

Broadhempston Village Primary School

Writing Curriculum Statement EYFS–Year 6



Writing

Our core purpose is for children to develop a love for writing and become independent, fluent writers who cultivate personal style throughout their time in school. Through the design of our curriculum, underpinned by the principles of 'Talk for Writing' and DES Book Writes, we aim to create a writing culture where children: see themselves as writers; become inspired by high quality texts and authors; apply rich and varied vocabulary discerningly; edit with skill, accuracy and purpose; develop stamina and resilience; are ready for their next stage in learning. With clarity of purpose and audience, we structure the teaching of writing progressively and sequentially in order that pupils see and reflect on their progress from elicitation to final piece. We celebrate writing!

A writer at our school will:

- Take pride in their writing and presentation
- Reflect on the use of language to write with purpose and effect
- Consider author voice and intent through shared, quality texts
- Articulate and talk their writing confidently
- Select vocabulary deliberately
- Adjust writing appropriately to a range of genres and across the curriculum
- Apply spelling, punctuation and grammar conventions accurately and independently
- Respond effectively to feedback, co-construct and take ownership of writing targets
- Take risks to write creatively

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

English sequences

English teaching is through the use of DES' Book Writes sequences. Children follow a progression of writing where teaching builds on previously taught sequences. Texts are carefully and intentionally selected to meet the national curriculum objectives and to meet the needs of the children. Sequences are written to be engaging and designed to 'hook' pupils into learning with intentional activities and experiences. Writing for an audience and reason is a fundamental feature in our teaching sequences. Pupils start and end each sequence with an independent writing task to generate and then assess outcomes and individual targets. Robust and sequential working walls to scaffold and support children's writing, that clearly state outcomes and targets are 'built' collaboratively with the children during each sequence.

Vocabulary

We use Beck's tiered approach as a strategy to learn and explore new, more ambitious vocabulary. It helps to define, understand and contextualise new vocabulary in order to then apply it to their writing. Tier 2 and 3 vocabulary is identified in teacher's planning in every subject. Transferrable words are selected in each subject area through a process of teacher assessment. These transferrable words become target

Target setting

At the start of each sequence children have year group learning outcomes that are built into each sequence. Additionally, children are given individual targets to address any specific targets outside of the year group outcomes. These are clear, individual writing targets and milestones that build skill and writing confidence. These are based on thorough and frequent elicitations, final write assessments, conferencing, assessment and prior learning outcomes

Progression in editing

Progression in editing
We take a meticulous approach to drafting and editing, ensuring that we teach specific editing skills visibly and progressively, alongside SPAG and vocabulary expectations. Pupils develop independence in editing in an age (or stage) appropriate way. Children are encouraged to edit against a non-negotiable year group list that evolves as the teaching progresses through each

Guided Writing (GW)

Guided writing is the time where the teacher really gets to dig deep into different texts and move children's learning on. Children will work in a focused way on specific learning outcomes or targets. GW may be undertaken as a whole class, in small groups or at times individually based on need and context. GW may also be used to address year-group specific learning within our mixed classes. Guided writing involves modelling sentence work to embed and reinforce year group specific skills.

Writing across the curriculum

Writing is not restricted to English lessons or writing books. You should expect to see good quality writing across all curriculum subjects where standards and expectations of writing are the same as in English lessons. Evidence can then be gathered from a wide range of sources.

Shared writing (SW)

Teachers and children collaborate to unpick the text used in the teaching sequence. They may look at specific features, such as: author intent, vocabulary choices, grammatical devices, shades of meaning, composition, effect and impact of writing on the reader. They rehearse 'writing as a reader' so that they can 'read as a writer'. Throughout each sequence, teachers ensure the children have plenty of opportunities for shared writes and deliberate practise before they approach a final independent write at the end of each sequence

Feedback and marking

Feedback is given verbally and in written form, based on visible learning. It is timely and designed to move learning on at speed. All feedback is designed to support and underpin independent learning. Conferencing is used as a tool to support individual pupil progress at the draft stage of a final write in each sequence. Marking and feedback serves to provide specific skills to work on for writers to, 'close the gap' and to move

words during each sequence or unit of work in core and curriculum areas. They are taught directly and used purposefully by the children across the curriculum.

SPaG

Children are taught a progressive and robust programme of phonics, spelling, punctuation and grammar using Active Learn Phonics Bug, No Nonsense Spelling and No Nonsense Grammar. Grammar is progressive, embedded in each sequence and based on the No Nonsense Strands. Application of phonics is a key part of our phonics programme and assessed and monitored through KS1 and KS2. Spelling from year 2 to 6 follows the No Nonsense Progression alongside targeted individual and year group spellings which are worked on daily and assessed regularly.

sequence and against specific sequence based and individual targets. Children are encouraged to revisit and upscale their work through deliberate changes of word choice. During conferencing with their teacher, children get the opportunity to dig deep into their writing allowing them to improve and refine their final write.

Purpose for writing

Writing with purpose is an essential part of teaching and learning. Giving pupils an authentic audience and clear purpose, such as to express, persuade or entertain, helps to develop motivation and skill. We encourage a focus on performance and the prosody of language so children can develop variables of timing, phrasing, emphasis, and intonation as they present their work.

Interventions/Greater Depth

Intervention is used when pupils need further support as identified by ongoing assessment. Specific interventions may include pre and post teaching, small group targeted sessions, precision Teaching, Phonics Bug Catch up activities and/or support relevant to achieve individual targets. Conferencing is used as a tool to support individual pupil progress with all children. When GD children have already demonstrated secure understanding of an aspect, a short input on a concept or skill is given. This allows GD children more independence to plan their writing, begin their Practise Write, or use an extended writing task to apply the skill or concept being practised.

their learning on. These skills are targeted through focused feedback and guided groups.

Handwriting

Handwriting is taught progressively, using Letterjoin programme to support the development of a joined, neat handwriting style. Children start their writing journey by learning how individual letters are formed in print and by practising the patterns and actions and activities needed to develop the correct muscles to write. Children progress to a cursive style when they are ready in KS1. Handwriting is taught alongside spellings to aid retention through muscle memory.

Assessment - in order to assess impact

Children talk positively about writing; editing and improving confidently to achieve quality outcomes.

By investigating high quality, engaging texts, children understand what it means to be a writer and how to appeal to the right audience. They apply their ever-growing vocabulary, grammatical patterns and ideas in their writing.

Writing is taught progressively and covers the EYFS framework and National Curriculum objectives. English NC appendices and our 'writing progression' document support a structured approach to ensure that learning makes sense to pupils and builds on their skills.

Attainment is measured using the non-statutory test in Year 2 and statutory test in Year 6. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention.

Assessment evidence - a guide

EYFSP

Writing moderations.

Observations of writing behaviour including through Tapestry.

Talking to pupils and parents.

Writing books/evidence

Running records to assess fluency and accuracy

Ongoing phonics assessments following the Phonics Bug schedule and checks for application for segmenting to spell.

KS1

Writing moderations.

Non-statutory writing evidence gathering grids for moderation (DES)

SIMs – in-house data and progress tracking

Teacher assessment - observations of writing behaviour and discussion

English/writing books

Ongoing phonics assessments following the Phonics Bug schedule and checks for application for segmenting to spell.

Written responses to activities across the curriculum

Years 3-5

Writing moderations.

Non-statutory writing evidence gathering grids for moderation (DES)

SIMs – in-house data and progress tracking

Teacher assessment - observations of writing behaviour and discussion

English/writing books

Spelling books and weekly tests

Written responses to activities across the curriculum

Year 6

Writing moderations.

Statutory writing evidence for Year 6 SATs - evidence gathering grids for moderation (DES)

SIMs – in-house data and progress tracking

Teacher assessment - observations of writing behaviour and discussion

English/writing books

Spelling books and weekly tests

Written responses to activities across the curriculum

Suggested Texts

Texts will be selected to support the teaching and learning of specific writing skills appropriate to the needs of pupils - links to topic may then be made if the text does so. Selected texts should 'hook' pupils into learning, be engaging and high quality. This list is not definitive and may need supplementing or replacing with alternative units, including to ensure that content is taught in a timely manner.

EYFS						
	Autumn term		Spring term		Summer term	
Year A	Rosie's Walk Duck in the Truck Little Red Hen	The Little Red Hen The Bear Hunt The Christmas Story	Whatever Next! Hey Diddle Diddle!	The Little Green Dinosaur Dinosaur facts/ non-fiction	Jack and the Beanstalk Very Hungry Caterpillar/ Life Cycles	Non-fiction Under the Sea Tiddler Rainbow Fish
Core texts						
Cross curricular links	The Farm Why are farms so important?	Seasonal Change/ Christmas (EAD/ UTW) How do the seasons affect us?	Space (PD, UW, EAD) Why is planet earth special?	Dinosaurs (PD, EAD, UTW) What if dinosaurs were around today?	New life and minibeasts Are all animals the same?	Changing Environments (PD, UTW, EAD) Where in the world could we go?
EYFS Framework	Writing Begin to form recognisable letters, writing some accurately. Write some or all of their name. Begin to spell words by identifying the sounds and then writing the sound with letters.		Writing Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Write short sentences with words with known letter sound correspondences using a capital letter and a full stop. Reread what they have written to check that it makes sense.		Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	
	EYFS texts are chosen to encompass the prime and specific areas of learning, in particular literacy, and communication and language. The texts are used to introduce new vocabulary, develop oracy skills, and provide children with the opportunity to embed new vocabulary in their play and wider life. The texts progressively build and layer learning whilst being readily adaptable to suit individual children's needs.					
Phonics	Phonics is discretely taught daily, using a systematic synthetic phonics scheme – Phonics Bug.					
Continuous Provision/enhance provision/pre-writing	Throughout the EYFS setting, children will have access to a range of independent writing/mark making opportunities to foster a love, and purpose, for developing their writing skills. These may include opportunities in the role play area, the writing table, chalks etc in the outdoor area. Our setting is a writing/mark making rich environment. Children's writing achievements are recognised and celebrated in a variety of ways. Throughout the EYFS setting, children will have access to a wide range of fine motor skill activities to support and develop their handwriting skills.					

	Autumn term			Spring term			Summer term		
Text type	Fiction	Poetry	Non-fiction	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Year A	Funny Bones	Senses poetry	How to Wash a Woolly Mammoth	Augustus and his Smile	Rosa Parks: Fact file	African animal riddle poetry	Stuck by Oliver Jeffers	Look Inside Space	Ellsworth's Extraordinary Electric Ears
Suggested texts									
SPaG	Sequencing sentences and structuring a story Capital letters, full stops, finger spaces and question marks Coordination	Poetic devices: alliteration and similes Adjectives (Y1) Expanded noun phrases (Y2) Stanzas	Sentence types: commands, questions and statements Time conjunctions Imperative verbs	Coordinating (Y1) and subordinating (Y2) conjunctions Adjectives (Y1) and expanded noun phrases (Y2), including commas in lists Past tense verb endings	Sentence types: questions and statements Past tense verb endings Organising into sections: headings and subheadings Possessive apostrophes	Questions Adjectives (Y1) and expanded noun phrases (Y2), including commas in lists Poetic devices Coordinating (Y1) and subordinating (Y2) conjunctions	Sentence construction Subordinating conjunctions Questions Past tense verb endings	Sentence construction: verbs, nouns, determiners Adjectives (Y1), Expanded noun phrases (Y2) Coordinating (Y1) and subordinating (Y2) conjunctions	Alliteration Adjectives (Y1), Expanded noun phrases (Y2) Possessive apostrophes
Text type	Fiction/poetry	Fiction	Picture write	Fiction	Poetry	Non-fiction	Fiction	Non-fiction	Poetry
Year B	The Train Ride by Susan Crebbin	No-Bot the Robot with No Bottom by Sue Hendra	Pobble picture/ independent write	Tell Me A Dragon by Jackie Morris	Seasons poetry on the senses- maybe Tree, Seasons come, seasons go	Toby and the Great Fire of London (diary entry) Fireoflondon.org game	The Snail and the Whale	Dear Greenpeace	A First Book of the Sea by Nicola Davies
Suggested texts									
SPaG	Writing simple sentences Capital letters, full	Capital letters, full stops, question marks and	Independent application of previous skills taught	Coordinating (Y1) & subordinating (Y2) conjunctions	Build up a repertoire of poems learnt by heart, reciting these with	Use the present and past tense correctly/ the progressive form (Y2)	Sentence types Sentence construction	Sentence types Structure of a letter	Appreciate rhymes and poems, reciting some by heart

	stops, fingers spaces & question marks Adjectives (Y1) /expanded noun phrases (Y2)	exclamation marks Sentence types: Exclamations, questions & statements Using verbs ending in -ed to show the past tense		Adjectives (Y1)/ Expanded noun phrases & commas in lists (Y2)	appropriate intonation to make the meaning clear Use similes to describe Structure of poems	Coordinating (Y1) & subordinating (Y2) conjunctions Write about real events Sentence types Possessive apostrophes	Coordinating (Y1) & subordinating (Y2) conjunctions Expanded noun phrases and commas in lists	Coordinating (Y1) & subordinating (Y2) conjunctions Use of the present tense	Expanded noun phrases and commas in lists Poetic devices: alliteration, repetition Stanzas and rhyming couplets

Year 3/4									
	Autumn term			Spring term			Summer term		
Text type	Fiction	Explanation / instructions Fiction	Fiction / poetry Poetry Fiction	Non-fiction / fiction	Poetry Fiction	Fiction	Non-Fiction	Poetry	Fiction
Year A Suggested texts	Historical Fiction Escape Story Escape from Pompeii	Science Experiments Marvin and Milo Adventures in Science	Story - Elf Road (Xmas poetry)	Rocks by Georgia Amson-Bradshaw	Plastic is fantastic – persuasive /emotive poetry	Grimms Fairy Tales – Tom Thumb	Class information book Who were the Vikings?	Narrative poetry The River	Realistic Fiction – Julian Stories
SPaG	Use sentences with different forms (Y2 revision). Extend range of sentences with more	Using paragraphs to organise an idea around a theme. Adverbials.	Extend range of sentences with more than one clause. Express time, place and cause using	Extend range of sentences with more than one clause. Choosing nouns and	Noun phrases with pre-modification and post-modification. Express time, place and cause	Extend range of sentences with more than one clause. Use paragraphs to	Extend range of sentences with more than one clause. Using paragraphs to	Noun phrases with pre-modification and post-modification. Alliteration.	Fronted Adverbials. Expand noun phrases by addition of modifying adjectives,

	than one clause.	Imperative. Causal connectives. Technical vocabulary.	conjunctions, adverbs and prepositions. Using and punctuating direct speech. Fronted adverbials	pronouns accurately. Using paragraphs to group related material.	using conjunctions, adverbs and prepositions. Choosing nouns and pronouns accurately.	organise the story. Use adverbials and noun phrases to add detail to the story about character's emotions.	organise ideas around a theme.		nouns and preposition phrases. Range of sentence constructions. Using and punctuating direct speech.
Text type	Fiction	Non-Fiction	Media/fiction	Non-Fiction	Fiction	Fiction/poetry	Fiction	Non-Fiction	Poetry
Year B Suggested texts	Fantasy story The Beasties	Non-fiction Instructions (mummification)) sample texts from various sources	Silent movie The Snowman Michael Morpurgo	Poetry Poetry Pie by Roger McGough	Fantasy story Leon and the Place Between	Non-fiction Interview with a tiger and other clawed beasts	Cinderella of the Nile	Stone Age Boy	Narrative poetry The Beachcomber
SPaG	Fronted Adverbials. Expand noun phrases by addition of modifying adjectives, nouns and preposition phrases. Range of sentence constructions.	Extend range of sentences with more than one clause. Paragraphs to organise ideas around a theme/mark breaks in time. Choosing nouns and pronouns accurately.	Fronted adverbials. Expand noun phrases by addition of modifying adjectives, nouns and preposition phrases. Dialogue.	Performing and writing a range of poetry. Composing and rehearsing sentences orally (including dialogue) progressively building a varied and	Using and punctuating direct speech. Using paragraphs to organise sections of the story. Prepositional phrases to describe the how and where.	Expand noun phrases by addition of modifying adjectives, nouns and preposition phrases. Extend range of sentences with more than one clause.	Using and punctuating direct speech. Using paragraphs to organise sections of the story. Prepositional phrases to describe the how and where. Precise use of nouns and verbs.	Express time, place and cause using conjunctions, adverbs and prepositions. Extend range of sentences with more than one clause. Expand noun phrases by addition of modifying adjectives, nouns and	Prepositional phrases used adverbially. Precise verb choices. Performing and writing a range of poetry.

				rich vocabulary and an increasing range of sentence structures.				preposition phrases. Fronted adverbials.	
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Year 5/6									
	Autumn term			Spring term			Summer term		
Text type	Fiction	Non-Fiction	Fiction	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry
Year A									
Suggested texts	The Day the Crayons Quit	101 Things to Do to Become a Superhero ... or Evil Genius	Hansel and Gretel <i>Blackberry Blue and Other Fairy Tales</i>	A Word in Your Ear <i>The Shadow Cage</i>	Everest	The Lost Words	Beowulf	Everything You Need to Know About Snakes and Other Scaly Reptiles	I Am Cat
SPaG Revision (if required)	<i>Noun phrases</i> <i>Adjectives</i>	<i>Subordinating conjunctions</i>	<i>Prepositional phrases</i> <i>Similes</i>		<i>Fronted adverbials</i> <i>Past perfect verb forms</i>	<i>Alliteration</i> <i>Onomatopoeia</i>			
Main focus	Brackets/ dashes Commas to clarify meaning	Cohesive devices Formality (inc. layout devices) Multi-clause sentences	Adverbials of time Dialogue Relative clauses Brackets/	Adverbials of place Commas to clarify meaning Expanded noun phrases	Passive Modal verbs Subjunctive	Hyphens Brackets/	Consolidation Expanded noun phrases	Consolidation Brackets/ dashes	Consolidation Expanded noun phrases

SPaG									
Revision (if required)	<i>Adverbials Subordinate clauses</i>	<i>Noun phrases Relative pronouns</i>	<i>Prepositions</i>			<i>Fronted adverbials</i>	<i>Determiners Pronouns Adverbs</i>	<i>Perfect verb forms</i>	
Main focus	Commas Dialogue Multi-clause sentences	Brackets/ dashes Formality (inc. layout devices) Relative clauses	Adverbials Semi-colons Expanded noun phrases	Colons Modal verbs Passive	Adverbials of time Cohesive devices	Range of sentence constructions Standard English Subjunctive	Consolidation	Consolidation	Consolidation
Additional focus (not explicitly taught)		Cohesive devices Colons/semi- colons Expanded noun phrases Hyphens Multi-clause sentences		Brackets Expanded noun phrases Dashes Formality (inc. layout devices) Semi-colons	Brackets/ dashes Colons Modal verbs Multi-clause sentences	Brackets/ dashes Formality (inc. layout devices)	Adverbials of time Cohesive devices Dialogue Expanded noun phrases Relative clauses	Brackets Dialogue Expanded noun phrases Formality Passive Relative clauses	Commas to clarify meaning Dashes Dialogue Expanded noun phrases
GD focus	<i>Patterning of text</i>		<i>Create atmosphere Poetic devices</i>	<i>Technical vocabulary</i>	<i>Show not tell</i>			<i>Patterned language – repetition and contrasts</i>	<i>Adventurous vocabulary</i>

Progression in Writing							
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	

Spelling – Phonic and whole word	<ul style="list-style-type: none"> *use their phonic knowledge to write words which match their spoken sounds *write some irregular common words *write some words spelt correctly *name the letters of the alphabet. 	<ul style="list-style-type: none"> *spell words containing each of the 40+ phonemes taught so far – most words can be deciphered *spell most common exception words in the Y1 spelling appendix *recognise and spell a set of simple compound words *name the letters of the alphabet in order *use letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> *segment spoken words into phonemes and represent these by graphemes, spelling many correctly *learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including a few common homophones *distinguish between homophones and near- homophones *spell common exception words 	<ul style="list-style-type: none"> *write words spelt ei, eigh or ey *write words spelt ch eg: scheme, chemist, chef, brochure *spell a range of common homophones eg: berry/bury, break/brake, grown/groan 	<ul style="list-style-type: none"> *write words spelt sc eg: science, discipline, crescent *write words ending with gue and que eg: league, tongue, antique *spell most homophones in the Y3/Y4 spelling appendix eg: accept/except; scene/seen 	<ul style="list-style-type: none"> *spell some homophones and near homophones from the Y5/Y6 spelling appendix 	<ul style="list-style-type: none"> *spelling some challenging homophones from the Y5/Y6 spelling appendix
Spelling – other word building	<ul style="list-style-type: none"> *write other words that are phonetically plausible 	<ul style="list-style-type: none"> * use the prefix un- *use the suffixes – ing, -ed -er - est where no change is made to the root word *understand the rule for adding -s or –es as the plural marker for nouns and the third person singular marker for verbs *apply simple spelling rules and 	<ul style="list-style-type: none"> *spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly *apply spelling rules and guidance from NC Appendix 1 	<ul style="list-style-type: none"> *use knowledge of morphology to spell some words with prefixes dis-, mis-, in-, super-, anti- *spell some words with the suffixes: -ation, -ly, -sure. – tion, -sion and –ssion *embed use of apostrophe for a range of contractions and for singular nouns 	<ul style="list-style-type: none"> *use knowledge of morphology to spell words with prefixes in- il- im- re- sub- inter- auto- *add suffixes which begin with a vowel eg: forget / forgetting *add suffixes -ous, -sion, -ssion, -tion, -cian and –ly from the full range from the Y3/Y4 spelling appendix 	<ul style="list-style-type: none"> *spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list eg: - cious, -cial, -ant, -ent, -ance, -ence *spell correctly words with letters which are not sounded *know when to use the hyphen to join a 	<ul style="list-style-type: none"> *use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix eg: pre- re- -able, -ible , -ably, -ibly, -al, -ial *use the appropriate range of spelling rules and conventions to spell polysyllabic words

		guidance from NC Appendix 1		<p>*being to use apostrophes for plural possession</p> <p>*spell some words from the Y3/Y4 Statutory Word List</p> <p>*use dictionaries to aid checking of spelling</p>	<p>*use apostrophes to mark singular and plural possession</p> <p>*spell the majority of the words from the Y3/Y4 Statutory word list</p> <p>*use dictionaries independently to aid checking of spelling using the first 2 or 3 letters of a word</p>	<p>prefix to a root eg: re-enter</p> <p>*spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list</p> <p>*use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary</p>	<p>which conform to regular patterns</p> <p>*spell the majority of words from the statutory Y5/Y6 word list</p> <p>*independently and automatically use a dictionary to check the spelling / meaning of words when appropriate</p>
Transcription		*write from memory simple dictated sentences containing the GPCs and words taught so far	*write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	<p>*write from memory simple dictated sentences which include familiar GPCs, common exception words and punctuation – including the new punctuation taught</p>	<p>*write from memory simple dictated sentences which include familiar GPCs, common exception words, words from the Y3/Y4 statutory word list and all punctuation taught so far</p>	*write from memory, dictated sentences which include words from the KS2 curriculum	*write from memory, dictated sentences which include words and punctuation from the KS2 curriculum

Handwriting	Write recognisable letters, most of which are correctly formed	<p>*sit correctly at a table, holding a pencil comfortably and correctly</p> <p>* form most 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’ (eg: letters that are formed in similar ways) and practise these</p> <p>*leave spaces between words</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>*writing is legible</p> <p>*letters are consistent in size and formation</p> <p>*capital letters are the correct size relative to lower case</p> <p>*writing is spaced sufficiently so that ascenders and descenders do not meet</p> <p>*diagonal and horizontal strokes are used consistently to join letters</p> <p>*know which letters, when adjacent, are best left unjoined</p> <p>*appropriate letters are joined – consistent to the school’s handwriting approach</p>	<p>*writing is legible and fluent</p> <p>*all letters and digits are consistently formed and of the correct size, orientation and relationship to one another</p> <p>*downstrokes of letters are mostly parallel and equidistant</p> <p>*writing is spaced sufficiently so that ascenders and descenders do not meet</p> <p>*appropriate letters are joined consistently</p>	<p>*writing is legible and fluent and quality is beginning to be maintained at speed</p> <p>*correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram</p> <p>*can usually choose the appropriate writing implement for the task</p>	<p>*writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed</p> <p>*correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue</p> <p>etc...</p> <p>*chooses the writing implement that is best suited for a task</p>
Contexts for writing			<p>*write narratives about personal experiences and those of others (real and fictional)</p> <p>*write about real events</p> <p>*write poetry</p>	<p>*discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar</p> <p>*write to suit purpose showing</p>	<p>*discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar</p> <p>*write to suit purpose and with a growing awareness</p>	<p>*discuss the audience and purpose for a piece of writing</p> <p>* with some support - select the appropriate form and use other similar writing as models for their own</p>	<p>*confidently identify the audience and purpose for a piece of writing</p> <p>*adapt form and style to suit the audience / purpose and draw appropriate features</p>

			*write for different purposes	some features of the genre being taught	of audience, using some appropriate features	*when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed	from models of similar writing *when writing narratives, consider ways in which established authors have developed characters and settings in books the children have read, listened to, seen & performed
Planning		*say out loud what they are going to write about *compose a sentence orally before writing it	*plan or say out loud what they are going to write about	*talk about and record initial ideas *compose and rehearse sentences orally (inc dialogue)	*discuss and develop initial ideas in order to plan before writing	*discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop	*use discussion effectively to develop ideas and language before and during writing
Drafting	*write simple sentences which can be read by themselves and others	*sequence sentences to form short narratives	*write down ideas and/or key words including new vocabulary *encapsulate what they want to say, sentence by sentence	*organise paragraphs broadly around a theme with some scaffolding *write chronological narratives *write in sequence *describe characters, settings and/or plot in simple ways adding some interesting details	*organise writing into appropriate sections or paragraphs – both for fiction and non-fiction *appropriately use a range of presentational devices including use of title and subheadings *use dialogue [note: balance between dialogue and narrative may be uneven]	*organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs *use a range of presentational devices including use of title, subheadings and bullet points *use dialogue to indicate character and event	*organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph *use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense *use a range of presentational devices which clearly

					<p>*describe characters, settings and plot with some appropriate interesting details</p>	<p>*describe characters, setting and plot with growing precision</p> <p>*find key words and ideas – begin to write summaries</p>	<p>guide the reader eg: bullet points, tables, columns</p> <p>*integrate dialogue to convey and contrast characters and to advance the action</p> <p>*describe characters, settings and atmosphere with some precision</p> <p>*use complex plot structures</p> <p>*write an accurate précis</p>
Editing		<p>*discuss what they have written with the teacher or other pupils</p> <p>*re-read what they have written to check that it makes sense</p> <p>*begin to edit using purple pen, following progression on editing zones document</p>	<p>*evaluate their writing with the teacher and other pupils</p> <p>*re-read 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-read to check for errors in spelling, grammar and punctuation</p> <p>edit using purple pen, following progression</p>	<p>*evaluate own and others' writing – with direction</p> <p>*re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary</p> <p>*make changes to their own writing following a re-read</p> <p>edit using purple pen, following progression on editing zones document</p>	<p>*evaluate own and others' writing making suggestions for improvements including content, grammar and vocabulary</p> <p>*proof-read, edit and revise their own work</p> <p>edit using purple pen, following progression on editing zones document</p>	<p>*evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning</p> <p>*proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p> <p>edit using purple pen, following progression on editing zones document</p>	<p>*evaluate own and others' writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning</p> <p>*proof-read to 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>

			on editing zones document				edit using purple pen, following progression on editing zones document
Performing		*read their writing aloud, clearly enough to be heard by their peers and the teacher	*read aloud what they have written with appropriate intonation to make the meaning clear	*read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard	*read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	*perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience	*confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear –showing a developed awareness of audience
Vocabulary		*join words and clauses using “and” *use adjectives to add basic detail	*expanded noun phrases to describe and specify	*extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so	*develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...	*begin to use a thesaurus to expand vocabulary *choose vocabulary and grammar to suit formal and informal writing – with guidance *use vocabulary which is becoming more precise	*confidently use a thesaurus to find precise word choices and further expand vocabulary *select vocabulary and grammar to suit formal and informal writing with growing precision *use vocabulary which is varied, interesting and precise

Grammar			<ul style="list-style-type: none"> *use sentences with different forms – statement, question, exclamation, command *use the present and past tenses correctly and consistently- including the progressive form *use subordination (when, if, that, because) and coordination (or and but) *use some features of written Standard English *suffixes to form new words (-ful, -er. -ness) 	<ul style="list-style-type: none"> *use a range of sentence types which are usually grammatically accurate eg: commands, questions, statements *use coordinating and simple subordinating conjunctions to join clauses *identify and use a range of prepositions *consolidate knowledge of word classes: noun, adjective, verb, adverb *use a or an according to whether the next word begins with a consonant or vowel *use the past or present tense appropriate; sometimes use the present perfect eg: He has gone out to play. 	<ul style="list-style-type: none"> *use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause *use a variety of coordinating and subordinating conjunctions accurately *use sequencing conjunctions *vary sentence openers – including using fronted adverbials *use expanded noun phrases and adverbial phrases to expand sentences *identify the correct determiner eg: a, an, these, those *use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition *usually use the past or present tense and 1st / 3rd person 	<ul style="list-style-type: none"> *write a range of sentence structures which are grammatically accurate *understand ‘relative clause’ begins with relative pronouns – who, which, where, when, whose *indicate degrees of possibility using adverbs eg: perhaps, surely *indicate degrees of possibility using modal verbs *recognise the subjunctive form of the verb when appropriate *usually maintain the correct tense *begin to recognise active and passive voice *identify and select determiners (understand articles as specific determiners an, the, a) 	<ul style="list-style-type: none"> *write a range of sentence structures (simple and complex) including relative clauses eg: using that, which *use modal verbs with precision to indicate degrees of possibility *maintain correct tense and control perfect form of verbs eg: He has collected some shells. *recognise and use the subjunctive form of the verb when appropriate *understand and use active and passive voice (to show the flow of ‘power’) *identify the subject and object *identify synonyms and antonyms
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					consistently		
Punctuation		<p>*begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>*use a capital letter for names of people, places, days of the week and the personal pronoun I</p>	<p>*use familiar and new punctuation correctly including – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession</p>	<p>*demarcate sentences with increasing security including capital letters, full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession</p> <p>*identify direct speech and begin to use inverted commas for direct speech</p>	<p>*use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and for fronted adverbials and use apostrophes correctly for both omission and possession</p> <p>*use inverted commas accurately for direct speech</p>	<p>*demarcate sentences correctly – use a comma for a pause in complex sentences</p> <p>*begin to use punctuation for parenthesis: brackets, commas and dashes</p>	<p>*use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis; consistent use of bullet points</p>
Grammatical Terminology		<p>*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>*noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma</p>	<p>*preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)</p>	<p>*determiner, pronoun, possessive pronoun, adverbial, fronted adverbial</p>	<p>*modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>*subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

Marking Code Meaning

CL There are errors with capital letter use. Pupils are encouraged to identify these independently as far as possible

FS There are errors with full stop use. Pupils are encouraged to identify these independently as far as possible

// A new paragraph is needed. Pupils are encouraged to identify these independently as far as possible

Sp There are spelling errors that need to be addressed. Pupils are encouraged to identify and edit age appropriate / high frequency word spellings independently. For idiosyncratic words, pupils may be asked to rehearse them specifically, e.g. Pyramid x3

VF Verbal feedback. This indicates that the teacher has discussed the learning or responses to marking with the child.

PP Indicates that pupils are required to edit their work independently in purple pen, often linked to a specific focus.

Conf indicates conferencing has taken place. Target areas / discussion will be briefly noted

Highlighted Green represents good examples of learning, including where objectives or targets have been achieved.

Highlighted Yellow represents next steps in learning and / or areas to look at and check again.

Age and stage appropriate language and modelling will be found in all classes linked to our marking and feedback policy

See below for Editing Grid

Zone	0	1	2	3	4	5	6
Punctuation	Finger spaces	Capital letters to start a sentence Capital 'I' Capital letters for names, including days of the week and months of the year Full stop to end a sentence	Question marks Exclamation marks Commas in a list Apostrophes - where letters are missing(it's) and -For possession(the girl's house)	Inverted commas for speech (speech marks)	Punctuate speech correctly, e.g. <i>The driver shouted, "Sit down!"</i> Apostrophe for plural possession e.g. <i>The girls' names.</i> Comma after a fronted adverbial	Parenthesis: brackets, dashes, commas Commas to clarify meaning (carefully and thoughtfully placed)	Separate clauses with: -semi-colons -colons -dashes Colon to introduce a list and semi-colons within a list Bullet points to list information Hyphens
Sentence	Say sentence before writing it	Use 'and' to join sentences	Write interesting sentences using: <i>when, if, that, because, or, and, but</i>	Show time, place and cause using <u>conjunctions</u> : <i>after, while, so</i> <u>Adverbs</u> : <i>soon, thereafter</i> <u>Prepositions</u> : <i>in, next, to, during</i>	Fronted adverbials	Relative clauses beginning with: <i>who, which, where, when, whose, that</i>	Passive voice
Text	Can read back writing to an adult	Writing is in order and makes sense	Correct tense used consistently	Beginning to use paragraphs	Choose noun or pronoun to improve cohesion and avoid repetition	Build cohesion within each paragraph Link ideas across paragraphs e.g. using: -adverbials of time/place/number	

						-connected ideas/words/phrases -ellipsis
Spellings	Sound out to spell words, Use your phonics(segmenting) and spelling patterns		Use your word list and word bank, spell correctly the words you practise	Use your word list and word bank, spell correctly the words you practise		Use your word list and word bank, spell correctly the words you practise
Handwriting	Form letters correctly	Form letters correctly, use kicks and flicks ready to join	Join your handwriting	Join your handwriting		Join your handwriting