

Who are we?

The children at Lace Hill are very eager to learn and communicate well verbally. They are polite and sociable and keen to please. Parents are aspirational for their children and keen to see them become confident writers.

Writing is widely promoted and celebrated within our school curriculum. We pride ourselves on our learning environment to support the children's progress. Writing units of work, which span across fiction, non-fiction and poetry, are carefully sequenced and aligned to help children make learning connections. We use a range of high standard model texts to ensure our curriculum is aspirational for our children. All classrooms are resourced with dictionaries and thesauruses to support learning.

Parents are supportive of our writing curriculum and are keen for their children to develop skills in written communication.

We have designed our curriculum so that all of our children are exposed to a diverse range of texts which promote our SMSC, school and British values. We use texts with a broad range of characters/backgrounds as well as a range of historical settings, modern day settings and fictitious future settings.

At Lace Hill Academy we use the Talk for Writing approach to teach writing. This approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

This underpins children's English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. The key phases of the Talk for Writing process, as outlined below, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

Imitation stage:

Children are introduced to a text type through a creative hook and a model text written by the class teacher. Children spend time learning the text type orally using a memory jogger. Children participate in drama activities to immerse themselves into the model text. These activities support children to internalise the text. During lesson time, children are taught key grammar skills and spend time reading the text as a reader to focus on key vocabulary and comprehension skills. Once confident, children begin to read the model text as a writer. During lessons children learn about the structure of the text and analyse its features.

Innovation stage:

Children begin to learn how to create their own version of the text type through a series of shared writing and guided writing activities with their teachers. The new text is based on the model text but children are encouraged to change certain aspects of the text. (setting, characters)


Independent application stage:

In this final stage of the process, children become authors and write their own texts applying all of the skills they have learnt.

What do we need to know? Why?

Our children need to understand that the ability to write is an essential part of everyday life and that reading and writing are interconnected. Children are exposed to a variety of progressive text types throughout their school career.

Our teachers are role models to the children, explicitly modelling key writing skills during shared and guided writing time. Teachers use texts to draw out key writing skills. They bring writing and reading in to all their teaching, maximising every writing learning opportunity across all subjects.

What do we need to experience? Why?	
When a child leaves our school they will...	I am a Lace Hill author because...
<ul style="list-style-type: none"> • Be a confident person • Be an independent thinker and self-starter • Empathise with others • Have an inquisitive mind • Take risks with their learning • Bounce back and move forward when faced with a challenge • Be proactive and innovative • Have a sense of belonging 	<ul style="list-style-type: none"> • I am a self-motivated writer • I can adapt my writing for a range of different purposes and audiences. • I can use wide and varied vocabulary to achieve varied effects in my writing. • I can apply my knowledge of phonics and spelling patterns to help me spell new words • I understand the foundations of grammar and apply it effectively to my writing I can punctuate my writing effectively to aid understanding. • I can organise my ideas to develop cohesion in my writing. • I take pride in my presentation of my writing and I have developed a legible, joined, increasingly efficient handwriting style. • I can develop my writing through drafting, editing and improving my work.
Substantive Concepts	Disciplinary Concepts
<p>The writing curriculum is clearly designed and sequenced to develop substantive knowledge. We want pupils to acquire a wide vocabulary; a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. A clear, fluent and taught handwriting style is essential in developing early writing fluency.</p> <p>These are the four central substantive concepts:</p> <ul style="list-style-type: none"> • Spelling • Handwriting • Composition • Grammar, vocabulary and punctuation 	<p>The writing curriculum is clearly sequenced to develop disciplinary knowledge. This knowledge teaches children to know how to use their writing skills to impact the reader, thus becoming real authors writing for purpose.</p> <ul style="list-style-type: none"> • Developing Vocabulary • Editing and Improving • Writing for purpose • Forming Letters Correctly • Spelling accurately • Punctuating • Organising Writing • Writing Sentences <div data-bbox="1545 845 2038 1244">  </div> <p>The details and context of the disciplinary concepts are in learning sentences for each lesson. E.g. I am learning to punctuate this time using ellipsis for suspense.</p>

Writing curriculum at Lace Hill Academy

LHA Writing Journey (Progression in Knowledge and Skills)							
Text Types Covered	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Skills are taught through the Early Years curriculum area 'Communication and Language/Literacy'.	Fiction: Defeat the Monster, KS1 Wishing Tale, Journey Tale, Portal Story, Tale of Fear Non Fiction: Informal Letter, Non-Chronological Report, Instructions Poetry: Selection of poetry linked to fiction. See Overview for details.	Fiction: Defeat the Monster, KS1 Wishing Tale, Journey Tale, Portal Story, Tale of Fear Non Fiction: Non-Chronological Report, Recount, Instructions Poetry: Selection of poetry linked to fiction. See Overview for details.	Fiction: Defeat the Monster, Character Flaw, Warning Story, Portal Story, Tale of Fear Non Fiction: Letter of Persuasion, Non-Chronological Report, Explanation Poetry: Selection of poetry linked to fiction See Overview for details.	Fiction: Defeat the Monster, Character Flaw, Warning Story, Portal Story, Tale of Fear Non Fiction Journalistic Writing, Non-Chronological Report, Recount Poetry: Selection of poetry linked to fiction. See Overview for details.	Fiction: Defeat the Monster, Character Flaw, Warning Story, Portal Story, Tale of Fear Non Fiction: Instructional Texts, Non-Chronological Report, Biography Poetry: Selection of poetry linked to fiction. See Overview for details.	Fiction: Defeat the Monster, Character Flaw, Warning Story, Portal Story, Tale of Fear Non Fiction: Discussion, Non-Chronological Report, Biography, Explanation, Formal letter of complaint. Poetry: Selection of poetry linked to fiction. See Overview for details.

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Handwriting	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Nursery</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing m for mummy</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p> <p>Children assigning meaning to their marks</p> <p>Making anti clockwise marks</p> <p>Forming the letters in their name</p> <p>Reception</p> <p>Form lower-case and capital letters correctly.</p> <p>Children at the expected level of development will:</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Begin to use the diagonal and horizontal strokes that are needed to begin to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Begin to increase the legibility, consistency and quality of their handwriting</p>	<p>Consistently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>With support, choose the writing implement that is best suited for a task</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Independently choose the writing implement that is best suited for a task</p>

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>Nursery</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing m for mummy</p> <p>Children assigning meaning to their marks</p> <p>Use longer sentences of four to six words (CL)</p> <p>Reception (CL)</p> <p>Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p> <p>Use new vocabulary through the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Writing</p> <p>Writing for different purposes, lists, speech bubbles, labels, signs, within their play</p>	<p>Write sentences by: saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p> <p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for</p>	<p>With support discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures</p> <p>organising paragraphs around a story part or theme</p> <p>in narratives, beginning to create settings, characters and plot</p> <p>in non-narrative material, begin to use simple organisational devices (headings & subheadings) assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>With support, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>With support, proofread for spelling and punctuation errors</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Consistently organising paragraphs around a theme showing a jump in time or place in fiction, and around a theme in non fiction</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>Begin to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>With some support, beginning noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Developing an understanding in selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, gaining confidence in describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed noting and developing initial ideas, drawing on reading and research where necessary</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Confidently précising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader</p>

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	<p>Write short sentences with words with known sound-letter correspondences</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write a sentence using finger spaces</p> <p>Begin to recognise that a capital letter and full stop are used in a sentence</p> <p>Children at the expected level of development will:</p> <p>Write simple phrases and sentences that can be read by others.</p>		<p>example, ends of sentences punctuated correctly]. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>to structure text and to guide the reader</p> <p>With support, assessing the effectiveness of their own and others' writing</p> <p>Beginning proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Developing proofreading skills for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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Writing: Vocabulary, grammar and punctuation	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Nursery (CL) Use a wider range of vocabulary.</p> <p>Develop their pronunciation</p> <p>Use longer sentences of four to six words</p> <p>Reception (CL)</p> <p>Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p> <p>Use new vocabulary through the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Begin to connect one idea or action to another using 'and'</p> <p>Writing</p> <p>Write short sentences with words with known sound-letter correspondences</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write a sentence using finger spaces</p>	<p>Leave spaces between words.</p> <p>Joining words and joining clauses using and/but to create compound sentences</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Show an awareness of words used to show the passing of time, e.g. Then, next</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>With support, write noun phrases to describe and specify [for example, the blue butterfly].</p> <p>Begin to show an awareness that we can either use 'a' or 'an'</p> <p>Begin to use technical vocabulary in non-fiction</p> <p>Learning the grammar for year 1 in English Appendix 2.</p> <p>Use the grammatical terminology in discussing their writing.</p>	<p>learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Understand what a verb is</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Use simple adverbs to give more information, e.g. quietly</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or)</p> <p>Confidently use noun phrases with precise adjectives</p> <p>Show an awareness that we can either use 'a' or 'an'</p> <p>Use alliteration</p> <p>Confidently use technical language in non-fiction</p> <p>The grammar for year 2 in English Appendix 2 some</p>	<p>Use a full range of coordinating conjunctions to build compound sentences</p> <p>Become aware of main clauses and subordinate clauses.</p> <p>Beginning extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>With support, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Beginning using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes (super-, anti-)</p> <p>Consistently use the correct form of 'a' or 'an'</p> <p>With support, begin to include expanded noun phrases</p> <p>Use 'like' and 'as' to form a simile in narrative writing</p>	<p>Confidently extend the range of sentences with more than one clause by using a wider range of conjunctions, including as a result, consequently, although</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use similes/metaphors appropriately</p> <p>using fronted adverbials for time, place and manner</p> <p>using commas after fronted adverbials</p> <p>difference between plural and possessive -s</p> <p>Standard English verb inflections (I did vs I done)</p> <p>extended noun phrases, including with prepositions</p> <p>appropriate choice of pronoun or noun to create cohesion</p> <p>Begin to use rhetorical questions</p> <p>indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>using and punctuating direct speech (including</p>	<p>use a thesaurus</p> <p>Use sophisticated conjunctions to build cohesion through an argument</p> <p>use metaphorical language, including personification to give description</p> <p>Precise vocabulary chosen for impact, e.g. empty words, someone, somewhere</p> <p>'ed' sentence starters</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>converting nouns or adjectives into verbs</p> <p>verb prefixes</p> <p>devices to build cohesion, including adverbials of time, place and manner</p> <p>punctuating bullet points consistently</p>	<p>use a thesaurus and select appropriate choices</p> <p>Use conjunctions to build cohesion, either to build upon points or to offer contrasting viewpoint.</p> <p>Appropriately use literary devices to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Drop in clauses e.g. 'ed' Jack, tired from the fight, dragged his...</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language</p> <p>synonyms & Antonyms</p> <p>using hyphens to avoid ambiguity</p>

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	<p>Begin to recognise that a capital letter and full stop are used in a sentence</p> <p>Children at the expected level of development will:</p> <p>Write simple phrases and sentences that can be ready by others.</p>		<p>features of written Standard English.</p> <p>Use and understand the grammatical terminology in discussing their writing.</p>	<p>Use a sentence of three for description.</p> <p>word families based on common words (solve, solution, dissolve, insoluble)</p> <p>using and punctuating direct speech (i.e. Inverted commas)</p> <p>Ellipsis to keep the reader hanging on</p>	<p>punctuation within and surrounding inverted commas and new line new speaker)</p> <p>Precise verbs to create mood/effect</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using a colon to introduce a list</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>Confidently use rhetorical questions in a range of text types</p> <p>Stage directions in speech (speech + verb + action)</p>	<p>using semicolons, colons or dashes to mark boundaries between independent clauses</p>
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Writing curriculum at Lace Hill Academy

Phonics and Spellings	<p>Sounds Write Phonics Scheme</p> <p>Initial Code Units 1-11 Introduction of Extended code – 2 or 3 sounds</p>	<p>Sounds Write Phonics Scheme</p> <p>Consolidation of Initial Code 9-11 Extended code – start at Unit 1 – Units 26</p>	<p>Sounds Write Phonics Scheme</p> <p>Revise Extended Code Unit 25 and 26</p> <p>Extended Code 27 - 49</p>	<p>The following spelling structures will be covered (Sounds and Syllables programme, building on Sounds Write Principles):</p> <p>the /u/ sound spelt ou</p> <p>more prefixes: in- (and variants) sub- inter- super- anti- auto-</p> <p>the suffix -ly</p> <p>words with ending sounding like /zh uh</p> <p>the suffix -ous/</p> <p>endings which sound like /sh uh n/ spelt – tion</p> <p>words with the /ae/ sound spelt ei, eigh or ey</p> <p>words containing the letter string ough words with ‘silent’ letters /w/ /m/ /n/</p>	<p>The following spelling structures will be covered (Sounds and Syllables programme, building on Sounds Write Principles):</p> <p>adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>the /i/ sound spelt y elsewhere than at the end of words</p> <p>more prefixes: dis- mis- re-</p> <p>the suffix – ation</p> <p>words with ending sounding like /zh uh/ and /ch uh/</p> <p>endings which sound like /sh uh n/ spelt -sion, -ssion and -cian endings which sound like /zh uh n/</p> <p>words with the /k/ sound spelt ch</p> <p>words with the /sh/ sound spelt</p> <p>words with the /g/ sound spelt -gue and the /k/ sound spelt –que</p> <p>words with the /s/ sound spelt sc</p>	<p>The following spelling structures will be covered (Sounds and Syllables programme, building on Sounds Write Principles):</p> <p>the suffix –ly (more advanced spellings)</p> <p>the suffix –ous (more advanced spellings)</p> <p>words ending in: -ant / -ent</p> <p>words ending in: -able / -ible</p> <p>words with the sound /ee/ spelt ei after c</p> <p>words with ‘silent’ letters /r/ /gn/</p>	<p>The following spelling structures will be covered (Sounds and Syllables programme, building on Sounds Write Principles):</p> <p>endings which sound like /sh uh s/ spelt - cious or – tious</p> <p>endings which sound like /sh uh l/</p> <p>words ending in: -ance / -ence -ancy / -ency</p> <p>words ending in: - -ably / -ibly</p>

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					words with 'silent' letters /s/ /g/		
Grammar Terminology	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Letter, full stop, capital letter, word, sentence	singular, plural, punctuation, question mark, exclamation mark, adjective, conjunction, noun, noun phrase, technical vocabulary alliteration	statement, question, exclamation, command, compound, verb, suffix , adverb tense (past, present) , apostrophe, comma, simile	adverb, preposition, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas ellipsis, determiner, coordinating conjunction, subordinating conjunction	pronoun, possessive pronoun, adverbial, expanded noun phrase, fronted adverbial, sentence length, commas	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, , hyphen, colon, semi-colon, bullet points