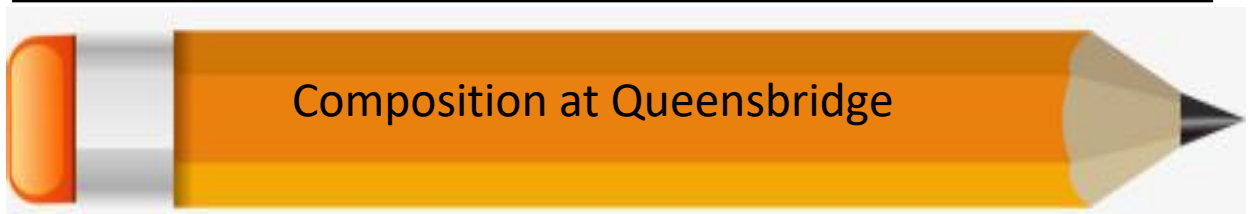


Overview of Writing at Queensbridge

*"You can make anything by writing" – C.S Lewis*

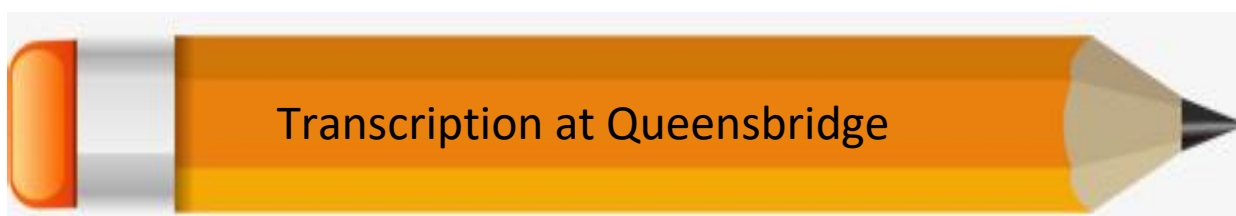
At Queensbridge our vision is to equip children with the skills to write fluently and with interesting detail on a variety of genres. We strive to spark imagination which allows our young writers to write with flair and purpose, with an understanding of the different writing structures and techniques across curriculum; coverage that includes non-fiction, narrative and poetry. We strongly believe that a highly developed vocabulary frees a writer to compose interesting and colourful content, and our writing lessons make a point of celebrating word choices and developing children's vocabulary. The children are taught transcription skills that allow them to present the best of their writing, with spelling, punctuation and editing an important part of their weekly writing routine. We want our children to think like writers, and to know that good writing is a process that starts with imagination and determination.

Our writing curriculum is composed of three main areas: Composition, Transcription and Analysis and Presentation. Children in Years 1-6 are taught within these skillsets, making progression each year through three milestones, each year deepening their understanding of the wider process of writing.



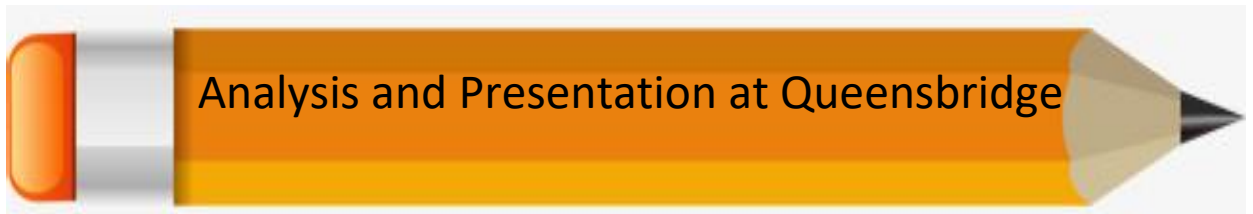
Skill	Milestone 1 (Year 1-2)	Milestone 2 (Year 3-4)	Milestone 3 (Year 5-6)
To write with purpose	Children learn to write for a variety of purposes, with a lot of learning centred on developing important speaking and listening foundations. Children then start to plan by talking about ideas and writing notes. Children will use some of the characteristic features of the type of writing used. There is a consistent emphasis on reviewing and improving writing.	Children will start to use techniques used by authors to create characters and settings. They will continue to compose and rehearse sentences orally, as well as deepening their understanding of editing and improving their writing.	At this milestone, children will now identify the audience for their writing and start to develop their authorial voices by making appropriate choices in the form and tone of their writing. Children will develop and research ideas as part of the writing process, and will now start to peer evaluate writing to edit and improve.
To use imaginative description	Children will learn to support their imaginative ideas by using well-chosen adjectives to add detail. They will use names of people, places and things, different nouns and pronouns for variety and being to use adverbs for extra detail.	As children deepen their understanding of creative writing, they will move towards using alliteration and similes effectively, as well as expanded noun phrases. All this while continuing to create exciting new worlds with interesting protagonists!	Children will be able to use the techniques that authors use to create characters, settings and plots. They will continue to be taught to flex their authorial flair by creating vivid images by using alliteration, similes, metaphors and personification. Children at this milestone will be taught to interweave descriptions of characters, settings and atmosphere with dialogue.

To organise writing appropriately	Children will deepen their understanding of the writing process by re-reading writing to check for sense, start to practise using the correct tenses and think about the different forms that different writing genres take.	Children will build on their Year 1 and 2 learning by now using organisational devices such as headings and sub headings, as well as thinking about the perfect form of verbs to mark relationships of time and cause. Children will be expected to use connectives that signal time, and to include suspense and surprise to their narrative writing.	By this stage, the children will produce writing that guides the reader by using a range of organisational devices, including a range of connectives. Effective grammar and punctuation choices are use, and children deploy correct use of tenses throughout a piece of writing.
To use paragraphs	Children will learn the foundation of paragraph use by grouping related information and producing writing that is about more than just one idea.	Children will now formally use paragraphs to organise their writing, and start to sequence paragraphs.	Children can write paragraphs that give the reader a sense of clarity and make sense if read alone. Children can now write cohesively at length.
To use sentences appropriately	Emphasis in teaching this skill is on writing so that other people can understand the meaning of sentences, which are sequenced to form clear narratives. Sentences are joined with conjunctions and connectives, using different sentence starters.	Children can now produce writing that uses a mixture of simple, compound and complex sentences. Sentences should include : conjunctions, adverbs, direct speech, punctuated correctly, clauses and adverbial phrases.	Children write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, mixture of active and passive voice, clear subject and object, hyphens, colons and semi colons and bullet points.



Skill	<b>Milestone 1</b> (Year 1-2)	<b>Milestone 2</b> (Year 3-4)	<b>Milestone 3</b> (Year 5-6)
To present neatly	Children are taught to:  Sit correctly and hold a pencil correctly, begin to form lower-case letters correctly, form capital letters, form digits 0-9, understand letters that are formed in similar ways, form lower-case letters of a consistent size, begin to join some letters, write capital letters and digits of consistent size and to use spacing between words that reflects the size of the letters.	Children build on prior learning and now:  Join letters, deciding which letters are best left un-joined, make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	Children are now expected to build on previous milestones by showing that they can write fluently and legibly with a personal style
To spell correctly	Spelling – as well as punctuation and grammar - are embedded within the writing curriculum so that children learn skills and use them in context. However, spelling is also		

	taught explicitly in each year group. In Key Stage 1, spelling is a focus of Phonics teaching. In Key Stage 2, children build on this by following a comprehensive spelling scheme that groups weekly spellings by phonetic and written patterns.
To punctuate accurately	Children across all three milestones are taught grammar and punctuation lessons as part of their overall literacy learning, with lessons planned carefully to consistently revisit and review key concepts, aiming to strengthen children's deep understanding of different grammatical devices.



In this skillset, children are taught how grammatical choices give effect and meaning to writing, as well as how to present their writing by reading it aloud to others. At Queensbridge, we pay particular focus on presenting our ideas, speaking with clarity and performance. As we develop our writing skills, our understanding and use of grammatical devices when discussing and editing our writing has a clear progression:	
Year 1	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.
Year 2	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
Year 3	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.
Year 4	pronoun, possessive pronoun, adverbial.
Year 5	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.
Year 6	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points

*"If there's a book that you want to read, but it hasn't been written yet, then you must write it" – Toni Morrison*

The teaching of writing at Queensbridge is heavily based on Talk for Writing initiatives, with the explicit teaching of oracy an important part of our children's learning journey. We value drama as a tool for sparking imagination, inspiring ideas and growth in confidence. Please see our 'Oracy at Queensbridge' section for more information on how Speaking and Listening is taught at Queensbridge.