Wester Cleddens Primary

Happy Together
Learning Together
Achieving Together

Writing Policy

2017/2018

Updated September 2021

Wester Cleddens and Enhanced Learning Resource

Writing Policy

Introduction

The purpose of this document is to provide staff with practical advice on the teaching and learning of writing and grammar within Wester Cleddens and the Enhanced Learning Resource (ELR). In this document, you will find clear guidance on how to teach, plan, mark and assess pieces of work

There is also guidance about the teaching of grammar within Wester Cleddens and ELR with reference to our progressive planners from Early to Second Level.
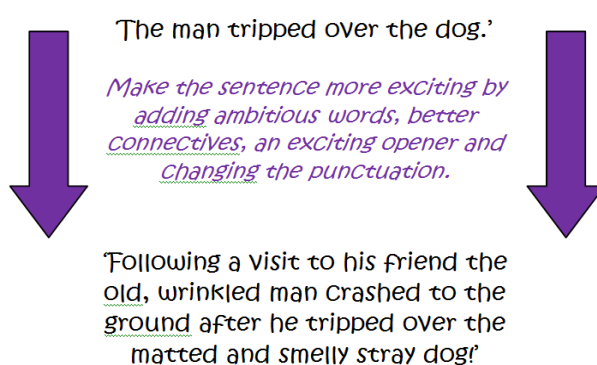
Planning

- Class teachers should plan a minimum of two writing lessons per week.

- One writing lesson should have a clear writing focus and the second writing lesson should be cross-curricular based i.e. a science report.

- In Primary 1 and 2, children should be provided with opportunities to write daily as well as participating in teacher led writing sessions. This can include providing opportunities for children to 'have a go' through play, VCOP activities, role play and active spelling activities. This can be evidenced through photographs or videos, where appropriate. Children in Primary 1 and 2 should be writing 'News' (Recount) every week.

- There are writing planners for Early – Second level with specific success criteria for each genre. Class Teachers should highlight the genres that they are covering per term in the class forward planners.

- Teachers should record on their writing planner, the titles of the pieces they intend to teach per genre per term however, titles maybe responsive so you might not know prior to planning. Class Teachers should also record the titles of the pieces of work that they intend to assess per term.

Big Writing

As a school, we use many aspects of the 'Big Writing' approach. Children are familiar with the 'VCOP' aspects of writing and a multisensory approach is used to help embed this across the curriculum. Each aspect of VCOP has an assigned colour and children are shown through teacher modelling, how to highlight their writing in relevant colours to show their usage of the aspects of VCOP in their writing.

Vocabulary in Red (Pink Highlighter)	**Connectives in Green** (Green Highlighter)
Openers in Blue (Blue Highlighter)	**Punctuation in Yellow** (Yellow Highlighter)

Class Teachers' should provide the opportunity and model to pupils how to 'uplevel' a piece of writing work using the aspects of VCOP. This is in order to further develop children's editing skills and to add depth to their writing.

'The man tripped over the dog.'

Make the sentence more exciting by adding ambitious words, better connectives, an exciting opener and changing the punctuation.

'Following a visit to his friend the old, wrinkled man crashed to the ground after he tripped over the matted and smelly stray dog!'

VCOP Class displays

Each classroom should have a VCOP display for children to refer to when undertaking any writing. This should be referred to during writing lessons to remind children of the features of writing through the use of the appropriate Vocabulary, Connectives, Openers and Punctuation. Children should have access to vocabulary mats where required

All classes should also have access to highlighters to allow children to identify vocabulary, connectives, openers and punctuation in accordance to the colour coding shown above in their writing or a given text.

There are interactive Big Writing resources on the computer network under the folder entitled 'Students'. In here are warm up games that can be used as an introduction to a writing lesson. You can choose from either the 'Big Writing Game' or 'VCOP Games' programmes.

Writing Genres (Early – Second Level)

WCPS Writing Genres

Early Level

Informative	Narrative	Recount	Poetry

First Level

Informative	Instructional/ Procedural	Narrative	Persuasive	Recount	Poetry

Second Level

Discursive	Explanation	Poetry	Narrative	Persuasive
Recount		Informative		Instructional/Procedural

Marking Writing

When the class have completed a piece of writing, the writing should be split into three groups for marking. The class teacher should read each groups piece of writing and they should be marked as the following:

Primary 1 – 3

- o **Group 1 – Teacher Assessed**
  Teacher to mark this groups work fully against the Pupil Friendly Marking Criteria and should provide children with next steps to improve their writing
- o **Group 2 – Teacher Marked**
  Teacher to provide feedback about the piece of writing, using two stars and a wish. (This should be done verbally in Primary 1)
- o **Group 3 – Self/Peer Assessed**
  Children to peer or self assess their writing, using the Pupil Friendly Writing Criteria where appropriate. Primary 1 and 2 to do this orally and using traffic lights. P3 should begin to provide written peer assessment feedback. The Class Teacher will use a 'verbal feedback' stamp.

- o **Group 1 – Teacher Assessed**

  Teacher to mark this groups work fully against the Pupil Friendly Marking Criteria and should provide children with next steps to improve their writing (two stars and a wish)

- o **Group 2 – Self Assessed**

  Children should self assess their writing against the Pupil Friendly Writing Criteria. The teacher will then read this work and provide feedback using two stars and a wish.

- o **Group 3 –Peer Assessed**

  Children should peer assess another child's work against the Pupil Friendly Writing Criteria. They should give peer feedback using two stars and a wish.

Recording Writing and Literacy Work

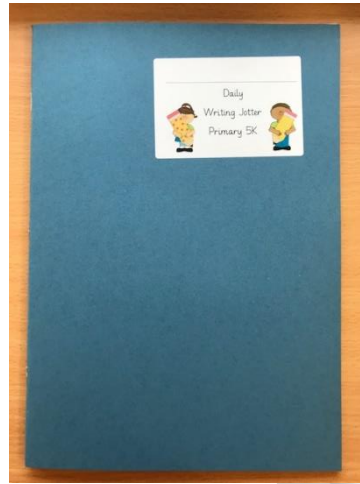### Taught Writing Jotter
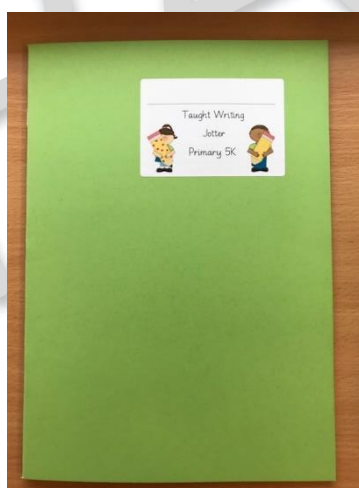
Children should record their **weekly taught writing** lesson in the green 'Taught Writing' jotter.

Children should have one written piece of work completed per week in this jotter. The writing will be whichever genre is the focus for the term.

When a new genre is taught, there should be a copy of the Pupil Friendly Writing Criteria inserted into the jotter and the cold writing piece should follow on from this. This will allow the Class Teacher and Pupil to identify particular aspects of the genre specific criteria to focus on for subsequent taught writing lessons.

There should be three taught writing lessons for each genre. The fourth lesson should be an assessed piece and recorded in the Pupil Writing Folder.

Literacy Jotters

Children should record **any other areas of Literacy or Literacy taught across the curriculum** in the purple 'Literacy Jotter.

Children should have one written piece of work recorded and completed most days in this jotter.

Examples of work to be contained could include:

- Handwriting
- Grammar
- Comprehension tasks in Reading
- A Report on a Science experiment
- An Informative piece on an aspect of RME e.g. a leaflet about the festival of Holi (unless this is part of the 'taught writing' focus genre for that term.
- An Explanation piece of writing about Tsunamis as part of a Japan topic

Writing Folders
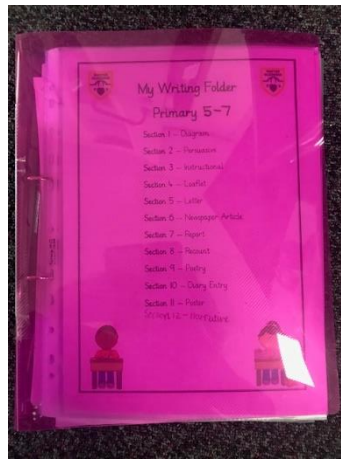
The 'Writing Folder' should be where children **record their 'assessed piece' of writing** for each genre throughout the school year. The assessed pieces of writing will move on with the child throughout the school so, for example, by the time the child reaches Primary 7, they will have 7 assessed examples of Recount writing. It allows for the Teacher, Pupil and Parent to see the child's progression from year to year as they progress through the school.

Handwriting

Children's written work should be presented in a neat and legible manner. It is preferred that children from Primary 4 onwards use joined handwriting when finalising a written piece. You can find more information about the programme for handwriting in the Wester Cleddens Handwriting Policy.

Paragraphing:

- Primary 3 & 4 miss a line before starting a new paragraph.
- Primary 5 – 7 leave a two finger indent when writing a new paragraph. They do not miss a line.
- When completing a piece of writing using word processing on the computer, all children should miss a line when taking a new paragraph.
- When writing a letter, children should start their letter after they have written the name of the person they are writing to.

Wester Cleddens Primary
Wester Cleddens Road
Bishopbriggs
Glasgow
G64 2NQ

Dear Santa Claus,

I am writing to thank you for the wonderful gifts that you gave me for Christmas. I have really enjoyed playing my new keyboard and learning new songs. I had a lovely Christmas and there was even snow! Thank you for sending it!

LHarvey

Jotter Presentation

In Wester Cleddens Primary, there is a marking guide to marking any written activities that the children have completed in their literacy jotter.

Please see this below

Wester Cleddens Primary School
Primary 3 to Primary 7
Our Marking Code

| Sp	Try this spelling again
G	Grammar error
∧	A missing word or phrase
C	Find the missing capital letter or misplaced capital letter
○	A missing full stop
◉	Full stop is in the wrong place
//	New paragraph
FS	Rewrite in a full sentence
●	An incorrect answer.

Pupil Friendly Writing Criteria

Pupil Friendly Writing Criteria sheets have been created for both children and teachers to use to assess children's writing skills. The criteria is made up using:

- General Writing Skills
- Genre Specific Skills

The 'General Writing Skills' are success criteria that apply across all writing genres with some exceptions. The 'Genre Specific Skills' are success criteria which are specific to the writing genre being taught. There are Pupil Friendly Writing Criteria for each of the writing genres and CfE levels.
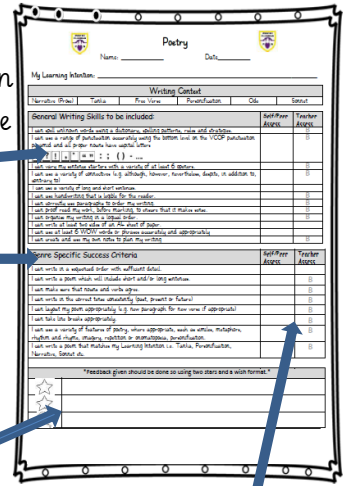
At the bottom of the criteria sheet, there is a space for two stars and a wish to be used by either pupils or staff to provide feedback.

On criteria sheets for 0.3, 1.3, 2.3 (secure), in this column there will be a faint 'B' to show that this criterion is a benchmark (for teacher knowledge only)

# How to identify the levels on the Pupil Friendly Writing Criteria

To identify Early, First and Second level within the Pupil Friendly Writing Criteria, a discreet code has been created for the use of staff.
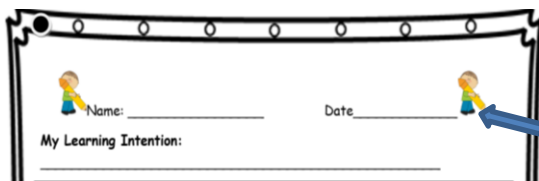
Early Level Pupil Friendly Writing Criteria

Pupil Friendly Writing Criteria sheets for Early level can be identified by the code of two children at the top of the criteria sheet.
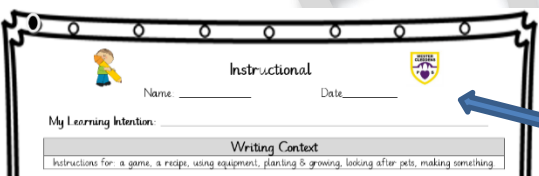
First Level Pupil Friendly Writing Criteria

Pupil Friendly Writing Criteria sheets for First level can be identified by the code of one child and a WCPS badge at the top of the criteria sheet.
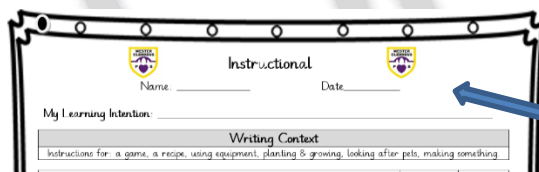
Second Level Pupil Friendly Writing Criteria

Pupil Friendly Writing Criteria sheets for Second level can be identified by the code of two WCPS badges at the top of the criteria sheet.

To ascertain where children are within a level, again there is a discreet code at the top of the Pupil Friendly Writing Criteria sheets for staff to identify where children are. These are identified through a series of dots at the top left hand corner of the page, along the border as show below.

One dot indicates that children are working at either 0.1, 1.1 or 2.1.

Two dots indicate that children are working at either 0.2, 1.2 or 2.2.

Three dots indicate that children are working at either 0.3, 1.3 or 2.3.

LHarvey
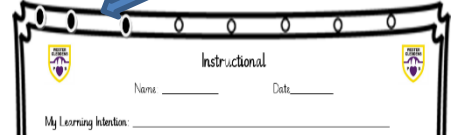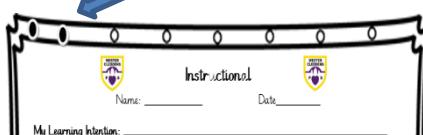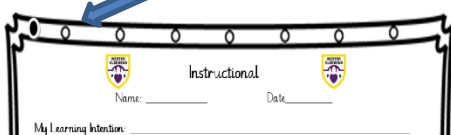
When children are undertaking a piece of taught writing, the teacher may want children to identify features from the genre success criteria in their work through self-assessment. It is recommended that staff ask children to identify no more than two features from the success criteria e.g. sub-headings and an opening statement in an Informative writing piece. Children can use an **orange** highlighter to show this in their work.

Capybaras

At just under 1.5 metres long, capybaras are the largest rodent on Earth. These impressive mammals are closely related to guinea pigs and are often said to look like giant versions of them.

Where Do They Live?

Capybara's are mostly found in their native South America although a small population have also been discovered living in Florida. Being semiaquatic – living both on land and in water – capybaras have long, brittle fur which dries quickly. As a result of their webbed toes and well-adapted bodies, capybaras are excellent swimmers: they can stay submerged for several minutes at a time.

Predators

Although they are not considered to be endangered, capybaras have a number of predators. These include pumas and jaguars. When they are young and small, capybaras are also at risk from large snakes, birds and foxes.

Forward Plans

Each forward planner for Writing will contain a 'front sheet' for each level (Early, First and Second Level) which contains an overview of the

- Curriculum Organisers
- Experiences and Outcomes
- Benchmarks

Wester Cleddens Writing Planner

First Level – Secure Overview		
Class : _____	Group(s) : _____	Year: _____

Curriculum Organisers	Experience and Outcome	Benchmarks to support teacher's professional judgement of achievement of a level
Enjoyment and choice Within a motivating and challenging environment developing an awareness of the relevance of texts in my life.	• I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a	1. Creates texts selecting subject, purpose, format and resources for range of purposes and audiences.
Tools for writing Using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.	• I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a • I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a • Throughout the writing process, I can check that my writing makes sense. LIT 1-23a • I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a	2. Spells most commonly used words correctly. 3. Spells most vocabulary used across the curriculum correctly. 4. Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. 5. Uses knowledge of the alphabet to locate words in a dictionary or other reference sources to help spell tricky or unfamiliar words. 6. Write independently, punctuating most sentences accurately, for example, using capital letter, full stop, question mark or exclamation mark. 7. Links sentences using common conjunctions, for example, and, because, but or so. 8. Starts sentences in a variety of ways to engage the reader. 9. Checks writing to ensure it make sense. 10. Presents writing in a clear and legible way using images and other features as appropriate.
Organising and using information Considering texts to help create short and extended texts for different purposes.	• I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a • By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a	11. Plans and organises ideas and information using an appropriate format. 12. Makes notes to help plan writing and uses them to create new texts. 13. Includes relevant information in written texts. 14. Organises writing in a logical order and as appropriate to audience. 15. Uses relevant and/or interesting vocabulary as appropriate for the context.
Creating texts Applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	• I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a/LIT 1-29a	16. Creates a variety of texts for different purposes. 17. When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: a) Selects, organises and conveys information in different ways. b) Uses vocabulary and language for specific purposes. c) Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.
	• I can describe and share my experiences and how they made me feel. ENG 1-30a	18. When writing to describe and share experiences: - Writes about a personal experience in a logical order, using appropriate vocabulary to describe feelings, thought and events.
	• Having explored elements which writers use in different genres, I can use what I learn to create my own stories, poems and play with interesting structures, characters and/or setting. ENG 1-31a	19. When writing imaginatively and creatively: a) Creates own texts, for example, stories, poems and plays with recognisable features of genre. b) Creates texts with evidence of structure. c) Creates interesting characters through their feeling and actions and physical description.

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Beyond the front sheet, there is a planner for each genre with the level (Early, First, Second) with conatin differentiated criteria (please see below)

Example extract from First Level Writing Planner

At the top of the page, you will find the genre that the criteria is for

You will then find suggested 'contexts' of which to teach the genre.

In group name, you write the names of the writing groups who are working on each level of the planner.e.g. you might have one planner for your class as each group is working on a different level within first level

Wester Cleddens Writing Planner

Genre: Recount

Context	Diary	Newspaper Article	Prose	Scientific Experiment	Historical Event	
Groups:	Group Name: _____		Group Name: _____		Group Name: _____	
Level	1.1		1.2		1.3	
Success Criteria	• I can write a title for my recount with support. • I can write about my own experience and begin to include my own thoughts and feelings. • I can write in the past tense. • I can use at least one connective in my writing (then, next, first) • I can use the words my and I. • I can write at least 1 fact about an event that happened. • I can begin to plan my writing using the 5 Ws (when, where, who, why and what) with support.		• I can write a title for my recount with limited support. • I can write about my own experiences. • I can write in the past tense. • I can write in the first person using the words my and I. • I can write at least 2 facts about events that happened. • I can include most of the 5 Ws (when, where, who, why and what) in my writing. • I can use at least 2 time connectives in my writing (first, then, next, after that) • I can use given notes to help me to plan and create my writing.		• I can write in the past tense. • I can write in the first person using the words my and I. • I can begin to use similes and metaphors to add description to my writing where appropriate. (B4) • I can include all of the 5 Ws in my writing (when, where, who, why and what) (B3) • I can write about my own experience including feelings, thought, and actions. (B21) • I can write 3 facts about an event(s) I experienced (B3) • I can use 3 time connectives to order events (first, then, next, finally) (B4) • I can choose a suitable title for my recount.(B1) • I can write about the event(s) in the order that it happened. (B4) • I can use notes that I have taken on a structured plan to help me to structure my writing (B11 B12)	
Suggested resources to aid teaching	Topical Resources(Electronic) Independent Writing Activities – Year 1 *A Special Event* p25 – 27 *The Day Out* p28 – 30	Topical Resources(Electronic) Non Fiction Writing – Year 1 *Magician in School* p26 – 28 *The Journey* p 29-31 Sus Palmer – Writing Skeleton Basic Recount (large flip book)	Sus Palmer – Writing Skeleton Basic Recount (large flip book)		Topical Resources(Electronic) Non Fiction– Year 3 *The Swimming Competition* p52-54 *Back to School* p55-57 *Summer Holiday* p58 – 40	Sus Palmer – Writing Skeleton Basic Recount (large flip book)
Planned Writing Titles (minimum of 3)						
Title and date of assessed piece.						

You will then find the planners split into differentiated criteria set for: 1.1   1.2   1.3

When planning your writing in your forward plans, you should write down 3 titles of pieces of writing you plan to teach/complete

In addition to your 3 planned pieces of writing, you should also record the title of the piece of work you plan to use for assessment of that genre.

At 'secure' e.g. 0.3, 1.3 and 3.3, some criteria are marked by 'B' followed by a number, This is to identify the 'benchmark' this criteria covers (you will find the matching number on the forward plan front sheet which contains the experiences and outcomes as well as the benchmarks.

Assessment of Writing

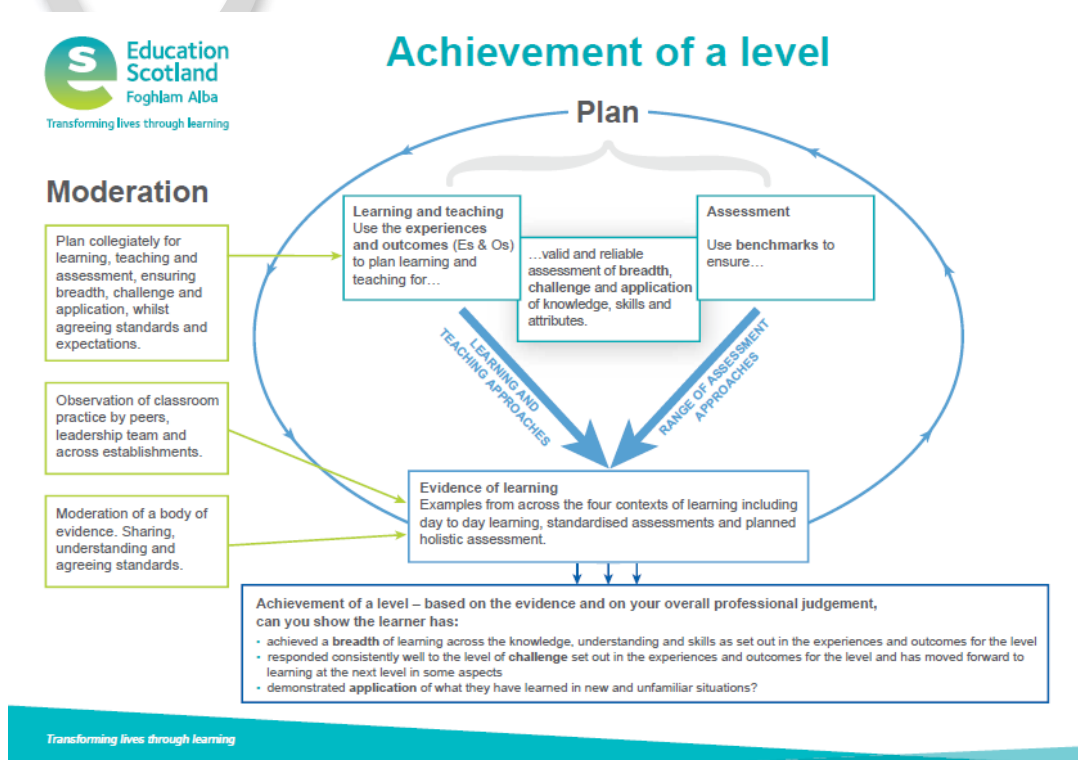Each term, the class teacher of each stage should assess the writing genres as follows:

Early	Recount + another
First	2 genres per term
Second	3 genres for two terms 2 genres for one term

Staff in the ELR will choose one agreed writing genre per term in line with the mainstream staff to allow for moderation.

This should ensure that by the end of the academic year, all genres have been assessed.
- One writing genre will be selected by the SLT as part of the whole school development of moderation in writing. The moderation of genres will work on a 4 year cycle.
- One/two (depending on the number of genres at the stage you are teaching at) of the remaining writing genres will be selected by the class teacher.
- These writing assessments should be kept in the Pupil Writing Folders.

Children's assessed writing pieces should be done so without any help from the class teacher in order to correctly assess the child's ability in that genre. Writing should be marked against the appropriate Pupil Friendly Writing Criteria grid. Any assessed pieces of writing should be kept in the 'Pupil Writing Folders'. At the end of the school year, the assessed writing in the 'Pupil Writing Folder' **should not be** removed but instead passed on to the next class teacher as a baseline for the academic year. By the end of Primary 7, each child should have an assessed piece for each genre from Primary 1 – 7.

Recording Assessed Writing

Children's score from their assessed piece of writing should be recorded for monitoring and tracking in the forward planning folder. Please see the format for this in the class teacher's writing folder.

Early Level

First Level

Second Level

Developing the Craft of Writing Skills: A Structured Approach

	Teacher's Role	Children's Role
Pre – Writing	Help pupils get ideas: - allow thinking time - provide model texts - guide discussions through open questioning - provide contexts	Take account of purpose and audience - talk, think, rehearse - discuss- class/group/partner - draw, make, list - generate ideas i.e. thought shower - remember/re-organise thoughts
Planning for Writing	- teach aspects of different styles of writing – language, structure, layout etc. - model writing for children - analyse/discuss model texts - construct a writing frame together (where appropriate) - set clear criteria with pupils for writing tasks	- make notes - select, sort, reject ideas - talk through and complete planning page (where appropriate) - gain/offer advice on partner's work
Writing	- allow space/time to write - help children by asking appropriate questions - conference with children – focus discussion on strengths/development needs (two stars and a wish)	- make decisions during process about: content, organisation, language - read aloud (or to themselves) at intervals, during writing – ask themselves 'Is this how/what I want to say?' - amend/add detail
Editing and Proof-Reading	Encourage pupils as writers to respond to text as a reader: - help pupils make alternatives i.e. remove ambiguity, irrelevances and omissions etc. - remind children of technical targets	Proof reading if often better down by, or with, others: - pupils read own and others drafts to clarify meaning and amend - children ask questions of each other, seek responses, make suggestions - check for omission, repetition, detail - check technical aspects and correct
Publication/Celebration	- help pupils decode on what/how to publish - make materials available - give opportunity to share with an audience - praise, acknowledge writing	- make final copy - make simple decisions on layout e.g. illustrations - listen and respond positively to others' writing.

LHarvey

Monitoring and Tracking

Monitoring will be carried out by the Senior Leadership Team who will sample pupils work termly from each class and discuss children's progression with teaching staff.
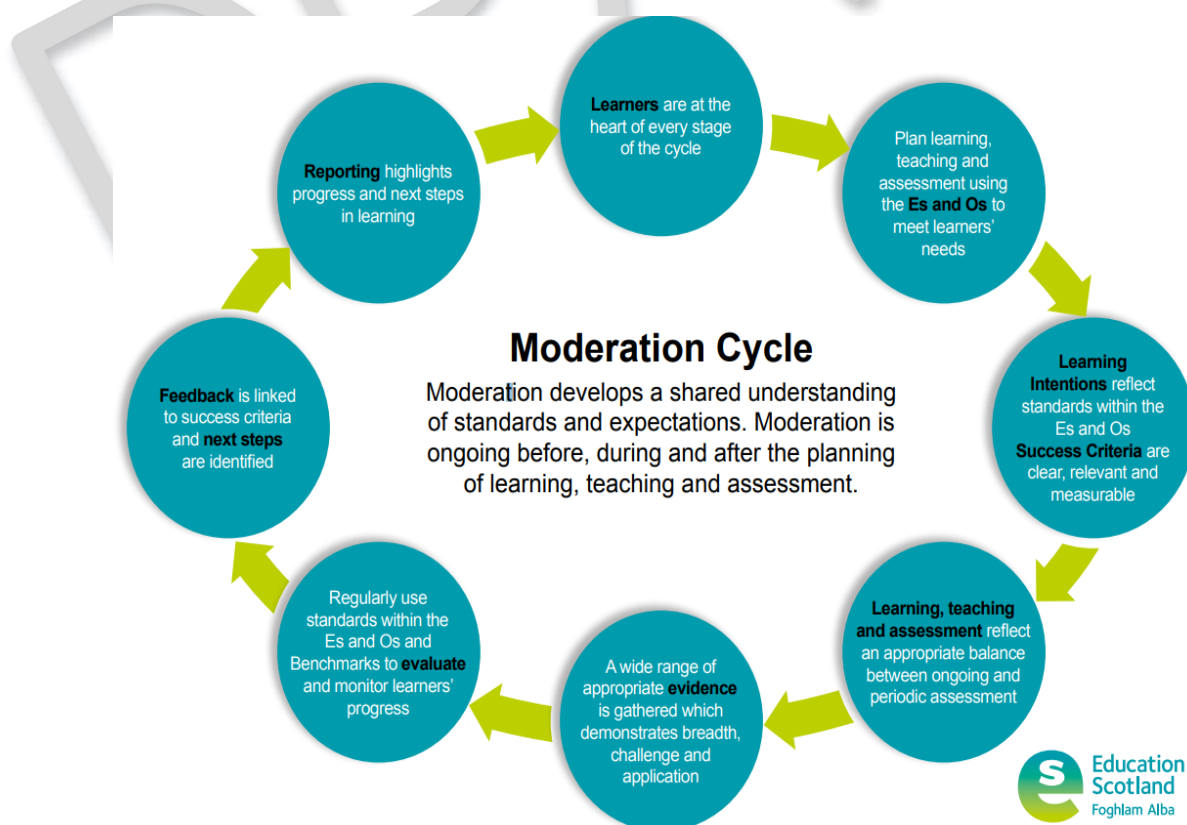
All staff are encouraged to engage in professional dialogue to ensure that there is a shared understanding of standards through moderation. These opportunities to share the standards will lead to increased teacher confidence and better progression for pupils from one level to the next.

Moderation

Staff should take the opportunity to moderate writing at least once per term. Staff should moderate writing with colleagues at the same CfE level to ensure consistency and progression.

The Moderation Cycle

The Moderation Cycle is designed for use by practitioners to support their understanding of moderation. Engaging in the moderation process with colleagues will assist practitioners in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level. Consequently, this resource will support the consistency of teachers' professional judgement, both locally and nationally.

Moderation Cycle

Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

- **Learners** are at the heart of every stage of the cycle
- Plan learning, teaching and assessment using the **Es and Os** to meet learners' needs
- **Learning Intentions** reflect standards within the Es and Os **Success Criteria** are clear, relevant and measurable
- **Learning, teaching and assessment** reflect an appropriate balance between ongoing and periodic assessment
- A wide range of appropriate **evidence** is gathered which demonstrates breadth, challenge and application
- Regularly use standards within the Es and Os and Benchmarks to **evaluate** and monitor learners' progress
- **Feedback** is linked to success criteria and **next steps** are identified
- **Reporting** highlights progress and next steps in learning

Education Scotland
Foghlam Alba

Universal and Targeted Support in Writing

If there are specific pupils within a class that staff feel, in their professional judgement, require universal and targeted support with aspects of writing, this should be raised with the SLT through Tracking and Planning Meetings and PSG's. Staff should record and identify to SLT what resources they are using the support the children in their class and the impact they are having on the learner.

Below are a list of resources that can be used to support children who require universal or targeted support within you class. A more in depth list of resources to help support children with additional support needs across the curriculum can be found in the staff 'Learning Pathways' folder.

- Rapid Writing Resources
- Read Write Inc Phonics One to One Tutoring Kits
- Stiles
- 5 Minute Box,
- WordTalk add on to support reading and writing (particularly useful for children who may have a profile of Dyslexia)
- Doorway Online Resources
- Toe by Toe
- Clicker 6/7
- DanceMat typing
- Dyslexia Scotland Website Resources
- Story cubes
- Blank Dice (you can add a variety of writing ideas etc.)

Writing Resources

Topical Resources – Non-fiction Writing
Year 1 & 2 e- book on shared area (paper copy in resource base)
Year 3 e- book on shared area (paper copy in resource base)
Year 4 e- book on shared area (paper copy in resource base)
Year 5 e- book on shared area (paper copy in resource base)
Year 6 e- book on shared area (paper copy in resource base)

Topical Resources – Independent Writing Activities
Year 1 e- book on shared area (paper copy in resource base)
Year 2 e- book on shared area (paper copy in resource base)
Year 3 e- book on shared area (paper copy in resource base)
Year 4 e- book on shared area (paper copy in resource base)
Year 5 e- book on shared area (paper copy in resource base)
Year 6 e- book on shared area (paper copy in resource base)

Sue Palmer Writing Skeleton Flip Books
Newspaper and Magazine (small flip book) x2
The Myths, Legends, Folk-tales and Fables (small flip book) x2
The Poetry Book (small flip book) x2
The Short Story (small flip book) x2
Advertisements and Pamphlets (small flip book) x2
The Diary and Letters (small flip book) x2

Basic Persuasion (large flip book) – First Level x2
Basic Explanation (large flip book) – First Level x2
Basic Report (large flip book) – First Level x2
Basic Discussion (large flip book) – First Level x2
Basic Recount (large flip book) – First Level x2

Advanced Explanation (large flip book) – Second Level x2
Advanced Instruction (large flip book) – Second Level x2
Advanced Recount (large flip book) – Second Level x2
Advanced Discussion (large flip book) – Second Level x2
Advanced Report (large flip book) – Second Level x2

Interactive Skeletons for Writing Genres CD-ROM x2

Writing Resources Continued

Ros Wilson - Big Writing

The Oxford Writing Criterion Scale for Scotland – Draft Paper Copy

Big Writing – Writing Voice and Basic Skills (The class teachers guide to Big Writing)

Big Writing – Raisin Writing Standards (A powerful and effective whole-school approach)

Ros Wilson's Lesson Plans for Big Writing

Write to the Top (Folder)

Big Writing Game (interactive games to use for lesson warm ups on student drive)

VCOP Games (interactive games to use for lesson warm ups on student drive)

Scholastic Writing Workshop

Imaginative Writing Key Stage 1 Resource Box (x3)

Imaginative Writing Key Stage 2 Resource Box (x2)

Non-Fiction Writing Skills Key Stage 2 (x1)

Non-Fiction Writing Skills Key Stage 2 (x1)

Non-Fiction Writing Projects Key Stage 1 (x2)

Non-Fiction Writing Skills Key Stage 1 (x2)

North Lanarkshire – Active Literacy Pack

Stage 1 – Teaching Writing Teachers Book and Integrated Story Telling Teachers Book

Stage 2 and 3 – Teaching Writing Linked to Talking, Listening and Reading Teachers Book

Stage 4 and Stage 5 – Teaching Writing Across Learning Teachers Book

Stage 6 and Stage 7 (Second Level) – Teaching Writing and Spelling Teachers Book.

THRASS

Resource File – Teacher Handwriting, Reading and Spelling Skills

Writers Craft

The Writer's Craft by Valerie Thornton

The Young Writer's Craft by Valerie Thornton

The Young Writer's Craft Answer Book and Copiable Activities by Valerie Thornton

Handwriting Resources

Nelson Handwriting

Nelson Handwriting Resource and Assessment Book Starter Level
Nelson Handwriting Resource and Assessment Book 1 & 2
Nelson Handwriting Resource and Assessment Book 3 & 4
Nelson Handwriting Resource and Assessment Book 5 & 6

Nelson Handwriting Workbook Starter A
Nelson Handwriting Workbook Starter B
Nelson Handwriting Workbook Starter C
Nelson Handwriting Workbook 1A
Nelson Handwriting Workbook 1B
Nelson Handwriting Workbook 2A
Nelson Handwriting Workbook 2B

Nelson Handwriting Pupil Book 1A
Nelson Handwriting Pupil Book 1B
Nelson Handwriting Pupil Book 2
Nelson Handwriting Pupil Book 3
Nelson Handwriting Pupil Book 4
Nelson Handwriting Pupil Book 5
Nelson Handwriting Pupil Book 6

Grammar

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which helps give words their sense. The purpose of teaching grammar is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning.

Overview

Please see attached Appendix a and b for the overview of grammar and punctuation in Wester Cleddens.

Planning

When planning grammar for each term, the class teacher, where appropriate, should try to match up the skills in the grammar planner to the skills they intend to teach in writing.

Teachers should plan at least one focused grammar lesson a week and take opportunities during writing lessons to use and identify grammar skills.

Grammar Resources

Topical Resources – Punctuation and Grammar
Year 3 Photocopiable Book
Year 4 Photocopiable Book
Year 5 Photocopiable Book
Year 6 Photocopiable Book
Year 1 – Year 6 e-books on shared area (paper copies of these are also available in resource room)

Prim- Ed
Grammar and Word Study Book A
Grammar and Word Study Book B
Grammar and Word Study Book C
Grammar and Word Study Book D
Grammar and Word Study Book E
Grammar and Word Study Book F
Grammar and Word Study Book G
Prim-Ed

Grammar Minutes Book 1
Grammar Minutes Book 2
Grammar Minutes Book 3
Grammar Minutes Book 4
Grammar Minutes Book 5
Grammar Minutes Book 6

<u>Nelson Grammar</u>
Teacher's Resource Book for books IA, IB and 2
Teacher's Resource Book for books 3 and 4
Teacher's Resource Book for books 5 and 6

Nelson Grammar Workbook IA
Nelson Grammar Workbook IB
Nelson Grammar Workbook 2A
Nelson Grammar Workbook 2B

Nelson Grammar Revision Book(let) (x12)
Nelson Grammar Pupil Book Ia
Nelson Grammar Pupil Book Ib
Nelson Grammar Pupil Book 2
Nelson Grammar Pupil Book 3
Nelson Grammar Pupil Book 4
Nelson Grammar Pupil Book 5
Nelson Grammar Pupil Book 6

Appendix A

Grammar and Punctuation Overview

Overview of Grammar and Punctuation

	Early	First 1.1	First 1.2	First 1.3	Second 2.1	Second 2.2	Second 2.3
Punctuation	- Finger Space - Letter - Word - Sentence - Full Stops - Capital Letters - Recognise ?! - Small and capital letter correspondence	- Question Mark - Exclamation Mark Introduce/Recognise: - Speech Bubble - Bullet Points Recognise . '	- Apostrophe - Commas for sentence of 3 descriptions - Bullet Points Recognise ""	- 'Speech Marks (inverted commas)' - To begin to use paragraphs for beginning, middle and end. - Commas - Recognise an Ellipses …	- Can independently use 'Speech Marks' - Begin to use Ellipsis - Commas - Colons - Apostrophes - Paragraphs	- Bracket - Dash - Commas - Ellipsis - Paragraphs Stage direction in speech	- Hyphen - Bullet points - Colon/semi-colon - Use paragraphs confidently and independently with most new ideas having a new paragraph
Grammar Skills	- Simile 'like' - Recognise nouns and verbs - Pronouns - Determiners - Prepositions - Adjectives - Connectives - Simple sentence structure - 'ly' openers - Repetition for rhythm - Repition in description - Onset and rime - Adverb – ly ● In Primary 1, these skills should mostly be demonstrated orally	- Singular/ plural - Adjective - Verbs - Nouns - Verb tense regular past/ present (ed/ing ending) - Connectives - Alliteration - Simile 'as' - Consonant/Vowel - Give an example of an antonym orally - Alphabetical Order by first letter	- Suffix - Verb/Adverb - Statement: question, exclamation, command (bossy verbs) - Adjective/noun - Noun Phrases - Generalisers. - To understand the use of past, present and future tense. - Antonyms - Alphabetical order by second letter - Begin to use dictionary - Clap out syllables - Limerick	- Con junction - Adverb - Preposition - Direct Speech - Inverted Commas - Prefix - Clause - Subordinate clause - Determiner - Synonyms - Relative clause - Relative pronoun - Imperative - Colon for instructions - Word families - Recognise a metaphor, simile and onomatopoeia - Recognise the difference between proper nouns, pronouns, adverbs, prepositions and compound words. - Alphabetical order by 3rd,4th and 5th letters - Use a dictionary/thesaurus independently	- Pronoun - Possessive - Possessive pronoun - Adverbial - Fronted adverbial - Apostrophe – plural possession - Comparative and superlative adjectives - Active verbs - Recognise and use alternatives to 'said' - Homophones - Write in first person and begin to use second person - Syllables - Haiku	- Relative clause/pronoun - Modal verb - Parenthesis - Determiner - Cohesion - Ambiguity - Metaphor - Personification - Onomatopoeia - Rhetorical question - Identify the tense of verbs and use singular, plural, masculine and feminine tense. - Identify the root of a word and its prefix and suffix. - Write in second person	- Active and passive voice - Subject and object - Synonym, antonym - Identify metaphors and similes and the difference between them - Recognise possessive adjectives, irregular nouns, relative pronouns, clauses and compound sentences. - Recognise and use both direct and indirect speech. - Third person. - Pun, Idioms, Proverbs

Appendix B

Grammar and Punctuation Overview Continued

Wester Cleddens Primary Grammar and Punctuation Planner
Overview of Skills

Overview of Grammar and Punctuation

	Early	First 1.1	First 1.2	First 1.3	Second 2.1	Second 2.2	Second 2.3
WOW Word	WOW Word (Ambitious Vocabulary) so, and, the, first, next, last	WOW Word (Ambitious Vocabulary) but, or, when, because, if afraid, lonely, exciting, interesting	WOW Word (Ambitious Vocabulary) Adjectives e.g beautiful, awful, enormous, worst, fierce Words like: adventure, accident, magic, enjoy, dislike	WOW Word (Ambitious Vocabulary) Adverbs e.g quietly, silently, bravely Adjectives e.g. gigantic, weird, freezing Nouns e.g. shelter, baggage, companion, vehicle Abstract nouns: e.g. happiness, joy, sadness, fear Verbs e.g. crept, admired, leapt, studied	WOW Word (Ambitious Vocabulary) Adverbs e.g generously, nervously, worriedly, patiently Adjectives e.g. thunderous, fearful, marvellous, attractive Nouns e.g. peak, wasteland, container, furnishings, robe Abstract nouns e.g. feelings, courage, experience, patience, echo Verbs e.g. prowled, celebrated, sprang, descended	WOW Word (Ambitious Vocabulary) Adjectives/Adverbs e.g sensitive/ly, timid/ly, aggressive/ly, imaginative/ly Adjectives e.g unfortunate, murderous, echoing, doubtful Nouns e.g. system, communication, ingredient, vibration Abstract nouns e.g. emotion, anxiety, longing, progress Verbs e.g. prefer, nourish, demonstrate, create, adore	WOW Word (Ambitious Vocabulary) Adverbs e.g quietly, silently, bravely Adjectives e.g. formidable, outspoken, stern, comical, pathetic Nouns e.g. silhouette, terrain, apparel, vision, apparition Abstract nouns e.g. premonition, yearning, speculation Verbs e.g. dwell, dine, progress, relish, despise
Connectives	Connectives Orally use and recognise: and, because, but	Connectives Use: and Recognise: but because	Connectives Can use one or more: but, so, then, or, when, because, if, that	Connectives Can use a wider range of connectives including: because, if, after, when, as well as, with, while, so	Connectives Can use a wider range of connectives including: Although, however, nevertheless, despite, in addition to, contrary to	Connectives Can use a range of sophisticated ways of connecting thoughts, ideas, phrases and sentences, usually accurately	
Openers	Openers The, My I	Openers First, Soon, Then, Next, Last Connective Openers Because, If, When, After	Openers Before, After That, When, If, As well as, With Connective Openers Later, Earlier, After a while	Openers Even if, Having, Despite, Contrary to, In addition to Adjective Openers The golden sun shone... Jane's favourite book... Barking dogs...	Openers (phrases in opposition) - Although I had thought that...I discovered - Having decided to... I actually - Despite James' plan to... he didn't go. Complex noun phrases Most very young boys... The little, old man who...	Openers (contextual phrases of time, place or scenario to introduce ideas and events) Due to the lack of...My first thought was to... As the weather had become quite stormy, we decided to...	Children should be able to use a range of sophisticated and/or creative ways of opening sentences, usually accurately.

LHarvey