to teach for the project. And during the revision stage of a class writing project, the teacher should turn these <i>Product Goals</i> into a <i>Revision Checklist</i>. Children should be given a session(s) to ensure that their text has either included all the goals listed or else they have tried them out on their <i>Revision & Trying Things Out Page</i>.</p>
<p>Pupils should be taught to consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p>	<p>We have a clear vision of progression for children’s narrative writing. This can be seen in our <i>Writing Development Scales & Assessment Framework</i> publication.</p> <p>Importantly, all our narrative <i>Class Writing Projects</i> come with a series of literary lessons which help children create settings, characters and plot in their narratives. These lessons should be used and applied (independently) by children during writing time.</p>

<p>Pupils should draw on their reading and research where necessary.</p>	<p>In our narrative <i>Class Writing Projects</i> children are taught about the process of <i>Intertextuality</i>. This is when writers generate their own ideas in response to their reading. Our projects provide a number of strategies children can use and apply <i>Intertextuality</i>. These lessons should be used and applied (independently) by children during writing time.</p> <p>In addition, our <i>Class Writing Projects</i> come with a list of recommended trade mentor books and exemplar texts for children to draw inspiration from.</p> <p>Our non-fiction <i>Class Writing Projects</i> encourage children to draw on, use and cite what they've researched.</p>
<p>Pupils should revise their writing by assessing the effectiveness of their own and others' writing.</p>	<p>Teachers should plan sessions where children are taught revision mini-lessons. Children are expected to use and apply a taught mini-lesson during writing time.</p> <p>Teachers should ensure that children always leave their right-hand page free as their <i>Revision & Trying Things Out Page</i>.</p> <p>In addition, teachers should turn the <i>Product Goals</i> for a class writing project into a <i>Revision Checklist</i> for children to use. Children should ensure that their composition includes all the things on the checklist.</p> <p>Finally, teachers will regularly suggest how children could try things out and make revisions to their writing through their daily <i>Pupil-Conferencing</i>.</p>
<p>Pupils should be taught to describe settings, characters and create atmosphere in their narratives.</p>	<p>We have a clear vision of progression for children's narrative writing. This can be seen in our <i>Writing Development Scales & Assessment Framework</i> publication.</p> <p>Importantly, all our narrative <i>Class Writing Projects</i> come with a series of literary lessons which help children create settings, characters and atmosphere in their narratives. These lessons should be used and applied (independently) by children during writing time.</p>
<p>Pupils should integrate dialogue into their narratives to convey character and advance the action.</p>	<p>Teachers teach lessons about using and punctuating speech using our <i>Functional Grammar Lessons</i> and <i>Big Book Of Mini-Lessons</i> publications. Children are expected to use and apply (independently) what they've just been taught during writing time.</p>
<p>Pupils should be taught to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Teachers teach lessons about grammar and word choice by using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during writing time.</p> <p>In addition, children are encouraged to experiment with grammar and vocabulary by using their <i>Revision & Trying Things Out Page</i> and word choices strategies.</p>
<p>Pupils should be taught to perform their compositions using appropriate intonation, volume, and movement.</p>	<p>Children should be given time every day for <i>Class Sharing</i> and <i>Author's Chair</i>. This is an opportunity for them to share their compositions with their friends and the class.</p> <p>In addition, teachers should set up a routine for writing time which ensures children have time to write in silence and a time to review what they've been crafting with their peers.</p>
<p>Pupils should be taught to use a wide range of organisational and presentational devices and build</p>	<p>Our <i>Big Book Of Mini-Lessons</i> provides teachers with a whole host of planning strategies which are suited to</p>

<p>cohesion within and across paragraphs.</p>	<p>a range of genres. In addition, all our non-fiction <i>Class Writing Projects</i> come with a <i>Planning Grid</i> which showcases the typical paragraph organisation of popular non-fiction genres.</p> <p>Again, our <i>Big Book Of Mini-Lessons</i> has a chapter devoted to <i>Organisation & Structure</i> mini-lessons.</p> <p>Finally, all our non-fiction <i>Class Writing Projects</i> come with a variety of lessons on the topic of organisational devices. Children are expected to use and apply any taught mini-lesson (independently) during that day's writing time.</p>
<p>Pupils should be taught to revise their compositions when there is an opportunity to enhance its effect and clarify meaning.</p>	<p>Teachers should plan sessions where children are taught revision mini-lessons. Children are expected to use and apply a taught mini-lesson during writing time.</p> <p>Teachers should ensure that children always leave their right-hand page free as their <i>Revision & Trying Things Out Page</i>.</p> <p>In addition, teachers should turn the <i>Product Goals</i> for a <i>Class Writing Project</i> into a <i>Revision Checklist</i> for children to use. Children should ensure that their composition includes all the things on the checklist or else they have shown how they tried it out on their <i>Revision & Trying Things Out Page</i>.</p> <p>Finally, teachers will regularly suggest how children could try things out and make revisions to their writing through their daily <i>Pupil-Conferencing</i>.</p>
<p>Pupils should develop their understanding of formal writing and appropriate register by using certain vocabulary and structures.</p>	<p>Our <i>Class Writing Projects</i> ensure that children have to write for a variety of different people and for different reasons. This includes writing formally. For example, our <i>Advocacy Journalism, Community Activism, Historical Account, Science Report, Discussion</i> and <i>Explanation</i> projects all encourage children to write in a register in keeping with 'formal writing'.</p>
<p>Pupils should develop their understanding of: the perfect form of verbs, passive voice, expanded noun phrases, modal verbs, subjunctive mood and relative clauses.</p>	<p>Teachers teach lessons about the passive voice, expanded noun phrases, modal verbs, subjunctive mood and relative clauses using our <i>Functional Grammar Lessons</i> publication. Children are expected to use and apply (independently) what they've just been taught during writing time.</p>
<p>Pupils should ensure consistent and correct use of tense throughout a piece of writing.</p>	<p>Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i>. During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i>. This includes sessions devoted to checking for capitalisation, use of vocabulary (including consistent use of tense), punctuation and spelling.</p>
<p>Pupils should be taught to proof-read for spelling and punctuation errors.</p> <p>Pupils should be taught to indicate grammatical and other features by using: commas to clarify meaning; hyphens to avoid ambiguity; brackets, dashes or commas to indicate parenthesis; semi-colons, colons or dashes to mark boundaries between independent clauses; a colon to introduce a list and punctuate bullet points consistently.</p>	<p>Multiple proof-reading sessions are planned for during <i>Class Writing Projects</i>. During these sessions, children systematically proof-read their books prior to publication using a process called <i>CUPS</i>. This includes sessions devoted to checking for capitalisation, use of vocabulary, punctuation and spelling.</p>
<p>Pupils should be taught to write legibly, fluently and with increasing speed.</p>	<p>Teachers provide handwriting instruction in the context of publishing sessions. Children are expected to publish their class writing projects for audiences beyond teacher evaluation and in the process can focus on their handwriting during these publishing sessions.</p>

	During these publishing sessions, teachers will provide whole-class handwriting instruction, resources and verbal feedback and responsive individualised instruction through <i>Pupil-Conferencing</i> .
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