

# WRITING

## The POWER OF READING

There is an expectation that writing is based on key texts throughout the year. Many, although not all of these texts, come from the CLPE Power of Reading teaching sequences. Key texts include

### YEAR 1

Traditional Fairy Tales such as Little Red Riding hood

Handa's surprise by Eileen Browne

The Tunnel by Anthony Browne

### YEAR 2

Traditional Folk Tales such as The Three Billy Goats Gruff

The Gruffalo by Julia Donaldson

Into the Woods by Anthony Browne

Katie Morag by Mairi Hedderwick

### YEAR 3

Tales of Wisdom and Wonder by Hugh Lupton

Noah Barleywater runs away by John Boyne

FLOOD by Alvaro F. Villa

### YEAR 4

The Miraculous Journey of Edward Tulane by Kate DiCamillo

Varjak Paw by SF Said

Jemmy Button by Barzelay, Vidali and Uman

### YEAR 5 and 6

The Hound of the Baskervilles for children by Henry Brook

Streetchild by Berlie Doherty

The Arrival by Shaun Tan

Midnight Fox by Betsy Byars

The Highwayman by Alfred Noyes

Shackleton's Journey by William Grill

There's a boy in the girls' bathroom by Louis Sachar

The Island by Armin Greder

## BIG WRITE

There is an expectation that a Big Write will happen weekly, on a day specified on the class timetable.

Most tasks for the Big Write should be decided by the class teacher and should link in with the main English Scheme, especially the Power of Reading units. The stimuli used for writing tasks should be varied to provide children with many different opportunities for writing. All work should be completed in the children's English books and the title should be clearly labelled BIG WRITE.

There is an expectation that the work is assessed against the Assessment Criteria for Years 2 and 6, and the and the school Assessment Criteria for other year groups. This should be done at least termly, and more often for years that are moderated.

It is expected that children complete the Big Write independently.

## Grammar

Grammar takes place regularly for Years 2 to 6 during the week and is set out clearly in the class timetables.

The school follows the Nelson Grammar textbooks. There is an expectation that these textbooks will be used once a week. Some Grammar sessions will take the form of interactive learning games and activities.

There are separate Grammar exercise books for all Junior classes.

There is also an expectation that on one day a week there will be a grammar emphasis during a normal English lesson.

## Spelling

Spelling takes place regularly for Years 2 to 6 during the week and is set out clearly in the class timetables.

The school follows the Nelson Spelling textbooks. There is an expectation that these textbooks will be used once a week. The children will learn the weekly spellings, and a number of words will be tested each week. The children must be made aware of their score.

There is an expectation that ALL children will know the key spellings from the National Curriculum word lists. In the Infants, the word list for Years 1 and 2 will be the common exception words. In the Juniors, there are word lists for Years 3 and 4 and Years 5 and 6, collated from the National Curriculum Appendices.

At the end of every term there should be a SPELLING BEE competition to test both the homework and National Curriculum words.

## Homework

### Homework will be

A weekly Grammar task from the pre-printed CGP books (A RWI Phonics page for EYFS and Year 1)

A set of Spelling words to learn from the Nelson spelling textbook and words to learn from the NC Spelling List

Reading that is recorded in the children's Reading Record.

There is an expectation that weekly Homework will be sent home on a day of the teacher's choosing.

There will be a date chart at the front of the book that clearly sets out when the homework is due.