Newall Green Primary School
Aiming High To Reach Our Goals
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Cherry Tree Trust

Writing Policy

Document Control	
Title	Writing Policy
Date	February 25
Supersedes	Planned Writing Opportunities Progression in Writing Handwriting Policy
Amendments	Oracy section Assessment sheets in appendices Writing unit overviews in appendices
Related Policies/Guidance	Reading Policy Oracy Policy SEND Policy
Review	November 27 (or sooner if changes in curriculum)

Approved by:	Governors	**Date: 11.2.25**
Last reviewed on:	November 2026	
Next review due by:	November 2027	

Newall Green Primary School Writing Curriculum

Intent:

The intent of this policy is to outline the school's approach to promoting and developing writing skills among students at Newall Green Primary School. It is our expectation that every child will leave our school with the skills of a proficient writer who is able to express their thoughts and ideas confidently and creatively through the use of the written word. Throughout their time at Newall Green Primary School, children develop these skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process.

Many children within Newall Green Primary School start school with lower than average Language skills. We know that a number of factors contribute to the development of writing skills including the child's own speaking skills, vocabulary knowledge, grammar knowledge, understanding of sentence structure and their fine motor skills. Our aim is to support all learners and create writers who:

- have the ability to write with fluency and develop an author's voice
- can write for a particular purpose and intended audience
- can understand how language works by looking at its patterns, structures and origins
- can think about the impact they want their writing to have on the reader and knows how they will achieve this
- have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description
- can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures
- display excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat.
- re-reads, edits and improves their writing so every piece of writing they produce is their very best and even better than the last.
- can write with fluent and legible joined handwriting.

Implementation

The focus in our literacy teaching at Newall Green Primary School, is to provide high quality literacy lessons which promote outstanding progress and the children's love for learning.

The daily writing lessons aim to develop writing skills so that teachers can identify areas for skills development and adjust their teaching appropriately. We bring composition, fluency, handwriting, spelling, punctuation and grammar together to develop children's writing skills.

We prioritise quality over quantity. Progress in writing is measured by the development of knowledge, skills and independence rather than the amount written. Pupils are given sufficient time to rehearse, discuss, draft, revise and improve writing. Teachers focus on ensuring foundational skills are secure before increasing complexity or length of written outcomes.

Foundational writing skills are taught explicitly and systematically. Pupils are not moved rapidly onto increasingly complex writing demands until underlying knowledge and skills have been secured. Teachers use assessment, cold writes and ongoing formative assessment to identify misconceptions and provide additional practice where required.

The core concepts for Writing:

Core Concepts in Writing		
Composition Composition is the way the writer assembles words and sentences to create coherent and meaningful work. It drives the writing process which signals writers to the conscious and considered creation of texts. It consists of planning and rehearsing, drafting or composing, editing and improving and publishing or performing. Research suggests that cumulatively rereading work to establish the flow and direction and drilling down to the smallest parts of composition allows for a sharp attention of details. Teacher demonstration of each stage of this process is crucial to children becoming fluent writers.	**Fluency** Fluency in writing gives the individual the skills and power to manipulate grammar and vocabulary choices, sentence structures and organisational features with the reader in mind. The internalised 'sense of a reader' supports a pupil to make appropriate and powerful choices and an ability to continually assess the impact of their work in relation to the audience and purpose. The children are taught a variety of techniques to aid fluency including the use of senses, imaginative and detailed description, varying sentence structure, ambitious vocabulary, adverbials and many more. An experienced writer will transform their writing using a range of these techniques in a variety of contexts	**Handwriting** Effective writing skills are dependent on developing handwriting skills in order to facilitate the higher order skills of content and creativity. Pupils who have not mastered this essential skill are unable to fulfil their potential in tasks that require handwriting and as a consequence they become frustrated and disenchanted or just quietly underachieve. By effectively teaching handwriting we produce enthusiastic and efficient hand writers who can convey ideas, thoughts and feelings on to paper and thus fulfil their potential as communicators.
Spelling Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Learning to spell helps to cement the connection between the letters and their sounds and learning high frequency "sight words" to mastery level improves both reading and writing. The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly a student knows a word, the more likely they are to recognise it, spell it, define it, and use it appropriately in speech and writing.	**Punctuation** Punctuation is both an authorial and secretarial element of writing. It consists of the use of standard symbols, spaces, capitalisation and indentation to help the reader understand written text. It provides the conventional framework for sentence structure. Ambiguous, unpunctuated sentences can change the meaning and confuse the reader. Effective teaching of punctuation enables writers to organise a text, generate coherent sentences and make grammar and vocabulary choices. A deeper understanding can then be established when children use punctuation accurately alongside syntax variation; they can then manipulate sentences to create flare and fluency.	**Grammar** Grammar is powerful; it is grammar that gives sense to language. It enables young writers to explore the infinite choices available to them in shaping creative stories and building critical, effective texts.

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

Structure of a Literacy Lesson

Writing is taught daily for an hour per day in KS1 and KS2 which also includes grammar, handwriting and spelling. Grammar is incorporated into the writing lessons. Handwriting and spelling are taught discretely. Spelling practice is also an expectation of home learning.

Structure of a Literacy Lesson

Not every Literacy lesson will follow the same structure and this would depend on the outcomes for that lesson. Below is an example of the structure of a Literacy lesson where there is a writing outcome expected.

Starter	Main teaching	Guided Writing	Independent Writing	Feedback and Reflection
Opportunity for pupils to act upon feedback from previous lesson. Starter should usually be no more than 10 minutes. Usually, this will be the Flashback Four (see below) but, where appropriate, this may be editing their previous work or a specific misconception based upon the whole class feedback sheet from the previous lesson.	Teacher introduces the topic of the lesson and teaches the necessary content to support the outcome. AFL, through techniques such as questioning, talk partners and mini whiteboards, used throughout the main teaching to gauge understanding, celebrate successes and target teaching and support. Teacher uses modelled writing to demonstrate the writing process while thinking aloud. This provides pupils with a clear framework and guides them in how to plan and structure their writing although this should not be copied by the children.	At this stage, teacher supports targeted children and will 'guide' the group through the part of the writing process that everyone else is focused upon. The focus should be tailored to the specific writing targets or needs for that group. Teacher should act as an aid, reminding pupils of their targets, but the children should be doing most of the thinking and writing. It is a scaffolded bridge from dependence towards independence.	Some pupils will move straight to independent writing. At this point, pupils are now given the opportunity to work independently to achieve the outcomes for that lesson. They should be encouraged to refer back to their writing targets, the lesson outcomes and resources such as the working wall, checklists, word banks or planning frames to support them at this stage.	This should not just happen at the end of a lesson but where appropriate throughout the Literacy lesson. Opportunity for pupils to share their work with a partner or class boosts their confidence, celebrates success and encourages collaborative learning. Teacher provides constructive feedback to help pupils reflect and understand what they have done well and what could be improved.

Flashback Four

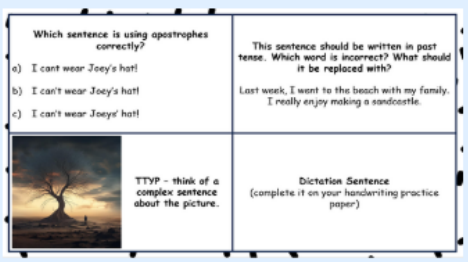
Should be adapted to suit your class and based upon your assessment of writing.

- Two quick fire SPAG questions to be answered on a whiteboard.
- An oral sentence based on an image.
- A dictation sentence to practice handwriting (either in Literacy books or on handwriting sheets)

KS1 example



Ks2 example



Writing process:

Writing is centred on a high quality text that captures the children's interest from the outset. Children within Newall Green Primary School are taught to plan, draft, revise, edit, evaluate and share/publish their writing. Each of the elements is important in the production of a finished piece of writing. Effective teaching will often focus on particular aspects of this process, e.g. planning a story, an explanation, an argument, or revising a draft to change or improve it. At regular intervals, all children should have experience of developing a piece of writing through the whole process.

Writing is not a linear process, like following directions on a map. Pupils do not need to apply every phase of the writing process for all types of writing or at all times, and they will often move back and forth between phases, altering their plans and revising as they go. However, even in the initial stages of composing, they will benefit from thinking about what they want to write, re-reading to ensure clarity, and reading their work aloud to check for coherence.

The writing process mirrors the thinking process and has clear phases:

• we have an idea that we want to share – the goal

• we plan what we want to communicate and gather our ideas together – the plan

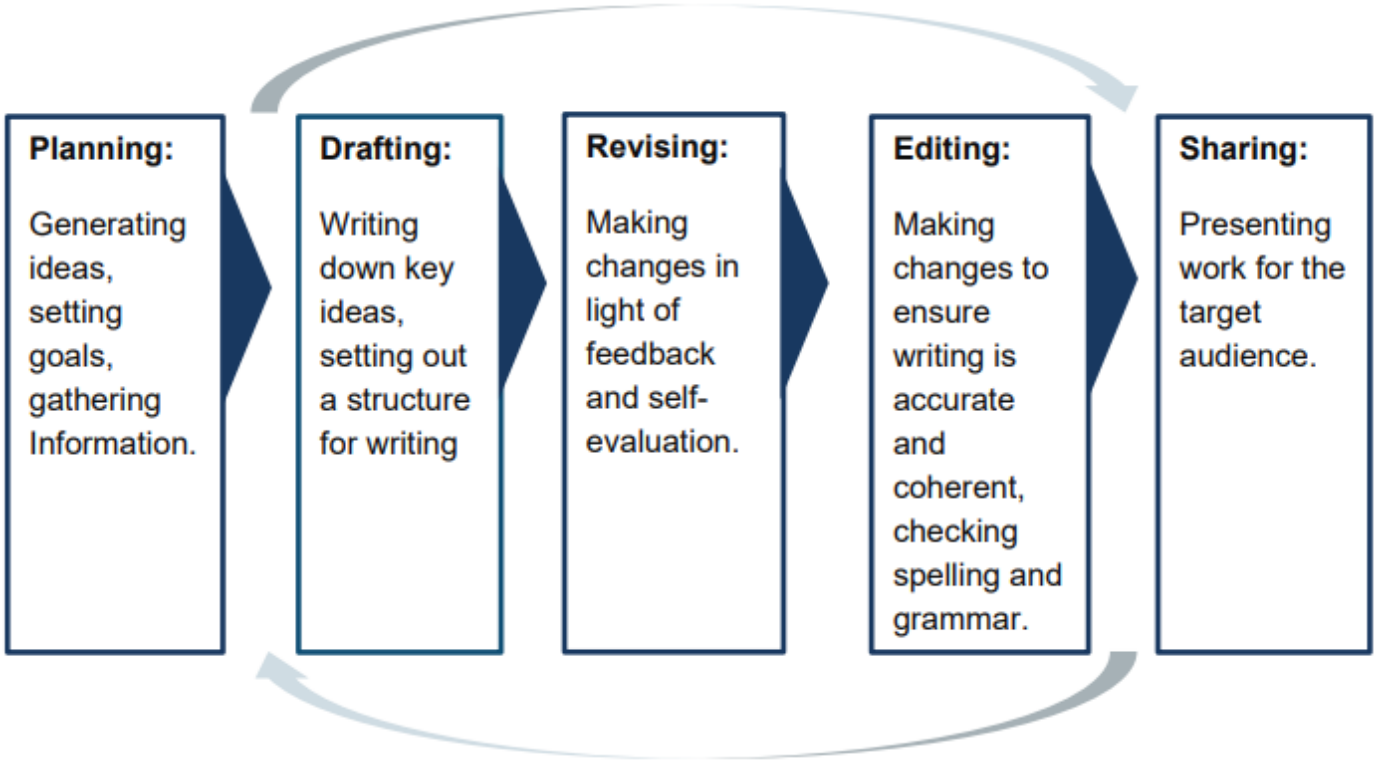
• we put those ideas into a form that can be articulated – the draft

• we review those ideas and change and adapt them before we share them – the revision

• we check for accuracy – the edit

• we share our ideas

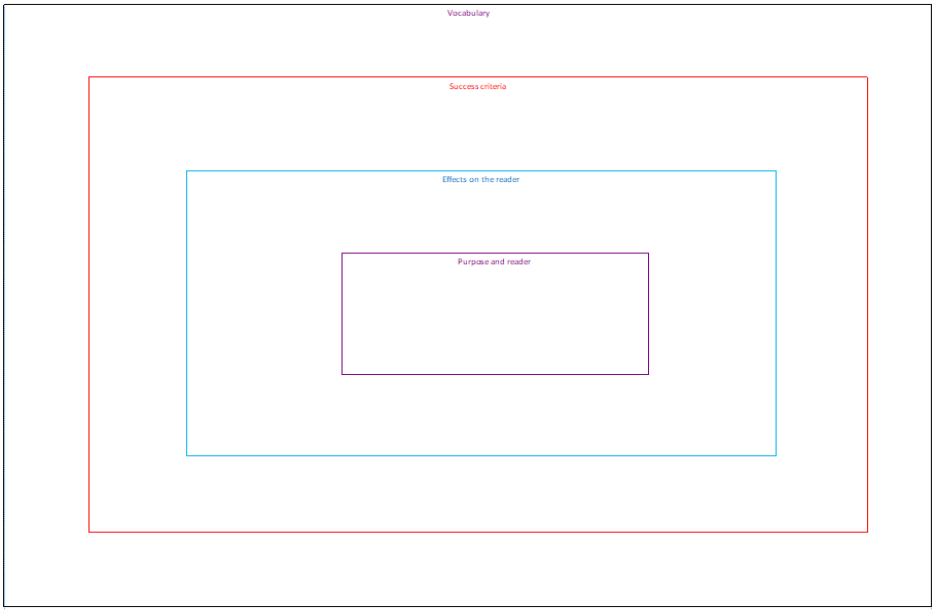
Phases of the writing process:



Phases of the writing process

Phase 1 Planning Introduction to the text	Phase 2 Drafting	Phase 3 Revising
Start each unit with a hook to engage and inspire the children. Teacher written WAGOLL (what a good one looks like) used to identify the features using the box success criteria. These features are identified on the unit cover sheet which is referred to throughout the unit. Use talk for writing opportunities to let the children explore the text and characters. Children are immersed in the text through a variety of techniques e.g. drama work (role play, role on the wall, conscience alley), research and class discussions. These lessons are the building blocks to the final piece. Using the end point, the necessary steps are planned to support children to develop the knowledge, skills and understanding to write independently. Using the Sue Palmer planning templates, children plan their writing, using the box success criteria and WAGOLL to support. Planning can be as simple or as complex as necessary, depending on the task and each pupil's writing competence. The results of the planning stage will vary for pupils of different ages and abilities; planning is also a continuing process.	Drafting is the stage where pupils transform their ideas or plans into writing. For key stage 1 pupils, it is helpful to compose individual sentences orally before writing them down. From key stage 2, pupils will need to develop strategies to write coherently in paragraphs and to develop extended writing routinely, which is likely to require appropriate scaffolds and stopping points during drafting so that pupils retain a focus on their goals for writing. Explicit sentence level lessons, including SPAG, is taught with children given the opportunity to build a vocabulary bank and practise relevant sentence structures to be used in their final piece. Teacher modelling is vital and teachers talk through the writing process modelling their conscious choices as writers. Teachers use combination of shared writing, demonstrations joint composition and guided writing to support pupils to draft their writing, working towards their end point.	The revising stage involves pupils improving their writing to meet the goals of the audience and purpose for their writing. For example, pupils may flesh out initial ideas with details and examples or combine sentences for effect. The teacher, typically, initiates and scaffolds this stage, possibly incorporating peer feedback, but it should be something that, over time, the pupil can learn to manage independently. Teachers can show that first attempts at writing are seldom very polished, even for expert writers, and that when ideas are transcribed, the words can be revised and improved. Pupils in key stage 1 should be supported to make simple additions and revisions to their own writing. This may involve evaluating their writing with the teacher or their peers, and re-reading their writing to check that it makes sense. Pupils in key stage 2 should be given the opportunity to assess the effectiveness of their own and others' writing, proposing changes for improvement. Teachers will have read each piece of writing and completed a whole class feedback sheet in order to provide whole class and individual feedback. Good examples are used as further WAGOLLS and celebrate children's work.
Phase4 Editing		**Phase 5 Sharing**
Editing is different from revising and involves identifying and correcting errors in grammar, punctuation and spelling. Pupils will need support to edit their own and others' writing. Pupils in reception and year 1 should not be expected to edit their own writing. From year 2, pupils should be supported to edit their work, being helped to identify and correct errors in spelling and punctuation. Pupils in key stage 2 should proofread their work for spelling, grammar and punctuation errors with growing independence. Editing other pupils' writing can be effective in developing an awareness of writing with a reader in mind and is practice for when checking their own work. Editing process is modelled through editing stations and teachers use marking to identify specific areas for development. Move towards children editing their writing independently.		Sharing can be as simple as writing their final version knowing that their teacher is looking forward to reading their work, reading written work out to the class or sharing the finished piece with peers across the school or with parents/carers. It can be more sophisticated, for example by publishing blogs, or sending letters and emails to headteachers and local politicians, where a response may be expected. Sometimes, it is appropriate for pupils to publish their work formally (where writing appears in a format accessible for multiple readers related to the purpose of the writing).

Box Success Criteria



Start in the center of the Box Success Criteria, as a class, write the purpose of your final piece and who the reader will be.

On the next level, children need to identify what effects the text needs to have on the reader.

In the success criteria section, children will put the features specific to the genre they are writing. They will then highlight these in a WAGOLL written by the teacher.

The last level is vocabulary. Children must find subject related vocabulary or key words which are specific to each year group and text.

Modelled / shared writing

We use shared writing as it is a powerful teaching strategy and the principal means of teaching. We plan that shared writing is continued into purposeful writing tasks through which children apply their new learning. We do this because it allows teachers to:

- work with the whole class, to model, explore and discuss the choices writers make at the point of writing (rather than by correction), demonstrating and sharing the compositional process directly
- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects, and using written texts as models for writing e.g. through imitation and innovation in the early stages to understanding and using underlying structures and principles towards the end of Key Stage 2;
- scaffold some aspects of writing, e.g. the spelling and transcribing, to enable children to concentrate on how to compose their writing, e.g. through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or effects;
- focus on particular aspects of the writing process: planning, composing, revising, editing and redrafting;
- introduce children to appropriate concepts and technical language as a means of discussing what writers do and internalising principles to apply in their own work; Introduction and rationale.
- provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

When we plan for shared writing we make sure that we;

- agree how the audience and purpose of the writing task will determine the structure, grammatical features and content;
- use the specific objectives from the text, sentence or word level work;
- rehearse sentences before writing them down. (In this way pupils are more likely to learn how to compose in sentences. This habit can also help pupils to 'get it right' first time as sentences are orally revised before being committed to the page.);
- encourage the automatic use of basic punctuation;
- constantly and cumulatively reread to gain a flow from one sentence into another – as well as checking for possible improvements or errors;
- discuss and explain why one decision might be preferable to another;
- pause during the writing to focus discussion upon the specific objective but, otherwise, move the rest of the composition on quickly so that pupils' attention is not lost;
- take suggestions from pupils who will make effective contributions, but also ask pupils who may struggle, in order to check misconceptions and provide further opportunities for explanation. These pupils should be specifically checked up on when they are using dry-wipe boards to assure the quality of their writing. Where a small group remains uncertain they may be targeted as a guided group;
- make the occasional deliberate error to hold pupils' attention and focus on common errors or an error related to the specific objective being taught.
- clearly focused upon one or two specific teaching objectives at sentence and text level;

Guided Writing:

We use guided writing to: support children in planning and drafting their own work; to revise and edit work in progress; to provide differentiated support for particular groups.

It should take place in every classroom and the teacher should work with a different group each lesson. The teacher will 'Guide' the group through the part of the writing process that everyone else is focused upon. For example, if the class are working on the 'opening' to a story, then the guided session will also focus on guiding the group through writing their openings.

Teacher supports children to compose their ideas and teacher models a section of writing. The teacher helps children remind themselves of targets, progress points and writing processes. The main point about guided work is that the children should be doing most of the thinking and writing. It is a scaffolded bridge from dependence towards independence.

Independent Writing:

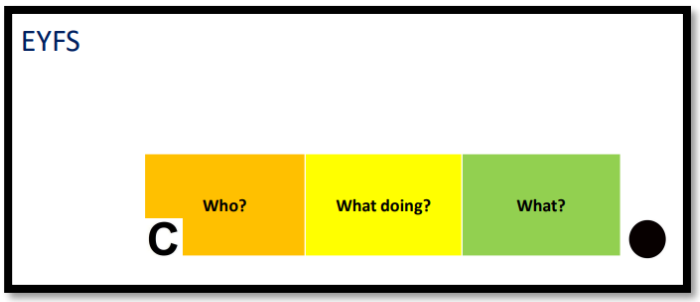
Independent writing is planned for so that it is focused and challenging. Careful planning allows a flow from whole class work in shared writing and be scaffolded at different levels according to children's needs. Teaching Assistants may be used to reinforce the skills needed to complete the task but the aim is for the child to be as independent as possible.

Teacher's divide their time between guided group work and general supervision of work by others. The more focused and structured nature of this kind of writing gives children more control and success in writing and enables the teacher to monitor and support more effectively. The plenary session at the end of the lesson is an opportunity to

Colourful Semantics

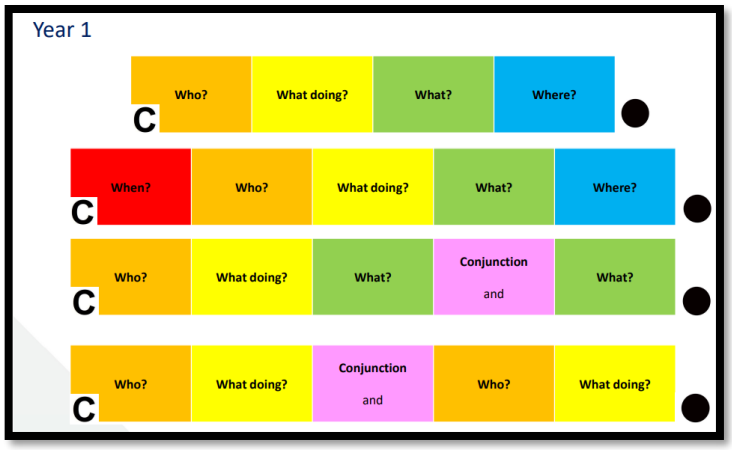
Colourful semantics uses colour-coding to help a young person learn the important elements of a sentence and how to join them in the correct order. Colourful Semantics is a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and its role in the sentence. It can help children to better understand word order. Children can use colourful semantics to build up meaningful, well-structured sentences.
Children are introduced to colourful semantics during the nursery year and this continues through the rest of school. It aims to develop and consolidate the understanding of 'wh-' questions, e.g. 'who?', 'what?', 'where?'. Colourful semantics uses specific colours and shapes that must be followed:

- who? = orange
- doing what? = yellow
- what? = green
- where? = blue
- when? = brown
- to whom? = pink
- what like? = cloud shape
- whose? = star shape

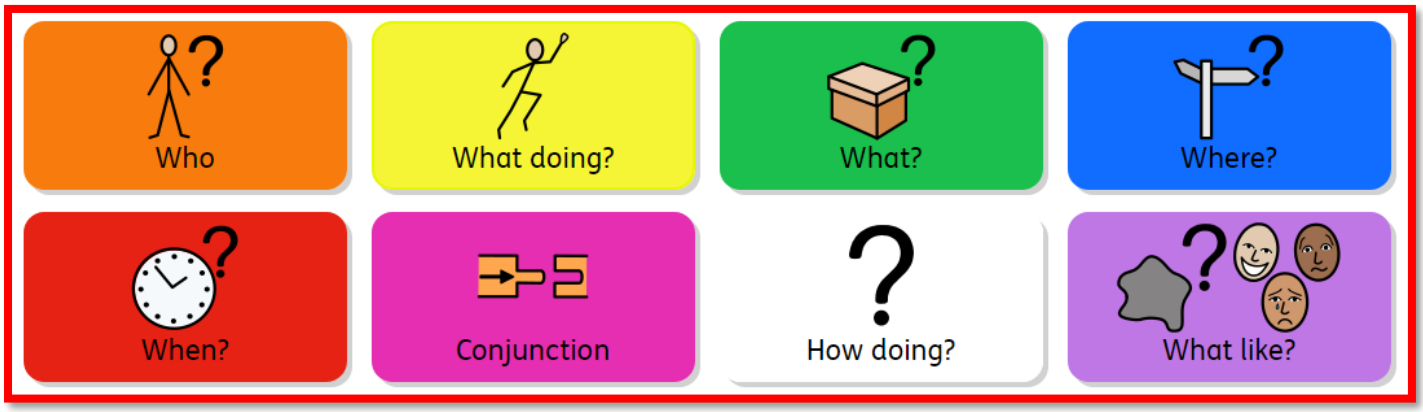


Below are the suggested overviews for each year group. To be used as a guide as this is not a definitive list.









Colour Blindness

To support pupils with colour blindness, the use of secondary indicators such as the words and visual symbol for each colour is used alongside the individual adaptations made based on the needs of each individual.

Marking

Effective marking is key to supporting children to develop their writing skills. It should go beyond correcting mistakes and instead provide meaningful feedback that guides their progress. Feedback should be positive and constructive in order to take them forward in their learning and should refer specifically to the learning objective; class targets and the child's individual targets. Staff will be expected to adhere to the following guidelines to ensure that marking is a positive tool for improving children's performance.

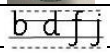
Marking should be specific and targeted. Instead of simply noting errors, we should highlight what the student has done well alongside areas for improvement. For instance, if a child has used vivid vocabulary or created a strong opening, acknowledging these strengths can boost their confidence and motivate them. Alongside this, constructive suggestions for improvement—like varying sentence structure or developing ideas further—help them understand how to refine their writing.

In literacy, the whole class feedback sheet is used to inform teaching. For the marking to be meaningful, it is vital that pupils are given the opportunity to respond to and act upon their feedback. Specific Literacy marking requirements are listed below – please see the marking policy for more detail.

- Feedback should be specific and targeted with next steps focused on their individual writing targets as well as the purpose of the writing.
- Children should be given time and directed to act on their feedback, either at the start of the literacy lesson or at another time where appropriate and should be regularly be set next steps which they need to use in future work.
- Presentation of work should be checked and teachers should comment on poor presentation and ensure children improve this next time (NOTE: this is not to be confused with pupils who have poor handwriting/motor skills).
- If presentation of work is poor and it is clear that you know a child has not applied maximum effort, then it is appropriate to ask the child to redo part or all of the work.
- Self or peer marking is encouraged and children should be given opportunities to annotate their own work and that of their peers. Where self or peer assessment takes place children should have sensitive comments modelled and be given guidance as to the content of their marking
- Marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age and ability.
- Marking codes (see below) should be used in each key stage.
- Marking hot and cold writes – Pink and green highlighters are used to mark hot and cold writes. Green identifies something a child has done well and pink identifies an area of development.
- Hot writes should be marked, with pink and green, at each stage and before editing so that pupils have the opportunity to act upon their feedback.

EYFS Literacy marking code	
✓	Something you have done well
⌐	Target or next step
S	Support from an adult (explain what support was given)
I	Child worked independently
word underlined and correct word written above	Word is misspelt (do this if it is unclear what the word is)
ST	Marked by student teacher
Supply	Marked by supply teacher
TA	Marked by teaching assistant

KS1 & KS2 Literacy marking code	
or	Something you have done well
or	Target or next step
sp	Check the underlined words using a dictionary
	Misspelt word underlined
	Sentence or word doesn't make sense or missing word in sentence.
CL	Capital letter
P	Punctuation
GW	Guided write with a teacher
S	Support given by an adult (explain what support given)
I	Work completed independently
VF	Verbal feedback
ST	Lesson taught by a student teacher
Supply	Lesson taught by a supply teacher
TA lesson	Lesson taught by a teaching assistant
Use your 'purple polish' or 'redit' pen to edit and improve your work	

KS1 marking symbols	
	Left to right orientation
	Letter formation
	Finger spaces
	Listen for sounds
	Full stops
	Capital letters
	Ascenders and descenders
	Conjunctions
join	Joining
	Punctuation
	Write on the line
	Wow words/adjectives

Whole class feedback sheet (example)

Date: 11.9.23 Focus: Writing a story ending

Work to praise and share	Focus group	Spellings	Areas for development
• AK – imagination and creation of atmosphere • NB – Punctuation and use of fronted adverbials and speech	• Handwriting (KT, HF, FS, FS, FB, LR, TW) • Basic sentence work (FSm, AH)	• Climbed • Something • Which • Stepped	• Handwriting • Formation of specific letters (j and q) • Use of capital letters (random capitals mid sentence) • Identifying where a sentence ends • Varying sentence openers • Varying sentence length for effect • Using a dictionary to check spellings
Things we did really well	**Grammar**	**Punctuation**	**Incomplete**
• Most children attempting to use fronted adverbials (forgetting commas) • Most children attempting to punctuate direct speech (forgetting punctuation at end/start)	• Some children still struggling to understand where a sentence should end	• Basic punctuation at the end of sentences (e.g. question marks for questions) • Apostrophes for contractions • Commas for expanded noun phrases • Commas for fronted adverbials	• KT - absent

The whole class feedback sheet should be completed when marking any writing.

This will then focus the quality first and targeted teaching for the next lesson. It provides teachers with the key concepts, successes and misconceptions that need to be addressed and informs planning.

Oracy

At Newall Green Primary School , we recognise that spoken language is the foundation upon which successful reading, writing and learning are built. Many of our pupils enter school with language skills below those typically expected for their age. As a result, we place a strong emphasis on developing pupils' vocabulary, language structures, confidence and communication skills across the curriculum.

We believe that children must be able to articulate, rehearse, discuss and refine their ideas orally before they are able to communicate them effectively in writing. Oracy is therefore not viewed as an additional element of the curriculum but as a fundamental component of teaching and learning across all subjects.

Our approach is informed by the DfE Writing Framework, which highlights the importance of oral rehearsal, vocabulary development and spoken language as the foundations of successful composition. We recognise that pupils who can confidently discuss, explain and justify their thinking are more likely to become fluent, effective and independent writers.

Implementation

Oracy is taught both explicitly and implicitly throughout the curriculum.

The school follows a progressive Oracy Curriculum which identifies the knowledge, skills and behaviours pupils need to become confident communicators. These skills are taught directly and revisited across the curriculum to ensure progression from EYFS to Year 6.

Oracy opportunities are carefully planned into every writing unit and are identified on long-term plans. Each half term includes explicit opportunities for pupils to develop speaking and listening skills through discussion, drama, debate, performance, questioning and collaborative learning activities. These opportunities are planned to support both language development and writing outcomes. [Writing Policy 7 | Word]

Teachers provide regular opportunities for pupils to:

- Orally rehearse sentences before writing.
- Discuss ideas and vocabulary with partners and groups.
- Explain and justify opinions.
- Participate in role play, hot seating and drama activities.
- Retell stories and recount events.
- Engage in discussion and debate.
- Present information to different audiences.

- Read and perform their writing aloud.
- Evaluate and respond to the ideas of others.

Across the curriculum, staff explicitly model high-quality spoken language and provide sentence stems, vocabulary prompts and structured talk activities where appropriate. Teachers use strategies such as talk partners, think-pair-share, role on the wall, conscience alley, freeze frames, debate, presentations and collaborative problem-solving to develop pupils' spoken language skills.

Oracy is a fundamental part of our writing process.

Before writing, pupils are given opportunities to discuss ideas, generate vocabulary and rehearse sentences orally. During writing, pupils continue to articulate and refine their thinking through discussion with peers, guided groups and teacher conferencing. After writing, pupils share, perform and evaluate their work, developing both communication skills and awareness of audience.

Through the use of Colourful Semantics, pupils are taught to orally construct and rehearse sentence structures before recording them. Teachers encourage children to verbalise complete sentences, manipulate vocabulary and discuss authorial choices before committing ideas to paper. This helps reduce cognitive load and enables pupils to focus on composition.

Across the school, we promote the principle:

Think it. Say it. Rehearse it. Write it. Read it. Improve it.

This consistent approach helps pupils internalise sentence structures, develop vocabulary and gain confidence as writers.

Grammar and Punctuation

We believe that children need to be in control of their grammar choices to improve the precision and the impact of their writing. Technical control of grammar means that pupils can show readers that they have good understanding of the English language and that they are able to manipulate it for their own desired outcomes. Grammar objectives are weaved throughout each writing unit using the overview for that year group to ensure that grammar knowledge is taught and revisited. A grammar overview is used to ensure consistency and progression through school.



Spelling

Read Write Inc

The teaching of spellings follows the progression in the Read Write Inc phonic systematic phonic programme which is taught daily. The teaching of spelling is explicit and taught in small steps with lots of opportuntity for practice.

This programme supports children to develop their spelling by ensuring that they learn to segment spoken words into their constituent phonemes. To encode (spell) words, children are first taught to identify the phonemes in spoken words. (This is also referred to as ‘segmenting’ spoken words.) Then they write the graphemes that represent each of the constituent phonemes.

The programme also teaches children to spell common words that contain GPCs that are unusual or have not yet been taught. The national curriculum refers to these as ‘common exception words’ (sometimes referred to as ‘tricky words’)

As set out in the EYFS framework, to meet the early learning goal for Word Reading, children at the expected level of development will:

• say a sound for each letter in the alphabet and at least 10 digraphs

• read words consistent with their phonic knowledge by sound-blending

• read aloud simple sentences and books that are consistent with their phonic

knowledge, including some common exception words

Spelling Shed

Once children have completed the Read, Write, Inc programme, spelling is taught through Spelling Shed. Spelling Shed teaches spelling by combining phonics, morphology, etymology, and orthography to provide a research-based, multi-layered approach.

Spelling in KS2 is taught through a phased approach:

Phase 1: learning new words.

Teachers introduce the spelling rules, patterns, and word families for the week, often incorporating an etymology element. Pupils are given the opportunity to learn new words and understand their meaning whilst exploring the spelling rules and patterns.

Phase 2: practice

Support pupils to commit spellings to their long-term memory through a variety of independent and teacher led, multisensory activities.

Phase 3: assess

Spellings are assessed to make sure that pupils are on track to spell new words and previously taught words. This is recorded for each pupil.

Phase 4: revisit

Previously taught words as well as misspelt words are reviewed and revisited with low-stakes testing to recall previously taught spellings.

Handwriting

Handwriting is not viewed as a separate skill but as a fundamental component of successful writing. When handwriting becomes automatic, pupils are able to devote greater cognitive attention to composition, vocabulary and authorial choices. Developing handwriting fluency and stamina remains a key priority across the school.

The importance of handwriting in developing pupils' writing cannot be overstated. Fluent handwriting is a significant predictor of positive writing outcomes, while a lack of such fluency can constrain pupils by:
• hindering their composition – the cognitive demands of handwriting can divert attention away from other elements of writing, such as planning, composing and revising
• reducing motivation – handwriting difficulties can make writing more effortful and frustrating, which may affect pupils' motivation, especially if they lack support or alternative strategies to express their ideas
• preventing others understanding what they have written – poor handwriting devalues the content, with a detrimental impact: texts in poor handwriting are often assessed as being of lower quality
A key objective, therefore, is for pupils to achieve automaticity in handwriting.

Handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. Handwriting is taught either to the whole class or to a group/individual dependent upon the individual learners need. Handwriting is an integral part of good presentation skills and for this reason our pupils are challenged by the teacher to produce a good, well presented end product. Please see handwriting policy.

Handwriting is:

• daily, until pupils can write legibly and easily
• taught in small steps, with lots of opportunity for practice
• cumulative: teachers should build on what pupils have learned previously
• consolidated before teaching moves on so that pupils do not practise letters incorrectly
• revisited when further practice is needed
• demonstrated by the teacher
• additional to any handwriting that forms part of teaching phonics

The national curriculum programmes of study for English: key stages 1 and 2 set out expectations of progress in handwriting.

In year 1, pupils should be taught to:
• sit correctly at a table, holding a pencil comfortably and correctly
• begin to form lower-case letters in the correct direction, starting and finishing in the right place
• form capital letters
• form digits 0–9
• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

In year 2, pupils should be taught to:

• form lower-case letters of the correct size relative to one another
• 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
• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
• use spacing between words that reflects the size of the letters, so that later joins do not create extra, confusing shapes

Joined handwriting is not taught until pupils can form these unjoined letters (print forms) correctly and consistently.

In key stage 2, the national curriculum focuses on increasing the legibility, consistency and quality of pupils' handwriting, with the aim of increasing the fluency and speed with which they are able to write down what they want to say.

Foundation Stage

Handwriting instruction begins in the first term of Reception.

Children are taught a variety of strategies to develop gross motor control prior to formal handwriting. They then move on to developing letter shapes using gross motor movements with the accompanying vocabulary of movement. Children are taught good gross and fine motor control, recognition of pattern, language to talk about shape and movements and the main handwriting movements involved in the three basic letter shapes.

In EYFS and KS1, handwriting is taught through Read Write Inc. Teaching is cumulative, consolidated and revisited before moving on to the next stage.

Read Write Inc Handwriting Stages

Stage 1a: letter formation

• 'Around' letters: c a o d g q

• 'Down' letters: l t b p k h i j m n r u y

• 'Curly' letters: e f s

• 'Zigzag' letters: v w z x.

Stage 1b: Relative size of letters

• 'Sun letters': b d h k l (f and t are just a little bit smaller)

• 'Boat letters': a c e i m n o r s u v w x z

• 'Water letters': g j p q y.

Stage 2: mature style of handwriting

a d g o c q u y b p.

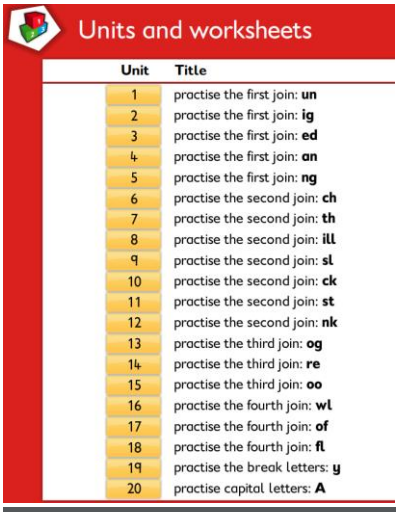
Stage 3:

• the arm join (diagonal)

• the washing line join (horizontal)

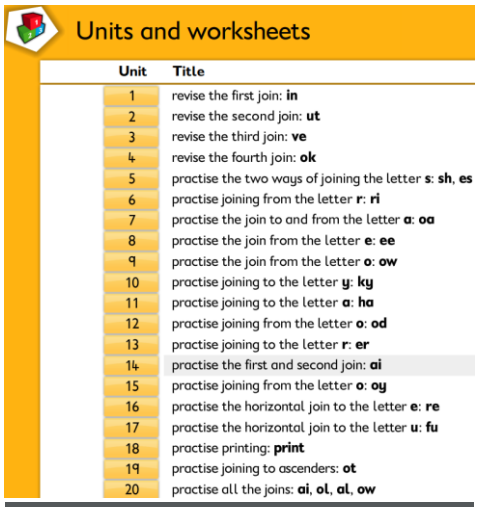
Nelson Handwriting Stages

Year 3 and 4



Units and worksheets

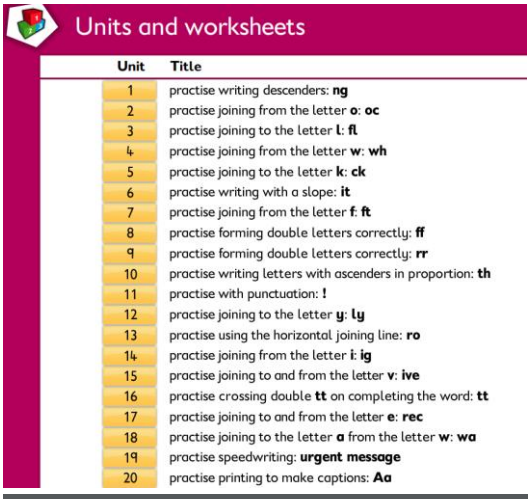
Unit	Title
1	practise the first join: **un**
2	practise the first join: **ig**
3	practise the first join: **ed**
4	practise the first join: **an**
5	practise the first join: **ng**
6	practise the second join: **ch**
7	practise the second join: **th**
8	practise the second join: **ill**
9	practise the second join: **sl**
10	practise the second join: **ck**
11	practise the second join: **st**
12	practise the second join: **nk**
13	practise the third join: **og**
14	practise the third join: **re**
15	practise the third join: **oo**
16	practise the fourth join: **wl**
17	practise the fourth join: **of**
18	practise the fourth join: **fl**
19	practise the break letters: **y**
20	practise capital letters: **A**



Units and worksheets

Unit	Title
1	revise the first join: **in**
2	revise the second join: **ut**
3	revise the third join: **ve**
4	revise the fourth join: **ok**
5	practise the two ways of joining the letter **s**: **sh**, **es**
6	practise joining from the letter **r**: **ri**
7	practise the join to and from the letter **a**: **oa**
8	practise the join from the letter **e**: **ee**
9	practise the join from the letter **o**: **ow**
10	practise joining to the letter **y**: **ky**
11	practise joining to the letter **a**: **ha**
12	practise joining from the letter **o**: **od**
13	practise joining to the letter **r**: **er**
14	practise the first and second join: **ai**
15	practise joining from the letter **o**: **oy**
16	practise the horizontal join to the letter **e**: **re**
17	practise the horizontal join to the letter **u**: **fu**
18	practise printing: **print**
19	practise joining to ascenders: **ot**
20	practise all the joins: **ai**, **ol**, **al**, **ow**

Year 5 and 6



Units and worksheets

Unit	Title
1	practise writing descenders: **ng**
2	practise joining from the letter **o**: **oc**
3	practise joining to the letter **l**: **fl**
4	practise joining from the letter **w**: **wh**
5	practise joining to the letter **k**: **ck**
6	practise writing with a slope: **it**
7	practise joining from the letter **f**: **ft**
8	practise forming double letters correctly: **ff**
9	practise forming double letters correctly: **rr**
10	practise writing letters with ascenders in proportion: **th**
11	practise with punctuation: **!**
12	practise joining to the letter **y**: **ly**
13	practise using the horizontal joining line: **ro**
14	practise joining from the letter **i**: **ig**
15	practise joining to and from the letter **v**: **ive**
16	practise crossing double **tt** on completing the word: **tt**
17	practise joining to and from the letter **e**: **rec**
18	practise joining to the letter **a** from the letter **w**: **wa**
19	practise speedwriting: **urgent message**
20	practise printing to make captions: **Aa**

Left-handed children

At least 10 percent of the population is left-handed – a slightly higher proportion are males. Writing from left to right is more difficult for left-handed children. All of the activities for developing letter formation are modelled specifically for left-handed children. Left handed children are placed so that they are next to each other or on a corner of a table to avoid knocking elbows with right-handed children. They are taught to slant their work appropriately and to hold the pencil with the correct grip. This avoids the danger of smudging their work.

Resources

Younger children may practise writing on a variety of lined paper as well as worksheets and the media/activities described above. HB pencils are used for writing. Younger children or those with difficulties with their grip will use learner pencils which are fatter and may be triangular. Some children will have grips attached to their pencils. Older children may use handwriting pens or ink pens and use the RWI handwriting paper for Years 1-4 or on Bubble Handwriting Sheets in Years 5 & 6 to practise their handwriting. All handwriting work is stored in a folder in the child's tray and is regularly monitored by the teacher. Handwriting Hero certificates are awarded on a weekly basis to an individual from each class that has shown an improvement in their ability. There will be a minimum of 2 teacher-led handwriting sessions per week.

Developing speed and accuracy

As children progress through the school they are expected to produce longer pieces of writing across the curriculum and therefore need to improve speed and stamina. This is practised through a variety of activities including dictation and timed writing activities.

Using Pens

In key stage 2 when children are able to write neatly in fluent, legible and even-sized joined writing in the school handwriting style consistently over a period of time they are awarded a handwriting pen. The child writes on a certificate which they then take to a member of senior management to confirm they can be awarded a handwriting licence. They are also given a certificate.

Special Educational Needs

Children with SEN may have a provision for handwriting as part of their School or Class Action Plan. The SENCO may advise staff who work with individual or groups of children who have specific needs or difficulties with handwriting.

Interventions

Children who need extra practise with handwriting may be taught outside the classroom by a teaching assistant or other trained adult. This work will be targeted specifically to the child's needs using a variety of the activities outlined above. Some children may be given extra handwriting practise for homework and parents may be actively involved in helping or encouraging their children in this. In KS1 the clever fingers intervention builds up fine motor skills and hand muscles.

Literacy in EYFS

Literacy is one of the seven areas of learning and development in the EYFS Framework. Literacy is one of the specific areas which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. The educational programme outlined below sets out what we teach in Literacy in EYFS.

Literacy educational programme (taken from EYFS Framework 2024)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

1) Planning including teaching sequence
2) Colourful Semantics
3) Drawing Club
4) Assessment of Literacy

1) Planning including teaching sequence

We use half-termly topics in both Reception and Nursery as a starting point to learn new things and fire children's imaginations. Our long-term plans show the topics we usually follow but they are flexible to ensure we also follow the children's interests, school themes or National events. Each half term the staff meet to plan the next topic and choose enhancements based on children's needs. The long-term plans also show how we teach Literacy and the other areas of learning and development. Teachers follow a Literacy medium-term plan which sets out what is taught each term. Teachers then plan in more detail on a weekly basis to plan individual lessons based on children's needs/gaps. All areas of the curriculum are also covered through continuous provision when children learn through play. For Phonics we follow Read, Write, Inc. in Reception and Phase 1 Letters and Sounds in Nursery (children will move onto Read, Write, Inc. in Nursery in the Summer term).

Teachers use the following sequence (developed from EY2P consultancy) to plan and teach their Literacy lessons:

Teaching sequence for Literacy lessons		
Phase 1 – Main focus: Shared Reading Speaking and listening e.g. reading text aloud, book talk, discuss	**Phase 2 – Main focus: Shared speaking & listening**	**Phase 3 – Main focus: Shared writing**: Focus is on teacher modelling, scribing and supported composition e.g. forming letters

characters' actions, discuss favourite characters, word/language circle games, vocabulary development. Word recognition e.g. concepts about print, following left to right & top to bottom, distinguishing between letters & words, phonics, phonological awareness, tricky words, grouping words in different ways. Understanding text e.g. predictions, spotting main characters, summarising, identifying beginning, middle & end, character profiles.	Speaking and listening e.g. text retelling, using actions, imitate using actions/story map, innovate changing one of the characters, creating a story map, Drama & role play e.g. re-read story focusing on expression/actions, thought tapping – discuss a character's actions, hot seating, phone conversations, sound tracking.	correctly, breaking flow of speech into words, orally rehearsing sentences, orally segmenting and writing phonetically, sequencing sentences to tell a story, reading back writing to check it makes sense, handwriting Shared reading, speaking and listening will also be used.

Literacy is planned around quality texts to ensure children are engaged and have a purpose for their writing. We provide opportunities for children to capture their thinking and structure it for a range of purposes and audiences (composition). For example making invitations, writing a shopping list, character profiles, writing a postcard from a character. The teaching sequence demonstrates how we incorporate shared reading, shared speaking and listening and shared writing into lessons. Many lessons will include all three phases but some lessons will focus more on a specific phase depending on the needs of the children.

During **shared reading**, we show children that print carries meaning. In **shared writing** we listen to children talking and model how to write down the words they say as this helps them to see how sounds become words on paper. Children then each have one **guided writing** session per week where they will work on children's next steps in writing. The teacher will support children to compose their ideas and will then model writing. Each group of children may have a different focus depending on their next steps e.g. writing initial sounds with correct graphemes, spelling CVC words, develop oral rehearsal and writing a short sentence. Guided writing is a scaffolded bridge from dependence towards independence.

Structure of an Early Years Literacy lesson

Not every Literacy lesson will follow the same structure depending on the main outcome for the lesson. Lessons will also vary depending on the age of the children as children at the start of the nursery year will spend less time on the carpet then children at the end of Reception.

Whole class carpet input	Continuous Provision to include guided and independent writing groups	Feedback and reflection
The whole class/key group are generally taught by the teacher on the carpet for the main teaching input. This normally lasts approximately 15-20 minutes depending on the content of the lesson and the age of the children. The teacher will introduce the topic of the lesson and teach the necessary content to support the outcome. Shared reading, speaking and listening and writing will take place during the input but the main focus will depend on the outcome of the lesson. Modelled writing will be used to demonstrate the writing process while thinking aloud.	After the main teaching input, most of the children will then learn through play during continuous provision. Each classroom has a writing area and there are also various additional writing opportunities both indoors and outdoors. During the continuous provision session, the teacher will complete a guided writing session with a group of children. The focus should be tailored to the specific writing targets or needs for that group. When deemed appropriate, a group of children will also complete an independent writing task. This normally begins during the Spring term in Reception when the children are moving towards writing captions but some children may be ready for this earlier in the year. Before children are ready to write, guided groups may include large scale mark-making before moving onto using chunky crayons or pencils.	Feedback and reflection generally happens throughout the Literacy lesson but teachers will also do this at the end of a teaching session when appropriate. Teachers provide constructive feedback to help pupils reflect and understand what they have done well and what could be improved.

Drawing Club

Drawing Club is an approach designed by Greg Bottrill that immerses children into a world full of imagination. Reception teach drawing club as one of their Literacy lessons each week. Children observe as the teacher models drawing and then get the opportunity to complete their own drawings. It is through drawing club that we open up the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor skills. One of the most exciting parts of Drawing Club is adding secret symbols and passwords to our drawings.

We always draw a secret symbol that can make anything happen! Sometimes we press them and aliens or unicorns become 3 times bigger, pencils turn into chocolate or hair turns multi-coloured! We then add a password to make the secret symbol work. This can be a mark, letter, digraph, a word or a sentence. As children make progress and become more confident with their phonics, their passwords develop and move towards phrases and sentences. Nursery their own version of drawing club called 'story dough which uses the medium of playdough to tip children into landscape of nonsense, rhyme, language, delicious vocabulary, mark making, make-believe, mathematics and story.

Assessment of Literacy in EYFS

Early Learning Goals

The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Recorded, written or photographic evidence is not required.

Literacy ELGs
ELG: Comprehension
Children at the expected level of development will:
• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
• Anticipate – where appropriate – key events in stories.
• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
ELG: Word Reading
Children at the expected level of development will:
• Say a sound for each letter in the alphabet and at least 10 digraphs.
• Read words consistent with their phonic knowledge by sound-blending.
• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
ELG: Writing
Children at the expected level of development will:
• 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.

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for writing in the tables on the following pages.

Through our very carefully planned and sequenced writing curriculum, pupils at Newall Green Primary School will make good progress from their own personal starting points. The impact on our children is that they have the knowledge and skills to be able to write successfully for a specific purpose and real audience.

By the end of Key Stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to maximise the effect on their readers. Most importantly, they will develop a love of writing and be well equipped for the rest of their education in Key Stage 3, 4 and beyond

Assessment

- Children will complete a Cold Write four times a year to inform the future planning for each class. They will be completed in first week of September and then at the end of each term. The same picture stimulus is used throughout school for each Cold Write. The writing needs to be read and marked using the whole class feedback sheet (Appendix 5). From this, class targets can be ascertained and displayed on working walls, to be referred to throughout the next unit. Teachers should use the initial Cold Write to identify handwriting needs for their class and where the starting point for each individual should be.
- Children's work is assessed on an ongoing basis.
- Each day, the children's literacy work is assessed either via teacher feedback (verbal or written), peer marking or self-marking.

- At the end of each unit, the children's work is hard marked using pink and green highlighters.
- Specific feedback is given based on the children's writing targets, in order to help them to improve.
- Formal assessment is undertaken on a half termly basis from Year 1 -6 (see Appendix 3 for Assessment grids)
- Each year group has a set of non-negotiables in which children are encouraged to use in their writing. (See Appendix 4)

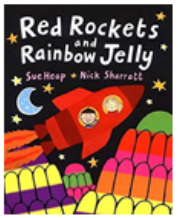
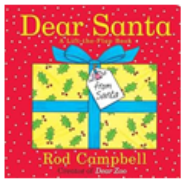
Progression Points against the Core Concepts

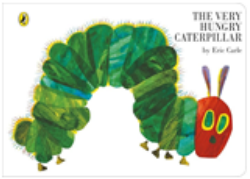
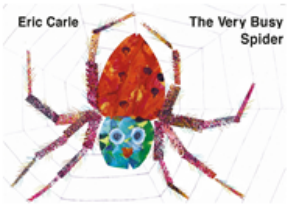
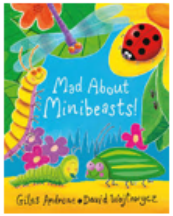
Core Concepts	Progression Point 1 Year 1	Progression Point 1 Year 2	Progression Point 3 LKS2	Progression Point 4 UKS2
Spelling	• Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). • At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. • Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.	• Pupils move towards more word-specific knowledge of spelling, including homophones. • Children should be taught that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. • Spelling should be phonically plausible, even if not always correct. • Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. • Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. • They should draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.	• Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. • Pupils also need to understand the role of morphology and etymology. spell further homophones • spell words that are often misspelt • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	• Children should be able to form individual letters correctly, establishing good handwriting habits from the beginning. • Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. • Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • Pupils should be using joined handwriting throughout their independent writing. • Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.	• Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. • They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. • They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.
Grammar	• Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the appropriate vocabulary when their writing is discussed. • Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary.	• The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.	• Grammar should be taught explicitly: pupils should be taught the terminology and concepts for Y3&4 and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. • At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.	• Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

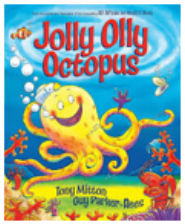
Punctuation 	• Demarcate sentence boundaries.
	• Pupils should recognise the sentence type and which punctuation mark is necessary.
	• Leave appropriately sized spaces between words and correlate the number of words in the sentence to spoken.
	• Use basic punctuation accurately:
	  ○ capital letters
	  ○ full stops
	  ○ exclamation marks
	  ○ question marks
		• Use familiar and new punctuation mostly correctly.
		• Identify and use apostrophes for contracted forms and the possessive (singular)
		• Identify the purpose of commas in the following circumstances and use them accurately:
		  ○ in a list
		  ○ in between adjectives
		  ○ before a conjunction when it joins two independent clauses
			• Write down ideas with a reasonable degree of accuracy and with good sentence punctuation.
			• Pupils will be taught about the differences between Standard and non-Standard English and how to apply the use of punctuation to exemplify that in writing.
			• Indicate features in writing by:
			  ○ using commas after fronted adverbials
			  ○ indicating possession by using the possessive apostrophe with plural nouns
			  ○ using and punctuating direct speech
				• Use the familiar punctuation in a variety of ways to evoke meaning or responses from the reader.
				• Indicate features in writing by:
				  ○ using commas to clarify meaning or avoid ambiguity in writing
				  ○ use hyphens to clarify meaning and avoid ambiguity
				  ○ use brackets, dashes or commas to indicate parenthesis
				  ○ use semi-colons, colons or dashes to mark boundaries between independent clauses
				  ○ use a colon to introduce a list
				  ○ punctuate bullet points consistently

Composition	• Compose sentences orally before writing them. • Sequence sentences to make a short text. • Reread their writing to check that it makes sense. • Read aloud their writing clearly enough to be heard by their peers and the teacher. • Discuss what they have written with confidence and clarity.	• Develop positive attitudes and stamina for writing by writing: narratives, real events, poetry and for different purposes. • Record ideas sentence by sentence. • Make simple additions, revisions and corrections to their own writing. • Read aloud what they have written with appropriate intonation.	• Develop and enhance the effectiveness of their writing and the more varied grammar, vocabulary and narrative structures that they can draw to express their ideas. • Plan writing based on familiar forms. • Use simple organisational devices. • Evaluate own and others' writing, suggesting improvements and changes to grammar and vocabulary. • Proofread for spelling and punctuation errors. • Read aloud their own writing using appropriate intonation and controlling the tone and volume.	• Enjoy and understand language, especially vocabulary, to increase their fluency as readers, writers and their comprehension. • Writing should be sufficiently fluent and effortless to manage the general demands of the curriculum. • Reflect on their own understanding of the audience and purpose and make selections appropriately. • In the writing process, develop consolidation, practise and discussion. • Plan writing to suit audience and purpose; use models of writing. • Develop character and setting in narrative. • Select grammar and vocabulary for effect. • Use a wide range of cohesive devices.

Fluency	• Pupils should be rigorously taught the early learning goals for literacy to develop word reading, spelling and language skills.
	• Manipulate the key concepts at their curriculum level.
	• Use linguistic features in writing such as:
	  ○ alliteration
	  ○ rhyme
	  ○ repetition
		• Develop knowledge and use of vocabulary by using what they've read and heard elsewhere in their writing.
		• Knowing the meaning of words or employing strategies to find the meaning of words increases chances of understanding and producing fluent writing.
		• Manipulate the key concepts at their curriculum level.
		• Use linguistic features in writing such as:
		  ○ onomatopoeia
		  ○ simile
			• Develop linguistic knowledge to create more variation in grammar and vocabulary techniques.
			• Take an intentional approach to building on what has been learnt previously.
			• Manipulate the key concepts at their curriculum level.
			• Use linguistic features in writing such as:
			  ○ metaphor
			  ○ personification
				• Write down their ideas quickly and key concepts are broadly accurate.
				• From this, they can quickly go back and edit work based on learnt knowledge and skills to do so.
				• Manipulate the key concepts at their curriculum level.
				• Use linguistic features in writing such as:
				  ○ pathetic fallacy
				  ○ pun

Nursery long-term Writing plan					
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)					
	Autumn Term 1 - All About Me		**Autumn Term 2 - Celebrations**		
Stimuli	**Nursery Rhymes** (variety) 	**Happy to be Me** 	**Red Rockets and Rainbow Jelly** 	**Kipper's Birthday** 	**Dear Santa** 
Writing objectives	• Engage in mark making activities, showing awareness that they're making marks, e.g. painting fence panel with water • Make controlled marks using tools or their finger in sand, glitter etc.	• Begin to show an awareness that print carries meaning • Make marks on paper to stand for own name For example ▫ use directional scribble (left to right) ▫ begin to use some symbolic shapes, lines and circles / letters	• Begin to know where to start writing (top to bottom and left to right)	• Begin to show an awareness of the difference between drawing and writing • Begin to mark make for a purpose (including in role play) e.g. lists, cards, labels	• Begin to attempt to write name e.g. recognisable first letter • Assign meaning to their marks, e.g. 'this is a dog'
Fine Motor	• Explore a range of different materials and tools e.g. use paintbrushes and rollers to make marks on paper or a wall outside	• Use comfortable grip with increasing control when holding a pencil (beginning to hold pencil between thumb and two fingers) • Begin to use scissors safely making snips in paper	• Begin to draw lines and circles using smaller movements on paper	• Begin to show preference for dominant hand when using a range of one-handed tools and equipment	• Begin to hold pencil between thumb and two fingers
Oracy Opportunities / Communication & Language	• Begin to join in with and sing nursery rhymes as a group including actions • Build up and use a wider range of vocabulary • Begin to use longer sentence of 4/6 words • Begin to take turns talking with other children when working in a group	• Begin to use talk to: ▫ connect ideas ▫ explain what is happening ▫ recall and relive past experiences	• Begin to use some more complex sentences, including '*and*' and '*because*'	• Use new vocabulary with some confidence in a range of contexts, including narrative within role play and imaginative play • Begin to develop confidence in initiating conversations with friends or adults	• Begin to use a range of tenses – *play, playing, played*
Duration ***(Estimated)***	*4 weeks*	*3 Weeks*	*1-2 weeks*	*3 weeks*	*3 weeks*

Nursery long-term plan						
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)						
	Spring Term 1 - Traditional tales			**Spring Term 2 - Insects & Minibeasts**		
Stimuli	**The Gingerbread Man** 	**Little Red Riding Hood** 	**Goldilocks and the Three Bears** 	**The Very Hungry Caterpillar** 	**The Very Busy Spider** 	**Mad About Minibeasts** 
Writing objectives	• Show an awareness that print carries meaning	• Distinguish between picture / illustration and print • Understand directionality of print, left to right	• Develop further confidence mark making for a purpose (including in role play) e.g. lists, cards, labels	• Begin to write own name, using a name card, with some recognisable letters	• Begin to break the flow of speech into words – oral rehearsal / dictating to adults what they want to write	• Know where to start writing: ▫ top to bottom ▫ left to right • Use some symbolic shapes and begin to use some print and letter knowledge (from name) in mark marking / early writing and ascribe meaning
Fine Motor	• Confidently draw lines and circles using smaller movements on paper	• Use one-handed tools/equipment e.g. making snips in paper with scissors.		• Develop correct pencil grip (moving towards modified tripod grasp)	• Hold a pencil comfortably to begin writing some recognisable from name using name card	
Oracy Opportunities **(Communication & Language)**	• Extend and use an increasing range of vocabulary • Listen to and remember simple stories with pictures. • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories	• Use new vocabulary with increasing confidence in a range of contexts including narrative within role play and imaginative play • Use talk to: - connect ideas - explain what is happening - recall and relive past experiences	• Use some more complex sentences, including '*and*' and '*because*' • Begin to use and understand vocabulary associated with mark making / writing name, such as: ▫ word ▫ letter	• Use longer sentences of 4/6 words • Begin to understand how to answer simple 'who', 'what' and 'where' questions.	• Use a range of tenses with some accuracy – beginning to self-correct	• Begin to use intonation, rhythm and phrasing to make meaning clear to others • Sing a large repertoire of songs
Duration ***(Estimated)***	*2 weeks*	*2 weeks*	*2 weeks*	*3 weeks*	*2 weeks*	*1-2 weeks*

Nursery long-term plan					
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021)					
	Summer Term 1 - Under the sea			**Summer Term 2 - Journeys/Moving On**	
Stimuli	**Rainbow Fish** 	**Jolly Olly Octopus** 	**Sharing a Shell** 	**The Gruffalo** 	**We're Going on a Bear Hunt** 
Writing objectives	• Knows that print carries meaning	• Begin to be aware of spaces between words	• Mark make (or use early writing) for a range of purposes • Use some print and letter knowledge in mark marking / early writing and ascribe meaning	• Begin to understand the difference between word / letter • Break the flow of speech into words, developing: - oral rehearsal - memory, holding a word to attempt write (may only be letters at this point) - Dictating to an adult what they want to write	• Write own name, from memory, with majority of letters correctly formed
Fine Motor	• Use a comfortable grip with good control when holding pens and pencils.	• Show preference for dominant hand when using a range of one-handed tools and equipment	• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	• Use comfortable pencil grip to write some recognisable letters - may just be from name (many will be using modified tripod grasp)	• Begin to form additional recognisable letters linked to interest / focus text
Oracy Opportunities **(Communication & Language)**	• Use a range of tenses with increasing accuracy in a range of contexts • Use intonation, rhythm and phrasing to make meaning clear to others	• Use and understand vocabulary associated with mark making / writing name, such as: □ word □ letter • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	• Begin to extend vocabulary by: - grouping and naming - exploring the meaning of new words - exploring the sounds of new words • Develop their communication further but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	• Begin to use longer sentences (6+ words) with connectives • Use new vocabulary with increasing confidence and accuracy in a range of contexts including narrative within role play and imaginative play • Confidently start a conversation with an adult or a friend and continue it for many turns. • Sing a large repertoire of songs.	• Talk confidently to: - connect ideas - explain what is happening - recall and relive past experiences • Know many rhymes, be able to talk about familiar books, and be able to tell a long story
Duration *(Estimated)*	*2 weeks*	*2 weeks*	*2 weeks*	*3 weeks*	*3 weeks*

Literacy long-term plan for writing - Reception						
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021) Phonics – Read Write Inc						
	Autumn Term 1			**Autumn Term 2**		
Stimuli	 Hello Friend (Rebecca Cobb)	 Three Little Pigs (Susanna Davidson)	 Oi Frog (Kes Gray/Jim Field)	 Here Be Dragons (Susannah Llyod)	 Sir Dancealot (Timothy Knapman)	 Zog (Julia Donaldson)
Writing objectives	• Understand directionality of print ▫ know the left page is before the right page • Give meaning to marks they make as they write - directional scribble - symbolic letters - letter strings • Write own name	• Write own name correctly • Secure understanding of the difference between: ▫ words ▫ letters ▫ pictures/ illustrations • Use some of their print and letter knowledge in their early writing	• Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge	• Understand - where to start writing (top to bottom) - which way to continue writing (left to right) - concept of a word and a letter • Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs	• Begin to form lower-case letters correctly	• Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
Fine Motor	• Show preference to a dominant hand • Hold a pencil comfortably	• Begin to form recognisable letters	• Use a pencil and hold it effectively • Use a comfortable grip with good control when holding pens and pencils	• Handle tools, objects, construction and drawing materials safely and with increasing control	• Use a pencil and hold it effectively to form an increasing number of recognisable letters • Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently - pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	• Write name using correct letter formation, including capital letter • Develop confidence in use of tools (grip, steady, snip, twist, curve, straight – ensure regular engagement)
Oracy Opportunities (Communication & Language)	• Extend vocabulary - grouping and naming objects ▫ exploring the meaning of new words • Develop social phrases (e.g. *greetings - How are you?* Friendship … *Would you like to…?)*	• Use language to imagine and recreate roles and experiences in play situations, linked to - real life experiences • Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words *(Focused & linked texts – within small world / role play)*	• Explore the sounds in new words • Continue a rhyming string using familiar rhymes • Hear and say the initial sounds in words • Use new vocabulary throughout the day	• Use vocabulary in different contexts • Oral rehearsal / vocabulary • Begin to describe events in some detail	• Begin to ask questions to find out more and to check they understand what has been said to them *(adults to model & encourage questions after instructions)* • Begin to articulate their ideas and thoughts in well-formed sentence *(Express ideas to friends/book talk)*	• Begin to use new vocabulary in sentences in a range of contexts • Use intonation, rhythm and phrasing • Begin to reread what they have written – Fred Talk sounds (words)
Duration *(Estimated)*	*2 weeks*	*3 weeks*	*2 weeks*	*3 weeks*	*2 weeks*	*2 weeks*
	7-week term 2024			*8-week term 2024*		

Literacy long-term plan for writing - Reception						
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021) Phonics – Read Write Inc						
	Spring Term 1			**Spring Term 2**		
Stimuli	 A Super hero like you (Dr Ranj)	 Non-fiction People Who Help Us (Police, Ambulance, Fire fighters)	 Wendal's Workshop (Chris Ridell)	 Stick Man Julia Donaldson	 Percy the Parkkeeper (Nick Butterworth)	Seasons and Weather poems
Writing objectives	▪ Begin to attempt to write short captions in meaningful contexts	• Begin to write a variety of fiction and non-fiction captions		• Begin to re-read their own writing to share it with others (captions) • Understand correct orientation of letters and words	• Develop memory, hold a short sentence in meaningful context • Begin to use a full stop at the end of a sentence	• Attempt to write a short sentence in meaningful context(s) • Form most lower-case letters correctly • Write captions/phrases and begin to write simple sentences using known GPCs
Fine Motor	• Further develop small motor skills so that they can use a range of tools competently, safely and confidently.		• Use a pencil and hold it effectively with correct pencil grip	• Handle tools, objects, construction and drawing materials safely and with competency,		• Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: - Effective pencil grip - Correct letter formation
Oracy Opportunities (Communication & Language)	▪ Describe events in some detail ▪ Develop and use social phrases with confidence	• Link statements and stick to a main theme or intention • Use new vocabulary in different contexts	• Use talk to organise, sequence and clarify thinking, ideas, feelings and events	• Orally rehearse caption of sentence before writing • Use talk to help work out problems, organise thinking & activities explain how things work/why things happen • Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	▪ Begin to connect one idea or action to another using a range of connectives	▪ Perform rhymes and poems with others
Duration *(Estimated)*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*
	6-week term 2025			*6-week term 2025*		

Literacy long-term plan for writing - Reception						
Literacy Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Framework 2021) Phonics – Read Write Inc Writing Early Learning Goal: Children at the expected level of development will: • 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.						
	Summer Term 1			**Summer Term 2**		
Stimuli	 What The Ladybird Heard (Julia Donaldson)	Non-fiction Farm (range of books)	 Squash and a Squeeze (Julia Donaldson)	 Handa's Surprise (Eileen Browne)	 Clem and Crab (Fiona Lumbers)	**Book 3** Poetry – Seaside poems
Writing objectives	▪ Break the flow of speech into words to compose a sentence ▪ Write simple phrases which can be read by themselves and others	▪ Re-read what they have written to check that it makes sense	▪ Secure sounds to letters, naming and sounding the letters of the alphabet. ▪ Write simple sentences which can be read by themselves and others ▪ Write recognisable letters (lower case) most of which are formed correctly	▪ Write simple phrases and sentences that can be read by others	▪ Begin to write common capital letters word spacing ▪ Use a full stop at the end of a sentence ▪ Re-read what they have written to make sure it makes sense (sentences)	**<u>Writing ELG</u>** - 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.
Fine Motor	▪ Show more confidence in using a range of small tools, including scissors, paint brushes and cutlery ▪ Begin to show accuracy and care when drawing.		▪ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	• Consolidate tripod grip • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Show increasing accuracy when drawing	Confidently use a range of small tools, including scissors, paint brushes and cutlery.
Oracy Opportunities **(Communication & Language)**	▪ Question why things happen and give explanations ▪ Begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future	▪ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	▪ Oral rehearsal of sentence before writing		▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	▪ Learn rhymes, poems and songs. ▪ Be increasingly confident performing rhymes and poems with others ▪ Use a range of tenses ▪ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
Duration ***(Estimated)***	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*2 weeks*	*1 week*

Progression in transcription

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Form lower-case letters correctly and consistently. Use capital letters and digits correctly. Begin to develop a comfortable pencil grip and appropriate letter size.	Form letters of the correct size and orientation. Use spacing between words. Begin to join letters where appropriate. Develop increasing fluency.	Use a joined, legible handwriting style. Form letters accurately and consistently. Increase speed without loss of legibility.	Maintain joined, legible handwriting with increasing fluency and speed. Develop a personal style while retaining consistency.	Write fluently and legibly at increasing speed. Adapt handwriting for different purposes, e.g. notes, drafts and presentation.	Write legibly, fluently and at an appropriate speed. Develop a personal, consistent style and make deliberate choices about presentation.
Spelling	Spell words using taught GPCs. Segment spoken words into phonemes. Spell common exception words. Apply taught suffixes such as **-s, -es, -ing, -ed, -er, -est**.	Segment words into phonemes and represent them accurately. Spell common exception words. Apply rules for suffixes including **-ment, -ness, -ful, -less, -ly**. Use apostrophes for contractions and possession.	Apply known spelling patterns and prefixes/suffixes. Understand and use common homophones. Spell words from the statutory Year 3/4 list. Use dictionaries to check spelling.	Apply spelling rules consistently. Understand word families, prefixes and suffixes. Spell statutory Y3/4 words accurately. Begin to recognise when a word's spelling needs checking.	Spell words from the statutory Y5/6 list. Use morphology, etymology and word families to support spelling. Distinguish increasingly complex homophones. Use dictionaries and digital spellcheck appropriately.	Spell most words accurately, including statutory Y5/6 vocabulary. Apply knowledge of morphology, etymology and word structure. Independently identify and correct spelling errors.
Punctuation	Use capital letters, full stops, question marks and exclamation marks. Use capital letters for names, places, days and the personal pronoun **I**.	Use commas in lists. Use apostrophes for contractions and singular possession. Use capital letters and end punctuation accurately.	Use inverted commas for direct speech. Use commas after fronted adverbials. Use apostrophes accurately. Begin to use a wider range of punctuation deliberately.	Use commas to mark clauses and phrases. Use apostrophes accurately. Use inverted commas and other punctuation for speech. Use punctuation to clarify meaning.	Use commas, brackets, dashes and other punctuation accurately. Use punctuation to indicate parenthesis and clarify meaning.	Use punctuation accurately and deliberately, including commas, brackets, dashes, colons, semi-colons and hyphens where appropriate. Make choices that support meaning and effect.
Sentence transcription	Orally rehearse sentences before writing. Write simple sentences independently. Leave spaces between words. Use capital letters and full stops reliably.	Write increasingly complex sentences independently. Maintain accurate spacing and basic punctuation. Begin to sustain writing across a sequence of sentences.	Record ideas fluently and accurately. Use punctuation and spelling with increasing automaticity so that transcription does not prevent composition.	Sustain accurate transcription over longer pieces. Apply spelling and punctuation knowledge with increasing independence.	Transcribe increasingly complex ideas efficiently. Maintain accuracy while concentrating on composition, structure and effect.	Transcription should be sufficiently automatic that pupils can concentrate on content, structure, audience and authorial effect.
Proofreading	Re-read writing aloud to check that it makes sense. Correct some spelling, punctuation and letter-formation errors with support.	Re-read writing and make simple corrections independently. Check spelling against known patterns and word lists.	Proofread for spelling, punctuation and grammatical errors. Use a dictionary to check unfamiliar words.	Proofread systematically, identifying errors in spelling, punctuation and grammar. Correct independently.	Edit and proofread with increasing precision. Use reference materials independently where appropriate.	Independently proofread and correct writing. Identify errors and make purposeful improvements without relying on an adult to identify problems.
Fluency & stamina	Develop stamina for short independent writing tasks. Focus on accurate letter formation, spelling and basic punctuation.	Sustain independent writing for longer periods while maintaining legibility and accuracy.	Increase writing speed and stamina. Develop automatic recall of common spelling patterns and punctuation conventions.	Write at greater length with consistent transcription accuracy. Reduce cognitive load associated with spelling and handwriting.	Write fluently for sustained periods while managing increasingly sophisticated composition demands.	Demonstrate fluent, efficient transcription over extended pieces, allowing attention to be directed primarily towards composition and craft.
Independence	Adult modelling and prompts are frequently needed.	Increasingly apply taught conventions independently.	Select and apply appropriate transcription strategies independently.	Monitor own accuracy and make corrections without prompting.	Identify when transcription is interfering with composition and select an appropriate strategy or resource.	Take full responsibility for transcription accuracy and presentation, selecting strategies and resources independently.

Whole School LTP

Whole School Writing LTP

	Autumn 1			Autumn 2			Spring 1			Spring 2		Summer 1			Summer 2		
Year 1	The Body 	The lion inside 	The Gingerbread man 	Space Tortoise 	Brown Bear 	Careful Santa 	Lost and Found 	How to wash a Woolly Mammoth 	Recount Trip	The three Billy goats Gruff 	The naughty Bus 	The seaside Joe Peters	Goldilocks and just the one bear. 	Animals 	Bumble 	Recount trip	What is pink? Christian Rosetti.
	Captions. lists and labels	Character description	Narrative retell Instructions	Narrative retell	Poetry	Formal letter	Narrative retell	Instructions	Recount trip	Narrative retell.	Narrative retell	Poetry	Narrative retell.	Fact file.	Character description	Recount	poetry
Year 2	Little Red 	The owl and the pussycat 	There's an orangutan in my bedroom. 	The boy who loved Maps 	A world of food 	Snowman 	Don't let the pigeon drive the bus. 	Daft Jack and the Beanstalk 	~~Aerospace~~ trip	Baker's boy and the Great Fire of London 	Dragon machine 	Seed to plant 	My two grannies 	Secret of Black rock 	Mad meals by Michael Rosen	True story of 3 little pigs 	Tourist leaflet
	Narrative retell	Poetry	Non-~~chronological~~ report	Leaflet	Setting description instructions	Diary recount	Persuasive letter	Narrative retell	Recount trip	Recount diary	Narrative retell	Non-chronological report.	Narrative retell	Recount diary	Poetry nonsense	Narrative retell	Persuasive leaflet.
Year 3	The BFG 	The boy, the mole, the fox and the horse. 	It's a no money day. 	Stone Age Boy 	Christmas Pine 		Journey 	Iron man 		The Twits 		Mirror 	The lion, the witch and the wardrobe. 		Escape from Pompeii 	~~Dragonracers~~ 	
	Recipe Informal letter	Playscripts	Campaign speech	Narrative	Poetry		Narrative	Explanation text. Descriptive poetry		Recount - journal. Persuasive letter News report		Informal letter	Narrative		Recount - journal Non-chronological report.	Persuasive poster. Persuasive advert.	
Year 4	The Egyptian Cinderella			A series of unfortunate events			Firework Maker's Daughter			World burn down	Classical poetry Crocodile	~~Beowolf~~		Magic box	Charlie and the Chocolate factory		
	Instructions Narrative retell. Persuasive speech			Persuasive letter Narrative sequel			Informal letter Recount journal			Non-chronological report. Narrative retell.	Classical Poetry	Recount diary. Narrative adventure.		Modern poetry.	Explanation text Letter of complaint Playscripts.		
Year 5	I survived a Japanese Tsunami		The flood	In Flander's Field	Treason by Berlie Doherty		Stories from Shakespeare			Holes by Lois Sachar		The last Bear			The last Bear		
	Explanation text News report		Narrative	Performance poetry	Recount Narrative		Recount diary Playscript Poetry			Informal letter Narrative		Non-chronological report Narrative			Persuasive leaflet/poster Formal letter News report		
Year 6	Rock, paper, scissors	~~Floodland~~	Stephen Lawrence	Street Child		Christmas advert	Pig Heart Boy			The Day the Crayons Quit		Alma	Avatar		Christmas truce advert	How to survive year 6.	Highway man
	Narrative retell	Persuasive speech Narrative dialogue	Poetry	Recount diary Informal letter Narrative ending		Playscript	Recount journal Narrative chapter (dialogue) Non-chronological report			Informal letter Formal letter Formal letter		Narrative retell	Non-chronological report Recount journal		Narrative retell	Explanation text	Poetry narrative

Appendix 2 – lesson cover sheet example

Year 6	Term: Spring 1
Text type: Fiction	
	
Writing purpose:	
Balanced argument for and against sailing around the world.	
Writing opportunities:	
WALT 1: Explore the features of a balanced argument	
WALT 2: Use causal conjunctions	
WALT 3: Explore reasons for and against sailing around the world	
WALT 4: Plan a balanced argument	
WALT 5: Write a balanced argument	
Key features:	
Title – clearly explains what the argument is about and may be a question.	
Opening paragraph to introduce the argument.	
Written in paragraphs.	
Clear arguments for and against.	
Concluding paragraph that includes the writer's own opinion.	
Points are made and backed up with supporting evidence.	
Written in formal and technical language.	
Uses causal conjunctions and adverbials to support argument.	
My writing targets:	

Year 2	Term: Summer 2	Unit 1
Text type: Fiction		



Writing purpose:	**Target:**
Character description Story retell – twisted traditional tale	

Writing opportunities:	
WALT 1: Make sensible predictions.	
WALT 2: Use apostrophes for possession.	
WALT 3: Identify the features of a character description.	
WALT 4: Identify key vocabulary to describe a character.	
WALT 5: Write a character description.	
WALT 6: Use commas in a list.	
WALT 7: Use a range of sentence types.	
WALT 8: Plan a twisted traditional tale.	
WALT 9: Identify key vocabulary to plan a twisted traditional tale.	
WALT 10: Orally tell a story.	
WALT 11: Write a twisted traditional tale.	

Key features:	
To use a range of sentence types.	
To use apostrophe for possession.	
To use commas in a list	
To use expanded noun phrases	
To describe the characters thoughts, feelings and appearance.	
To plan a retell.	
To retell the story as a twisted traditional tale	

Appendix 3 – literacy whole class feedback sheet

Date: 11.9.23 Focus: Writing a story ending

Work to praise and share	Focus group	Spellings	Areas for development
• AK – imagination and creation of atmosphere • NB – Punctuation and use of fronted adverbials and speech	• Handwriting (KT, HF, FS, FS, FB, LR, TW) • Basic sentence work (FSm, AH)	• Climbed • Something • Which • Stepped	• Handwriting • Formation of specific letters (j and q) • Use of capital letters (random capitals mid sentence) • Identifying where a sentence ends • Varying sentence openers • Varying sentence length for effect • Using a dictionary to check spellings
Things we did really well	**Grammar**	**Punctuation**	**Incomplete**
• Most children attempting to use fronted adverbials (forgetting commas) • Most children attempting to punctuate direct speech (forgetting punctuation at end/start)	• Some children still struggling to understand where a sentence should end	• Basic punctuation at the end of sentences (e.g. question marks for questions) • Apostrophes for contractions • Commas for expanded noun phrases • Commas for fronted adverbials	• KT - absent

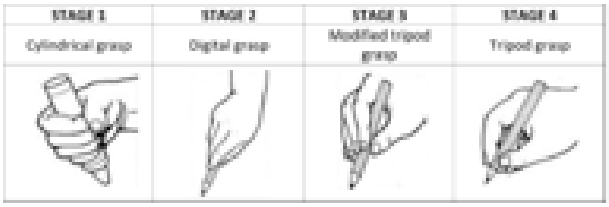
Appendix 4 – writing assessment sheets

	Nursery Writing assessment sheet (Feb 2025)	Baseline	Aut 2	Spr 2	Sum 2
	N1+ (Emerging within the N curriculum)				
W	Engage in mark making activities, showing awareness that they're making marks, e.g. painting fence panel with water				
W	Make controlled marks using tools or their finger in sand, glitter etc				
FM	Explore a range of different materials and tools e.g. use paintbrushes and rollers to make marks on paper or a wall outside				
	N2– (Emerging within the N curriculum)				
W	Begin to show an awareness of the difference between drawing and writing				
W	Engage in purposeful mark making and assign meaning to their marks e.g. 'this is a dog'				
W	Begin to choose a dominant hand for mark making				
FM	Begin to use scissors safely making snips in paper				
FM	Begin to draw lines and circles using smaller movements on paper				
FM	Use comfortable grip with increasing control when holding a pencil (beginning to hold pencil between thumb and two fingers)				
	N2= (Developing within the N curriculum)				
W	Begin to write own name using a name card (with some recognisable letters)				
W	Use some symbolic shapes and begin to use some print and letter knowledge (from name) in mark marking / early writing and ascribe meaning				
W	Mark make (or write) for a purpose (including in role play) e.g. lists, cards, labels				
W	Begin to break the flow of speech into words – oral rehearsal / dictating to adults what they want to write				
FM	Use one-handed tools/equipment e.g. making snips in paper with scissors.				
FM	Developing correct pencil grip e.g. modified tripod grasp				
FM	Confidently draw lines and circles using smaller movements on paper				
	N2+ (Secure within the N curriculum)				
W	Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list starting at the top of the page; writing 'm' for mummy				
W	Write some or all of their first name (without name card) *Nursery teacher to indicate what child can do at the end of the year:* *One letter only* ☐ *Some of first name* ☐ *All of first name* ☐ *Some of surname* ☐ *All of surname* ☐				
W	Write some letters accurately				
FM	Use a comfortable grip with good control when holding pens and pencils				
FM	Show preference for dominant hand when using a range of one-handed tools and equipment				
FM	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips				

As per the EYFS framework, teachers should draw on their knowledge of the child and their own expert professional judgement. Children do not necessarily need to have met every objective to be awarded the N2+/R-/R= level. Moderation should take place regularly with fellow EYFS practitioners and Year 1 teachers. Please see guidance below taken from EYFS framework.

EYFS framework Oct 2024 – Early Learning Goal judgements

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Teachers should only make judgements based on the criteria that are set out in the ELGs themselves and should not add any additional criteria. The best-fit model requires teachers to consider the whole of each ELG description when making these judgements. Best-fit does not mean that the child has equal mastery of all aspects of the ELG. Each ELG descriptor is written in bullet point form, but this is for presentational purposes only to aid clarity; teachers should not 'tick off' these bullet points one by one but should use their professional judgement to determine whether each ELG in its totality best-fits the child's learning and development. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor. Any internal or peer-to-peer moderation conversations should, as far as possible, be based on the teacher's own knowledge of their children.



	Reception Writing assessment sheet (Feb 2025)	Baseline	Aut 2	Spr 2	Sum 2
	N2+ (R baseline)				
W	Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list starting at the top of the page; writing 'm' for mummy				
W	Write some or all of their first name (without name card) *Nursery teacher to indicate what child can do at the end of the year:* *One letter only* ☐ *Some of first name* ☐ *All of first name* ☐ *Some of surname* ☐ *All of surname* ☐				
W	Write some letters accurately				
FM	Use one-handed tools/equipment e.g. making snips in paper with scissors				
FM	Use a comfortable grip with good control when holding pens and pencils				
FM	Show a preference for a dominant hand				
FM	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips				
	R – (Emerging within the R curriculum)				
W	Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge				
W	Write initial sounds with correct grapheme				
W	Spell CVC words correctly (using known sounds)				
W	Understand directionality of print (writing left to right)				
FM	Be increasingly confident using a pencil effectively with correct grip (may not be consistent)				
	R – (Developing within the R curriculum)				
W	Write labels and captions that are phonetically plausible (may be attempting to write a short sentence)				
W	Begin to re-read what they have written (with support, start to check it makes sense)				
W	Continue using phonic knowledge to spell words				
W	Begin to spell some 'red' words correctly e.g. the, no, my, of, I*(not ELG can)				
W	Break the flow of speech into words & develop oral rehearsal (think it, say it, write it, read it)				
FM	Handle tools, objects, construction and drawing materials safely and with competency, developing fine motor strength				
FM	Hold a pencil effectively to form an increasing number of recognisable letters				
	R+ Early Learning Goal				
W	Write recognisable letters, most of which are correctly formed				
W	Spell words by identifying sounds in them and representing the sounds with a letter or letters				
W	Write simple phrases and sentences that can be read by others				
FM	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases				
FM	Use a range of small tools, including scissors, paint brushes and cutlery				
FM	Begin to show accuracy and care when drawing				

As per the EYFS framework, teachers should draw on their knowledge of the child and their own expert professional judgement. Children do not necessarily need to have met every objective to be awarded the N2+/R-/R+ level. Moderation should take place regularly with fellow EYFS practitioners and Year 1 teachers. Please see guidance below taken from EYFS framework.

EYFS framework Oct 2024 – Early Learning Goal judgements

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Teachers should only make judgements based on the criteria that are set out in the ELGs themselves and should not add any additional criteria. The best-fit model requires teachers to consider the whole of each ELG description when making these judgements. Best-fit does not mean that the child has equal mastery of all aspects of the ELG. Each ELG descriptor is written in bullet point form, but this is for presentational purposes only to aid clarity; teachers should not 'tick off' these bullet points one by one but should use their professional judgement to determine whether each ELG is its totality best-fits the child's learning and development. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor. Any internal or peer-to-peer moderation conversations should, as far as possible, be based on the teacher's own knowledge of their children.

STAGE 1	STAGE 2	STAGE 3	STAGE 4
Cylindrical grasp	Digital grasp	Modified tripod grasp	Tripod grasp
			
1 – 1.5 years	2-3 years	3.5 – 4 years	4.5 years +

Year 1 – Working Towards the Expected Standard						
I can write more than one sentence on an idea.						
I am beginning to punctuate some sentences using a capital letter and a full stop.						
I can leave spaces between most (80%) words.						
I can spell words containing most (80%) of the 40+ phonemes already taught.						
I can spell some common exception words.						
I can apply some simple Year 1 spelling rules and guidance.						
I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.						
I can form capital letters mostly (80%) correctly.						
Year 1 – Working at the Expected Standard						
I can sequence sentences to form short narratives.						
I am beginning to check that my sentences make sense.						
I am beginning to punctuate sentences using a capital letter and a full stop.						
I can join words and join clauses using 'and'.						
I can leave spaces between words.						
I can sometimes use question marks correctly.						
I can sometimes use exclamation marks correctly.						
I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.						
I can spell words containing each of the 40+ phonemes already taught.						
I can spell most (80%) common exception words correctly.						
I can apply simple Year 1 spelling rules and guidance.						
My writing includes GPCs and common exception words taught so far.						
I can form lower-case letters in the correct direction, starting and finishing in the right place.						
I can form capital letters correctly.						
I am beginning to develop a consistency in letter formation, especially within handwriting 'families'						
Year 1 – Working at Greater Depth within the Expected Standard						
I can draft sustained pieces of writing.						
I can sequence sentences to form more sustained narratives.						
I am beginning to use some features of text types where appropriate.						
I can check that my sentences make sense.						
I can join words and join clauses using 'and' 'but' and 'so'.						
I can punctuate sentences using a capital letter and a full stop, most (80%) consistently.						
I can use question marks or exclamation marks where appropriate.						
I can apply Year 1 spelling rules and guidance consistently.						
I am showing consistency in letter formation, especially within handwriting 'families' (i.e. letters that are formed in similar ways).						

Year 2 – Working Towards the Expected Standard						
I can write sentences that are sequenced to form a short narrative (real or fictional).						
I can demarcate some sentences with capital letters and full stops.						
I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.						
I can spell some common exception words.						
I can form lower-case letters in the correct direction, starting and finishing in the right place.						
I can form lower-case letters of the correct size relative to one another in some of my writing.						
I can use spacing between words.						
Year 2 – Working at the Expected Standard						
I can write simple, coherent narratives about personal experiences and those of others (real or fictional)						
I can write about real events, recording these simply and clearly.						
I can demarcate most (80%) sentences in my writing with: • Capital letters • Full stops • Question marks when required.						
I can use co-ordination (e.g. or / and / but) to join clauses.						
Begin to use commas to separate items in lists (see evidence at least once)						
Use apostrophes to mark contracted forms and begin to use them to show singular possession (accurately at least once)						
Use some expanded noun phrases to describe and specify						
Use present and past tense most (80%) correctly and some use of progressive.						
I can use some (30%) subordination (e.g. when / if / that / because).						
I can use present and past tense mostly (80%) correctly and consistently.						
I can segment spoken words into phonemes and represent these by graphemes, spelling many (80%) of these words correctly and making phonically-plausible attempts at others.						
I can spell many (80%) common exception words*						
I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
I use spacing between words that reflects the size of the letters.						
Year 2 – Working at Greater Depth within the Expected Standard						
I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.						
I can make simple additions, revisions and proof-reading corrections to my own writing.						
I can use the punctuation taught at key stage 1 mostly (80%) correctly: - Capital letters Full stops -Question marks -Exclamation marks -Commas to separate items in a list Apostrophes for contraction -Apostrophes for possession (singular).						
I can spell most (80%) common exception words.						
I can add suffixes to spell most (80%) words correctly in my writing (e.g. ~~-ment~~, -ness, -~~ful~~, -less, -~~ly~~).						
I can use the diagonal and horizontal strokes needed to join some (30%) letters.						

Year 3 – Working Towards the Expected Standard						
I can write simple, coherent narratives about personal experiences and those of others (real or fictional).						
I can write about real events, recording these simply and clearly.						
I can describe settings and characters using simple expanded noun phrases.						
I can use simple conjunctions for coordination and subordination.						
I can use present and past tense verb forms mostly (80%) correctly and consistently.						
I can demarcate most (80%) sentences with capital letters and full stops; question marks and exclamation marks.						
I can use commas to separate items in a list.						
I am beginning to proofread and edit my work to check for basic errors.						
I can spell common exception words (Year 1/2) most (80%) correctly and apply Y1/2 spelling rules accurately as well as some (30%) Year 3/4 words.						
I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I can use spacing between words that reflects the size of the letters.						
Year 3 – Working at the Expected Standard						
I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.						
I can create simple settings, characters and a basic plot in narratives.						
I am beginning to use simple organisational devices in non-narrative material (paragraphs, subheadings and headings).						
I can compose and rehearse simple sentence structures orally (including dialogue), beginning to build a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).						
I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. I can use some (30%) conjunctions, adverbs and prepositions to express time and cause.						
I understand when to use the forms a or an.						
I am beginning to assess the effectiveness of my own and others' writing and suggest improvements, including proposing changes to grammar and vocabulary.						
I can proof-read for some (30%) spelling and punctuation errors.						
I can demarcate most (80%) sentences with: • **Capital letters and full stops** • **Question marks** • **Exclamation marks** • **Apostrophes for contraction** • **Apostrophes for possession (regular plurals).**						
I am beginning to use inverted commas to punctuate direct speech.						
I am beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left un-joined.						
I am beginning to increase the legibility, consistency and quality of my handwriting.						
I can use some (30%) prefixes and suffixes and understand how to add them. (super-, anti-, auto-)						
I can spell some (30%) homophones						
I can spell many words (30%) that are often misspelt from the common exception word list. (English Appendix 1).						

Year 3 – Working at Greater Depth within the Expected Standard						
I can write effectively and coherently for different purposes and audience, drawing on my reading to inform the vocabulary and grammar of my writing and selecting specific organisational features.						
I can use pronouns to avoid repetition.						
I can use adverbial phrases to support cohesion.						
I can use the full range of punctuation taught at Key Stage 1 and in Year 3 correctly.						
I can spell most (80%) words correctly (Y1-Y3 lists) including the addition of prefixes and suffixes.						
I can produce legible, joined handwriting.						

Year 4 – Working Towards the Expected Standard						
I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.						
I can describe settings and characters using expanded noun phrases.						
I can use different sentence types in my writing.						
I can use a range of conjunctions for coordination and subordination.						
I can use present and past verb forms most (80%) correctly and consistently.						
I can demarcate most (80%) sentences with: capital letters and full stops; question marks; exclamation marks and commas in lists (where appropriate).						
I am beginning to proofread and edit my work to check for basic errors.						
I can spell common exception words, contracted forms and words following Year 1/3 spelling rules most (80%) correctly. I can spell some (30%) words correctly from the Year 3/4 list.						
I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.						
I am beginning to use the diagonal and horizontal strokes needed to join letters in some (30%) of my writing.						
Year 4 – Working at the Expected Standard						
I can write effectively and coherently for different purposes and audiences, selecting the appropriate organisational features.						
I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.						
I can create settings, characters and plot in narratives using more detail.						
I can use appropriate organisational devices in non-narrative material (for example, headings and sub-headings).						
I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).						
I can organise paragraphs around a theme consistently.						
I can use expanded noun phrases to convey complicated information concisely.						
I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.						
I can use fronted adverbials followed by commas.						
I use *Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done).*						
I can demarcate sentences with: - Capital letters and full stops - Question marks - Exclamation marks - Apostrophes for contraction - Apostrophes for possession (regular and irregular plurals).						
I can use and punctuate direct speech, mostly (80%) correctly.						
I can assess the effectiveness of my own and others' writing and suggest improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.						
I can proof-read consistently for spelling and punctuation errors.						
I can use further prefixes and suffixes and understand how to add them.						
I can spell further homophones and can spell most (90%) words that are often misspelt (English Appendix 1).						
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.						
I am increasing the legibility, consistency and quality of my handwriting.						

Year 4 – Working at Greater Depth within the Expected Standard  						
I can write effectively and coherently for different purposes and audiences, selecting the appropriate organisational features and engaging the reader.						
I can use paragraphs to structure writing consistently.						
I can maintain Standard English, mostly (80%) correctly.						
I can use the full range of punctuation taught at Key Stage 1 and in Year 3/4 correctly: - Capital letters and full stops - Question marks - Exclamation marks - Apostrophes for contraction - Apostrophes for possession, including plural possession - Commas in lists and after fronted adverbials Inverted commas.						
I can spell most (80%) words correctly (Y1-Y4 lists) including the addition of prefixes and suffixes.						
I can produce legible, joined handwriting.						

Year 5 – Working Towards the Expected Standard						
I can write for a range of purposes.						
In narratives, I can describe settings and characters.						
In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).						
I can use a range of sentence types including using coordinating and subordinating conjunctions.						
I can use paragraphs to organise ideas consistently.						
I can demarcate most (80%) sentences with: - Capital letters and full stops - Question marks - Exclamation marks - Commas for lists - Apostrophes for contraction - Punctuation for direct speech (beginning).						
I can independently proofread and edit my work to check for basic errors.						
I can spell common exception words, contracted forms and words following Year 1 and 2 spelling rules correctly.						
I can spell many (80%) words correctly from the Year 3/4 list and I am starting to spell some (30%) Year 5/6 words correctly.						
I can write legibly.						
Year 5 – Working at the Expected Standard						
I can identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for my own.						
I am beginning to use specific organisational and presentational devices to structure text and to guide the reader.						
I consider how characters and settings are developed within a piece of writing.						
I am beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (e.g. verb forms, passive verbs, modal verbs and adverbs).						
I integrate dialogue to convey character and advance the action in narratives.						
I can use some (30%) devices to build cohesion within and across paragraphs.						
I can use the correct tense throughout a piece of writing.						
I can use relative clauses beginning with: who, which, where, when, whose, that or with an implied relative pronoun.						
I can use the punctuation taught in Y1-Y5 most (80%) correctly, including accurate punctuation of direct speech.						
I use brackets, dashes or commas to indicate parenthesis (used correctly in 3/3 forms).						
I can assess the effectiveness of my own and others' writing. I am beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.						
I can proof-read for spelling and punctuation errors independently.						
I am beginning to spell some (30%) words with 'silent' letters (for example, knight, psalm, solemn) and homophones.						
I can spell most (80%) of the words on the Year 3/4 word list and some (30%) of the words on the Year 5/6 word list correctly.						
I can choose whether or not to join letters and write fluently in a cursive script.						
Year 5 – Working at Greater Depth within the Expected Standard						
I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).						
I can select vocabulary and grammatical structures that reflect what the writing requires.						
I can use the full range of punctuation taught in Years 1 – 5 most (80%) correctly.						
I can spell most (80%) words correctly (Y1-Y6 lists) including the addition of prefixes and suffixes.						

Year 6 – Working Towards the Expected Standard						
I can write for a range of purposes.						
In narratives, I can describe settings and characters.						
In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).						
I can use paragraphs to organise ideas.						
Use punctuation mostly (80%) correctly: - Capital letters - Full stops - Question marks - Commas for lists Apostrophes for contraction.						
I can spell correctly most (80%) words from the Year 3/4 spelling list.						
I can spell correctly some (60%) words from the Year 5/6 spelling list.						
Year 6 – Working at the Expected Standard						
I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).						
In narratives, I can describe settings, characters and atmosphere.						
I can integrate dialogue in narratives to convey character and advance the action.						
I can select vocabulary and grammatical structures that reflect what the writing requires, doing this most (80%) appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).						
I can use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).						
I can use the range of punctuation taught at key stage 2 most (80%) correctly (e.g. inverted commas and other punctuation to indicate direct speech).						
Exclamation marks						
Inverted commas						
Commas for clarity						
Punctuation for parenthesis						
Semi-colons						
Dashes						
Colons						
Hyphens						
I can spell correctly most (80%) words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.						
I can maintain legibility in joined handwriting when writing at speed.						
Year 6 – Working at Greater Depth within the Expected Standard						
I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure).						
I can distinguish between the language of speech and writing and choose the appropriate register.						
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
I can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.						