



Writing Policy

BEDWELL PRIMARY SCHOOL

**Bedwell Crescent,
Stevenage, Herts, SG1 1NJ**

Revised September 2022

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1. INTENT: OUR AIMS AND EXPECTATIONS

Here at Bedwell Primary School we encourage our pupils to write with imagination and creativity. We provide a wide range of opportunities, delivered in a way that inspires and motivates the children. We expose our pupils to a whole host of genres (Appendix A) and writing styles, in fun and engaging ways, so that their writing experiences are thought of as interesting (and often exciting) ways to learn.

In addition to this, we work continuously to develop the technical skills involved in writing coherently. The children are taught the importance of engaging their audience, and the need to use spelling, punctuation, grammar and handwriting skills, in order to help their reader understand what they want to say.

2. IMPLEMENTATION: THE TEACHING OF WRITING

Talk for Writing

At Bedwell, we teach writing through Pie Corbett's Talk for Writing model. This is built around the premise that learning stories orally is a powerful tool for helping children to internalise language patterns. Oral learning of both fiction and non-fiction writing, involves the children hearing and speaking the text. These are taught in a multi-sensory manner, using story maps (visual representation) and actions (kinaesthetic). The stories are repeated again and again - as a class, in groups and in pairs, until quite rapidly the children become familiar with the text and are able to retell it independently. From here the children use this model to create their own story and adapt it in a form which shares the same structure and features as the model, yet has taken on a version of its own.

How does it work?

The process is split into three phases - the **3i's**, but first a **Cold Task** is undertaken as a baseline assessment point for the genre that is going to be taught. From this initial piece of writing, individual targets can be set (linking in with whole school assessment objectives - see *Appendix B*) and shared with the children. This is each individual child's starting point.

Phase 1 – Imitation (approximately 2 weeks)

Day one includes an opening '**hook**', to grab the children's interest and establish the purpose of the unit of work. The story map is shared, and the teacher models how to perform the text. This is done by demonstrating good story telling techniques and displaying lots of expression and **enthusiasm** (the children need to be onboard with the text as they will be practising it daily for the next fortnight). Over the coming days, as well as immersing themselves in the story and rehearsing the 'map', they will be engaged in a series of activities to deepen their understanding. Spelling, the grammar focus, reading as a reader as well as reading as a writer are all covered within this phase. They will also plan - or 'Box up' - their own version of the text.

Phase 2 – Innovation (the shared write phase)

During this phase, the children will write their own story, based on the structure that has been learned through the model text. This works for both fiction and non-fiction genres and it is important to make sure that the children understand the features that they should be including. This can be done by referring to the 'Toolkit' which will have been created by the class during the 'Imitate' phase. The children should also be aiming to 'hit' their personal targets during this phase, practising the skills needed so that when assessed, the moderator has evidence that they are secure in meeting specific objectives. Once their story/text has been written, the children then have the opportunity to edit and improve their work, before re-drafting and presenting their final piece of work. This should be presented in a way that shows the value given to each child's writing. It is something that each child be proud of.

Phase 3 – Invent (independent assessment piece)

This is the shortest phase, with the children demonstrating everything they have learned over the unit of work in a final independent **Invention**. The teacher needs to plan carefully how to adapt the original task into one where the child can use the same structure and Toolkit features, yet produce a piece of writing that does not over-rely on the model text - see *Invention Progression*. This final piece of work will be used as an assessment piece and evidence of the progress made compared with the Cold Task. The children should be encouraged to hit all of their personal targets so that clear progress can be identified.

Please see our Talk for Writing Teaching Handbook for further details.

3. PHONICS

Reading and writing go hand in hand - reading supports the children's ability to spell and write with creativity. Pupils in EYFS and Key Stage 1 learn to read effectively and quickly using the Read Write Inc. Phonics programme. They progress from the scheme once they can read with accuracy and speed.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously across Years 1 and 2, according to their phonics understanding, with a maximum of 8 children in each group. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. It also ensures that all children are reading at an appropriate decoding level every day. Children are assessed by the RWInc Leader ever 6-8 weeks, with groups reorganised each time to ensure phonic knowledge develops as rapidly as possible for each child.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings - common exception words. Children are taught as a class for the first half-term, after which they are grouped according to their phonics understanding (following assessment by the RWInc Leader). As with Years 1 and 2, assessment and re-grouping takes places every 6-8 weeks. Children are usually only grouped with others from Reception, though those with the most advanced understanding may be grouped with children from Year 1.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Additional support for lower-attaining pupils and those whose progress has slowed

In order to kick-start progress for these pupils, these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs and fill identified gaps in their knowledge.

The role of the Read Write Inc Leader

The school's shared vision is that every pupil learns to read quickly and continues to read - widely and often. To ensure this, the Read Write Inc leader continually monitors the quality of teaching and provides coaching for staff who deliver phonics sessions (both teachers and teaching assistants). The reading leader's roles include:

- Ensuring that our teaching of reading is of the highest quality and that all our pupils make progress
- Ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- Keeping the groups homogeneous (at the same reading level) through regular assessment and re-grouping
- Providing further training (through masterclasses, coaching/ observation and face-to-face feedback)
- Meeting regularly with the school's Read Write Inc Advisor to monitor standards and agree next steps

4. SPELLING

Children in KS2 are taught spelling within daily whole class teaching. The transition between KS1 and KS2 is aided through the use of RWInc Spelling Lessons. This interactive program builds on what has been previously taught in KS1 and links closely with National Curriculum requirements. Each child has a spelling buddy, and completes activities on a whole class, paired and individual basis.

Within the English lesson, spelling features significantly. High frequency words from the National Curriculum Word Lists are planted within each model text, and displayed in every class room. These words are tested as pre and post unit spelling tests and the children focus on learning these over the course of the unit of work. Whilst shared writing, the spelling of 'red words' and those being currently taught are modelled and explicitly discussed. In addition to this, spelling homework is given in a bid to increase the accuracy of spelling in everyday writing. The content of the homework is based on the outcomes of spelling assessments - backtracking and securing the common exception words of previous year groups and identifying conventions that require additional teaching and practise.

When marking, not every spelling mistake is highlighted, and a progression of support is adopted. In KS1, spelling errors are addressed by the teacher showing the child how to correctly spell the word, the child then underlines the area within the word which they have got wrong, and then will write the word correctly. The next step, is for 'sp' to be written above the error. The child is then to correct the mistake in green pen. For our most able/older writers, the children will be guided with general comments about looking for a certain number of incorrect spellings within a passage of work. Class teachers encourage pupils to 'buddy up' to edit and improve their writing, including the correction of spelling mistakes.

Please refer to our Spelling Policy for additional details.

5. GRAMMAR AND PUNCTUATION

Grammar and punctuation skills are taught both implicitly and explicitly at Bedwell. Each Talk for Writing unit has a focus on grammar conventions appropriate to each year group and class attainment levels (see *National Curriculum Appendix 2*). We provide a full coverage of these over the course of the year, through careful planning. We consider each aspect, where it can be slotted into our long-term planning and then build more universal conventions around this (such as bullet points, colon, sub-headings, imperative verbs, modal verbs etc for instructions or explanation texts). Stand-alone lessons and consolidation through shared writing are delivered on an on-going basis. Our writing assessment standards reflect the age-related expectations for grammar and as such personal targets may include grammar conventions. Classrooms reflect the high expectations we have regarding correct grammatical use, and support is available through discussion, displays and individual pupil booklets.

From Year 3 onwards, daily grammar sheets are completed by the children. These have been formatted to reflect age-related expectations. The answers are covered during the same day, with the children peer or self-marking. As the school year progresses, these grammar sheets increase in complexity. This enables our children to learn the different conventions needed to achieve national expectations.

Historically, Bedwell SATs results have shown a steady upward trend in Spelling, Grammar and Punctuation with our 2019 cohort achieving 82% pass rate and 37% working at greater depth. This compares very favourably with the National statistic of a 78% pass rate, and 36% achieving greater depth.

6. VOCABULARY

Vocabulary is at the foundation of every lesson, not just English. Children are confronted by new words and phrases every day, and, unless they develop both an ever-widening vocabulary and the skills to deal with unknown words, they will spend an awful lot of time being 'lost' in lessons. For this reason, vocabulary must be taught and referred to in (almost) every lesson.

Which words to teach?

There are something like half a million words in the English language, but most native speakers 'only' know something like 20,000 to 35,000 of these - so clearly we need to be strategic in our choice of vocabulary to teach. The three tier model is a really useful way to start focusing on this:

Tier 1

Tier 1 consists of the most basic words. These words are easily explained and understood, and typically do not have multiple meanings. Sight words, common nouns, verbs and adjectives, and early reading words occur at this level. Examples of Tier one words are: *book, girl, sad, run, dog, and orange*. There about 8,000 word families in English included in tier one.

Tier 2

Tier 2 consists of precise, interesting and sophisticated words that are common in more complex texts and occur across a variety of domains. They are uncommon in everyday language. Many have multiple meanings, and they offer more subtle shades of meaning (eg. the difference between *damp, soggy* and *drenched*). They can be used across a variety of contexts and lessons. Examples of Tier 2 words are: *heroic, hardship, heightened, haste and honour*.

Tier 3

Tier 3 consists of low-frequency words that tend to be subject or context specific. These words are often nouns, and are usually learnt when a specific need arises (eg. names of bones in the body in a science lesson or the contents of Ancient Egyptian burial chambers in history). Examples of Tier 3 words are: *economics, isotope, asphalt, sarcophagus, monsoon and anaesthetic*.

Tier 2 words are the most important for direct teaching, as these are the words that children will meet, use and call upon across the curriculum. They are also likely to be the words that can be understood and carry meaning in an abstract sense - whereas Tier 3 words will tend to need context (the learning they apply to) to make sense.

Teaching new vocabulary

- Word of the day - each teacher identifies a *Word of the Day*, which is explicitly taught in a 5 - 10 minute slot. **These words should always be Tier 2 words**, but the specific selection can be for a variety of reasons - eg. language that will be encountered in a text that day, that will support forthcoming writing or picking-up from misconceptions identified earlier in the week. Teaching includes pronunciation, definitions, word class (or classes - it is important that all meanings are covered), oral creation and rehearsal of sentences containing the WoD, writing and editing. See Appendix C for an example WoD form and Andrew Jennings' Vocabulary Ninja book and website for further teaching guidance.
- Word of the week - each class selects a *Word of the Week*, which is displayed (with definition and an example sentence) in the Hall and shared in an assembly. These words may be a recent *Word of the Day*, or could be a word met through other reading or writing. **Again, they should always be Tier 2 words.**
- Vocabulary built into model texts - each *Talk for Writing* model text should contain ten words drawn from the National Curriculum word list for that age group, which are taught at the start of the unit. These words should be displayed alongside supporting visual images (using *Communicate in Print* where possible). Other new or unknown vocabulary used in the model text should also be taught explicitly.
- Vocabulary games - eg. word bingo (I say a word - if you've got a synonym, cross it off your card), meaning matching, *Pointless words* (how many words for ... can you name - one point for the 'easy' words on my list, 5 points for the 'tricky' words, 10 points for something I didn't have on my list).
- Topic language (met and used in science, humanities, maths etc) - this is where Tier 3 language should be taught, again supported by visual images.

To make all of this meaningful and worthwhile, it is vital that teachers refer to this vocabulary when teaching, talking and writing - "*I want to show that our character is scared through the way that I describe her. Aha - I can use 'quivering' - I remember that was one of our Word of the Days last week...*"

7. HANDWRITING

Handwriting and correct letter formation is extremely important to us at Bedwell, as it not only helps the reader, but shows him/her that we care about our work and the way that it is presented. Our policy adopts a continuous cursive script that has a flick leading in and leading out of each letter.

The children in EYFS learn to produce correct letter formation, beginning with mark making and developing their gross and fine motor skills. Finger Strong sessions and PE lessons are focused on developing the strength needed to hold and use writing implements effectively. During KS1, the children work towards meeting the end of Year 2 National Expectations. This means making sure that all letters are formed correctly, with appropriate word spacing and with letters being relative in size between capital and lower cases. Daily practice is undertaken and rewarded by the most improved hand-writer receiving our Handwriting Hero trophy.

Similarly, in LKS2 children in Years 3 and 4 are encouraged to improve the flow and style of their handwriting. At the beginning of each school year, all children take part in Happy Handwriting, whereby they have explicit teaching of handwriting. As well as strengthening exercises, the children are shown how to sit, position their paper and how to hold their pencil, with left-handed writers being given appropriate guidance. Each day pupils copy a poem (containing every letter of the alphabet) which is marked and feedback given. The following day, they re-write the same poem taking account of their teacher's advice. By the end of the week, pupils are able to see their progression and their final piece acts as a benchmark for teachers' expectations in terms of presentation.

If pupils are struggling to improve their handwriting, a variety of support systems can be used. Depending on individual difficulties, resources such as pencil grips, sloping writing supports and writing guidelines can prove successful. Furthermore, small group interventions sessions are held where appropriate.

Once in KS2, if a child can write neatly, legible, with correct letter formation and in a clear flowing style, they will be rewarded with a pen licence - moving away from using a pencil. Everyone in Year 6 is expected to write neatly with a pen for all lessons with the exception of maths. Please refer to our Handwriting Policy for additional details.

Early Learning Goals – statutory (Effective September 2021)	Progression in handwriting – statutory National Curriculum, 2014)				
EYFS	Y1	Y2	Y3 & Y4	Y5 & Y6	
<p>Pupils at the expected level of development will:</p> <p>Literacy</p> <ul style="list-style-type: none">• 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. <p>Fine motor skills</p> <ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases• Use a range of small tools, including scissors, paint brushes and cutlery• Begin to show accuracy and care when drawing.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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• make distinctions between ascenders and descenders• form capital letters• form digits 0-9• use word spaces	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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 & relationship to one another and to lower case letters• use spacing between words that reflects the size of the letters.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use the diagonal and horizontal strokes that are needed to join letters• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• write legibly, fluently and with increasing speed by:• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• choosing the writing implement that is best suited for a task.	

Ref: Herts for Learning PA Plus Handwriting Progression and Toolkit – 2017

8. WRITING THROUGHOUT THE DAY

Inevitably, writing features in many of the lessons that our children encounter throughout their school day.

EYFS

Our youngest children are given a wealth of opportunities to practice their mark making skills, through role play, outdoor learning, phonics sessions and directed learning. In Nursery and Reception, pupils are encouraged by the ready supply of different implements (example: crayons, pencils, highlighters, their fingers!) to practise on a range of materials. During Child Initiated Learning, pupils enjoy pretending to be the teacher, parents, shop keepers etc. and writing as they play. Outdoor writing can be developed in sand, with chalks, on wallpaper and on washing lines - to name but a few! Our teachers and teaching assistants continually scribe pupils' ideas, whilst discussing their thoughts, which develops over time into shared scribing. Progress is observed and recorded within each pupil's individual Learning and Writing Journals with next steps identified and shared with both the children and their parents/carers. Furthermore, even our youngest children are able to benefit from the Talk for Writing approach, whereby the multi-sensory strategy introduces our Early Years children to storytelling through memorable, meaningful repetition. The Talk for Writing methodology enables children to internalise the language of a story, so that they can imitate it, innovate on it and create their own effective stories independently.

KS1

Our Year 1 and Year 2 children are also given writing opportunities within their Child Initiated Learning, with chalk boards, notebooks, whiteboards and large formats of paper being readily available. Lessons such as Science, RE, Geography and History also have recording opportunities for the pupils to practise their writing skills. Daily small group Read Write Inc. sessions also give the children time and instruction on how to spell words containing the phonic sounds that they have been learning. By the end of Key Stage 1, our Year 2 pupils have their writing teacher assessed against National Expectations and the Teacher Assessment Framework. Talk for Writing hooks the children in through exciting and inspiring stimuli. This might be in the form of a character appearing (such as the Gingerbread Man), clues being left, and in a recent case, the police arriving to investigate a crime! The aim is for the children to be fully invested in the premise of the writing and to look forward to finding out more. Short burst writing is modelled through shared writing. Here, the teacher demonstrates, (with ideas supplied by the children) how to write a technically accurate piece of text

that is engaging for the reader. These skills are then built on and transferred to other areas of the curriculum.

KS2

Higher up the school, the children are expected to write with more stamina, informatively and in a technically sound way. Their daily grammar and spelling input supports secretarial aspects, so that the content and creativity of their writing becomes the focal point. The repetitive oral rehearsal of the Talk for Writing process becomes less prevalent, with the emphasis being upon independence and writing for the enjoyment of the reader. Story maps are gradually withdrawn, yet model texts still form the basis of each unit of work. Geography, History, RE and Science lessons concentrate chiefly on the curriculum content of each subject, however the children's thoughts are articulated more effectively through their understanding of writing conventions. In addition to this, the children's previous experience of learning language patterns, supports them to verbalise their thoughts, with an emphasis of explaining, analysing, reasoning and evaluating. Children who are in need of additional support in doing this benefit from our wide range of writing support (see Section 11: SEND Provision).

9. WRITING ENVIRONMENTS

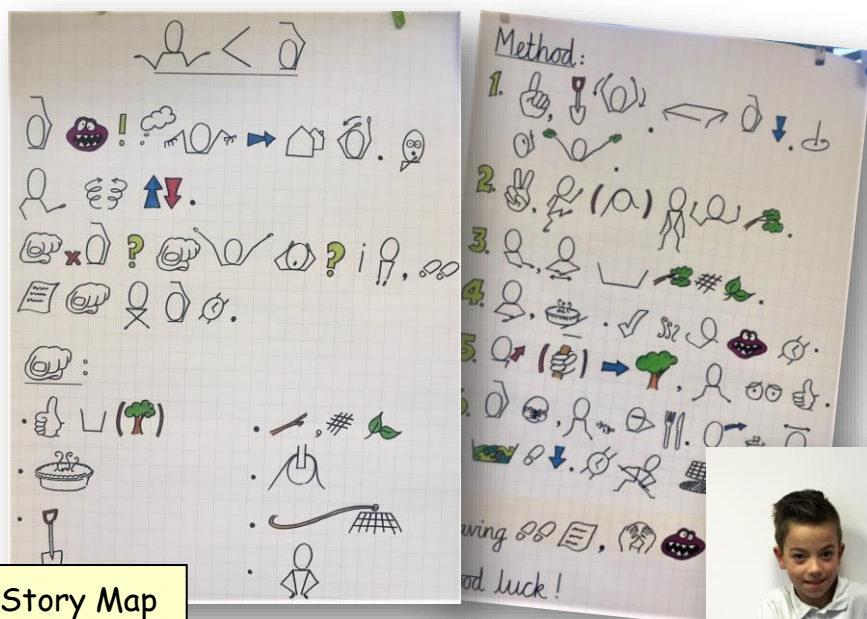
Displays

Each classroom has at least one prominent display linking with their current unit of work, as well as spelling, grammar and punctuation displays to support the children's understanding and recall. In addition to this the following items are used:

- Flip chart
- Washing line to display all collected material (as a working wall)
- Rolls of plain wallpaper (particularly for KS1 but not exclusively)
- Props and creative contexts - adapt reading area if suitable
- Visualiser to share work
- Post-it notes, coloured pens, highlighters
- Photographs of agreed actions for story-telling (KS1)
- Displays of pupil work as the unit progresses (can include artwork)
- Display of vocabulary embedded within the text - see *Spelling and Vocabulary*
- Reading characters on display
- Large format reading poster, to be completed within each unit of work
- Personalised target sheets for each pupil
- Grammar books (daily worksheets to be completed and marked)
- Spelling books (Read Write Inc Spelling for Years 2-6)
- Dictionaries and age-appropriate Thesauri
- High expectations of presentation (Year 6, write in pen only)
- Grammar definitions on display and as individual booklets

Bedwell prides itself on the creativity of its classrooms, thinking carefully about how the children access the displays, what is useful and how to engage the children effectively.

TALK FOR WRITING FEATURES



Story Map

Story
Actions



Practising the text



10. ASSESSMENT

Formative assessment

Formative assessment (or Assessment for Learning) takes place throughout every session, and is the basis on which teachers tailor learning to the needs of the children they are teaching.

Summative assessment

Summative assessment takes place termly. It is used to:

- identify areas of strength and weakness for classes, groups and individuals
- provide evidence for patterns in progress and attainment (eg. between boys/girls, SEN/non-SEN, different year groups)
- target support to underperforming groups, classes and teachers
- compare attainment with nationally agreed expectations for children of that age

We use the Teacher Assessment Framework objectives created by Herts for Learning, which take account of the skills required by the National Curriculum (2014). At the end of each term (and two units of work) every pupil's book is assessed by one of our teams of moderators. Independent writing is appraised against our assessment standards. Judgements are made and steps in progress logged. Following this, Pupil Progress Meetings are held to discuss successes and any gaps in learning which need addressing. We then discuss how to aid accelerated learning through whole class initiatives, small group interventions and specialised individual support. This process takes place three times per year. As the pupils progress throughout the school, we encourage their ability to write independently. This means that by the time the children enter upper key stage 2, they are moving away from the Talk for Writing model and relying on the language patterns and conventions that they have internalised so far. In the lead up to their SATs and final assessment for writing, the children will have been exposed to each genre a number of times, have had extensive grammar and spelling input as well as been taught how to present their work in a manner appropriate to the genre. Please see our Writing Progression document to see the breakdown of what content is covered, and when.

11.INCLUSION: SEND PROVISION

Our current percentage of children on role with SEND is 34.4% (85 children) with 60% being boys. We have four children with EHC Plans and 4 with Exceptional Needs Funding. Our main presenting need in school is Social, Emotional and Mental Health - this includes children who are on the autistic spectrum, have ADHD, emotional difficulties, anxiety and those who are accessing counselling.

Condition	Provision
ADD Attention Deficit Disorder	Shorter teaching time Small manageable chunks Visual aids
ADHD Attention Deficit Hyperactivity Disorder	Individual seating area if appropriate Routine and structure Clear instructions Time to leave class if needed
ASD Autistic Spectrum Disorder	1:1 support where funding has been established CLIC ipad program Individual seating area if appropriate Visual aids
Communication and Interaction Difficulties	Opportunities to speak to an adult on a 1:1 basis Small group and paired work Clear instructions in small steps
Dyslexia	Coloured reading strips Additional time, smaller steps, clear instructions
Hearing Impairment	Visual aids Sat near the front of the class Clear instructions
Moderate Learning Difficulties	Visual aids Clear instructions Small manageable chunks Writing guidelines/grips/sloping boards Small group interventions Talking postcards High expectations
SEMH	Timetabled counsellor (where appropriate) Protective Behaviour sessions Build resilience, recognise anxiety triggers
Sensory and Physical	Daily early morning Sensory circuits Access to the Sensory Room Medical plan and trained support where appropriate Awareness of noise, light, crowd sensitivity Additional PE sessions focusing on gross and fine motor skills

APPENDIX A – LONG TERM UNITS OF WORK

Building on Pie Corbett's Talk for Writing, we have created the following progression of model texts. These cover an equal range of fiction and non-fiction genres.

Year Group	Unit of Work/ Genres
Nursery and Reception (Cycle A)	<i>We're Going on a Bear Hunt, Owl Babies, The Gingerbread Man, The Little Red Hen, Jasper's Beanstalk, Train Ride</i>
Nursery and Reception (Cycle B)	<i>The Enormous Turnip, Whatever Next, The Three Little Pigs, Dear Zoo, Come On Daisy!, The Very Hungry Caterpillar</i> <i>EYFS texts all based on repetitive language and simple stories</i>
Year 1	<i>Journey Tale, Instructions, Traditional Tale, Persuasive Letter, Finding Tale, First Person Recount.</i>
Year 2	<i>Adventure Tale, Non-chronological Report, Warning Tale, Themed Mixed Genres, Defeat a Monster, Explanation (why something happens).</i>
Year 3/4 (Cycle A)	<i>Meeting Tale, Instructions, Classic Literature, Non-chronological Report, Science Fiction, Discussion.</i>
Year 3/4 (Cycle B)	<i>Classic Literature, Persuasion, Adventure Story, Explanation (how something works), Realistic Fiction, Recount.</i>
Year 5/6 (Cycle A)	<i>Genre Shift, Discussion, Themed Mixed Genre, Ghost Stories, Recount (Biographies and Autobiographies).</i>
Year 5/6 (Cycle B)	<i>Genre Shift, Combined Report and Explanation, Themed Mixed Genre, Rags to Riches, Persuasion.</i>

APPENDIX B – ASSESSMENT STANDARDS

STANDARD 1: END OF YEAR 1 ASSESSMENT

Name: _____

The pupil can after discussion with the teacher:

Write a single sentence demarcated with capital letters and full stops	capital letters	full stops	question mark	exclamation mark
Segment many spoken words into phonemes and represent these with graphemes				
Spell some common exception words*				
Begin to form lower-case letters in the correct direction, starting and finishing in the right place				
Recognise where finger spaces have been missed				
Write own first name with appropriate upper and lower case letters (many not be accurate)				
Read own writing aloud clearly for others to hear and discuss				
Orally rehearse sentences and sequence them to form short narratives				
Produce own idea for writing				
Join words and clauses with the conjunction 'and'				
Use past, present and future tenses accurately in speech and begin to incorporate these in their writing				
Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark	capital letters	full stops	question mark	exclamation mark
Spell some Year 1 common exception words* and the days of the week				
Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way				
Form many letters and digits correctly, with some difference between upper and lower case letters				
Use spaces between words				
Use appropriate vocabulary (including story language) in more than three statements				
Can produce a paragraph or more of developed ideas independently, that can be read without help from the child				
Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)				
Use capital letters and full stops, mostly accurately				
Spell most Y1 common exception words* accurately and make phonically-plausible attempts at spelling unfamiliar words				
Form most letters correctly				

Emergent Year 1 Standard: A1 = 6 - 13	Secure Year 1 Standard: A2 = 14 - 19	Advanced Year 1 Standard: A3 = 20 - 23	4+ = 24-29
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*These are included in the word lists within the spelling grids in the school curriculum (Digital Appendix 2). Teachers should refer to these to identify the words that pupils should be able to spell.

Date	Assessed by	Level

STANDARD 2: END OF YEAR 2 ASSESSMENT

Name: _____

The pupil can after discussion with the teacher:

Write sentences that are sequenced to form a short narrative (real or fictional)	
Demarcate many sentences with capital letters and full stops	
Segment spoken words into phonemes and represent these with graphemes spelling some words correctly and making phonically-plausible attempts at others	
Spell some Year 2 common exception words*	
Form lower-case letters in the correct direction, starting and finishing in the right place	
Form lower-case letters of the correct size, relative to one another in some of their writing	
Consistently use spacing between words	
Write simple, coherent narratives about personal experience	
Write about real events, recording these simply and clearly	
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when appropriate	
Use present and past tenses mostly correctly and consistently	
Use interesting and original words sometimes (should be not a technical word used in a taught context only e.g. verbs)	
Use conjunctions to join clauses	co-ordination
Segment spoken words into phonemes and represent these making phonically-plausible attempts at others	
Spell most Year 2 common exception words*	
Form capital letters and digits of the correct size, orientate case letters	
Use spaces between words that reflect the size of the letter	
Can match organisation to purpose (showing awareness of a discourse, background of paragraphs)	
Make writing lively and interesting, writing effectively and their reading to inform the vocabulary and grammar of the	
Make simple addition, revision and proof-reading correct	
Use punctuation taught at key stage 1 mostly correctly	exclamation mark
Spell most Y2 common exception words* and use suffixes	
Use the diagonal and horizontal strokes needed to join some	

Emergent Year 2 Standard: A4 = 6 - 13	Secure Year 2 Standard: A5 = 14 - 19
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*These are included in the word lists within the spelling grids in the school curriculum (Digital Appendix 2). Teachers should refer to these to identify the words that pupils should be able to spell.

Date	Assessed by	Level

STANDARD 3: END OF YEAR 3 ASSESSMENT

Name: _____

The pupil can:

Can produce work which is organised, imaginative and clear (e.g. simple opening and ending)					
Write in a range of non-narrative forms					
Use the range of punctuation taught up to and including Y2 mostly correctly	capital letters	full stops	exclamation mark	question mark	comma for lists
Use a wider range of conjunctions to join clauses	co-ordination	subordination			
Use phonic knowledge and spelling rules and conventions to spell words relating to the KS1 programme of study					
Spell some Year 3/4 spelling list words*					
Form capital letters and lower case letters correctly					
Adapt chosen form to the audience, beginning to develop an awareness of appropriate language and form					
Develop settings, characters and plot in narrative					
Punctuate speech correctly when following modelled writing					
Use adverbs, adjectives and prepositions for detail	adverbs	adjectives	prepositions		
cohesion and description					
Use interesting and original words sometimes (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'verb' or 'response')					
Use the correct grammatical structures in sentences (noun and verb generally agree)					
Use apostrophes for both omission and possession	omission	possession			
Spell correctly most words from learning in previous year groups, and some words from the Year 3/4 spelling list *					
Spell most common exception words*					
Link and relate events, including past, present and future (often words, before, after, eventually etc.)					
Increase legibility, consistency and quality of handwriting - join letters with diagonal and horizontal strokes					
Make writing lively and interesting, writing effectively and coherently, for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing					
Attempt to give opinion, interest or humour through detail and carefully selected vocabulary					
Structure and organise work clearly (clear difference between formal and informal)					
Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)					

Emergent Year 3 Standard: B1 = 6 - 12	Secure Year 3 Standard: B2 = 13 - 18	Advanced Year 3 Standard: B3 = 19 - 22	3+ = 23-27
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*These are included in the word lists within the spelling grids in the school curriculum (Digital Appendix 2). Teachers should refer to these to identify the words that pupils should be able to spell.

Date	Assessed by	Level

STANDARD 4: END OF YEAR 4 ASSESSMENT

Name: _____

The pupil can:

Write for a range of purposes, confidently and independently						
Begin to use paragraphs						
Create settings and characters in narrative						
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, bullet points, facts, letter format etc.)						
Use the range of punctuation taught up to and including Y3 correctly, and some of the punctuation taught in Y4 and Y5	capital letters	full stops	exclamation mark	question mark	comma for lists	apostrophes for omission & possession
Spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list*						
Write legibly						
Write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)						
Develop characterisation, settings and plot in interesting and creative ways						
Use speech punctuation correctly most of the time						
Open sentences in a wide range of ways for interest and impact, and can begin to vary the position of clauses within a sentence						
Use a range of conjunctions** adverbs, prepositions and pronouns for cohesion, detail and clarity	conjunctions	adverbs	prepositions	pronouns		
Use past and present tenses correctly, and including a wider range of verb forms such as the progressive (continuous and perfect) (e.g. we were going, they have been)						
Use the range of punctuation taught up to and including Y4 mostly correctly	comma after subordinate	colon before a list	apostrophes for plural possession			
Spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list* and use phonic knowledge to spell words, beginning to use a dictionary to check spelling						
Write legibly and with increasing fluency, paying attention to size and spacing						
Select from a range of lower achievement vocabulary for a purpose, some words are particularly well chosen						
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
Develop character through description, actions and dialogue						
Begin to make choices about using sentences of different lengths and types						
Improve the effect of their writing by making changes when editing (structure and language)						

Emergent Year 4 Standard: B4 = 6 - 11	Secure Year 4 Standard: B5 = 12 - 17	Advanced Year 4 Standard: B6 = 18 - 21	4+ = 22-27
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*These are included in the word lists within the spelling grids in the school curriculum (Digital Appendix 2). Teachers should refer to these to identify the words that pupils should be able to spell.

Date	Assessed by	Level

STANDARD 5: END OF YEAR 5 ASSESSMENT

Name: _____

The pupil can:

Write for a range of purposes						
Use paragraphs consistently to organise ideas						
In narrative, describe settings and characters						
Use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullet points)						
Spell correctly most words from the year 3/4 spelling list and some words from the year 5/6 spelling list *	capital letters	full stops	exclamation mark	question mark	comma for lists	apostrophes for omission & possession
Write legibly						
Write for a range of purposes and audiences selecting language that shows awareness of the reader (e.g. use of first person in a diary entry, direct address in instructions and persuasive writing)						
In narrative, describe settings, characters and atmosphere						
Select vocabulary and grammatical structures that reflect what the writing						
Use a range of devices to build cohesion	conjunctions**	adverbs of time and place	modal verbs	constructions in dialogue		
Use verb tenses consistently and correctly through their writing						
Use the range of punctuation taught up to and including Y5 mostly correctly	inverted commas	comma for clarity	apostrophes for possession	semi-colons	constructions in dialogue	
Spell correctly most words from the year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more obscure vocabulary						
Maintain legibility in presentation when writing of speed						
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read or models for their own writing (e.g. literary language, characterisation)						
Express an opinion and conscious control over levels of formality, particularly through grammar and vocabulary manipulation						
Use the range of punctuation taught at key stage 2 correctly and use to enhance meaning and avoid ambiguity						

Emergent Year 5 Standard: C4 = 6 - 10	Secure Year 5 Standard: C5 = 11 - 16	Advanced Year 5 Standard: C6 = 17 - 20	4+ = 21-26
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*These are included in the word lists within the spelling grids in the school curriculum (Digital Appendix 2). Teachers should refer to these to identify the words that pupils should be able to spell.

Date	Assessed by	Level

STANDARD 6: END OF YEAR 6 ASSESSMENT

Name: _____

The pupil can:

Write for a range of purposes						
Use paragraphs consistently to organise ideas						
In narrative, describe settings and characters						
Use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullet points)						
Spell correctly most words from the year 5/6 spelling list and some words from the year 6/7 spelling list *	capital letters	full stops	exclamation mark	question mark	comma for lists	apostrophes for omission & possession
Write legibly						
Write for a range of purposes and audiences selecting language that shows awareness of the reader (e.g. use of first person in a diary entry, direct address in instructions and persuasive writing)						
In narrative, describe settings, characters and atmosphere						
Select vocabulary and grammatical structures that reflect what the writing						
Use a range of devices to build cohesion	conjunctions**	adverbs of time and place	modal verbs	constructions in dialogue		
Use verb tenses consistently and correctly through their writing						
Use the range of punctuation taught up to and including Y5 mostly correctly	inverted commas	comma for clarity	apostrophes for possession	semi-colons	constructions in dialogue	
Spell correctly most words from the year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more obscure vocabulary						
Maintain legibility in presentation when writing of speed						
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read or models for their own writing (e.g. literary language, characterisation)						
Express an opinion and conscious control over levels of formality, particularly through grammar and vocabulary manipulation						
Use the range of punctuation taught at key stage 2 correctly and use to enhance meaning and avoid ambiguity						

Emergent Year 6 Standard: C4 = 6 - 10	Secure Year 6 Standard: C5 = 11 - 16	Advanced Year 6 Standard: C6 = 17 - 20	4+ = 21-26
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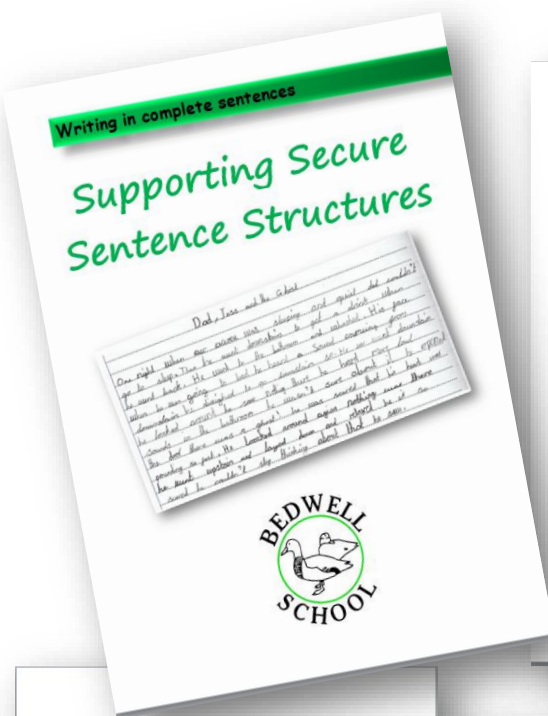
*These are included in the word lists within the spelling grids in the school curriculum (Digital Appendix 2). Teachers should refer to these to identify the words that pupils should be able to spell.

Date	Assessed by	Level

APPENDIX C - RESOURCES

Sentence Structure

As our children progress through the school and are expected to write with increasingly complex sentences, some of our children find this discipline challenging. In a bid to address this, we have developed the 'Sentence Station' for children in KS2. This is a range of sentence activities, which are used as quick intervention strategies, supporting the children to recognise what makes a full sentence. Core ideas are revisited and simple concepts practiced and fine-tuned.



Sentence Strategies

Pitch of modelling:
Begin with single clause, simple sentences, they should begin with a name, noun or pronoun. Then build your model using a co-ordinating conjunction. Repeat. Gradually build the model to age related expectations through the addition of adverbials, prepositions and expanded noun phrases.

Activity 1 (stage 2): Is it a sentence?
Give examples of incomplete sentences. Can the child say why it isn't a whole sentence? E.g. Walked the dog. She walked the dog. Teach the terms **subject** (noun or pronoun) and **verb** and identify when writing does and does not contain these.

Walked the dog.

Not a sentence

She walked the dog.

Sentence

Gap analysis of sentence demarcation

Identify the stage that your pupil is working at:

Stage 1
Pre conceptual development of a sentence.
This writer does not distinguish between words and has no conception about the formation of a sentence. These children will benefit from an intervention to focus on phonics for reading (spelling to follow as a focus) - blending, then segmenting and to be taught simultaneously.

Stage 2
Early conceptual development of a sentence.
This stage of development is demonstrated by run-ons and fragmented sentences. Full stops are placed at the end of a line, middle of a sentence or just at the end of the whole piece of writing.

Stage 3
Some awareness of sentence structure.
Exemplified by run-ons and perhaps over-reliance on the use of 'and'. Inconsistent use of capital letters.

Stage 4
Nearly there with understanding of sentences and demarcation.
Inconsistent use of capitals. These children show the occasional slip-up, but a good general awareness of sentence structure.

Activity 5 (stage 3): Sentence Unscramble
Building on the previous activity, the children order individual words into sentences that make sense. These can be placed on a sentence frame, focusing on making sure that there is a subject and verb within the sentence. Following on from this, the children write their own words on the frame and extend to including adverbs and conjunctions.

Activity 6 (stage 4): Rainbow Writing
Only when the children are almost secure should they use Rainbow Writing. Initially, this can be in the form of a different colour for a new sentence, building to a green capital letter and a red full stop. If the children are not almost secure, they will not be able to carry out this activity independently. This is the **last** step.

Implementation

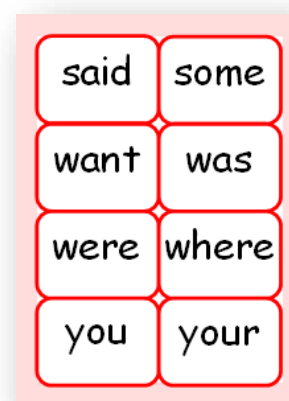
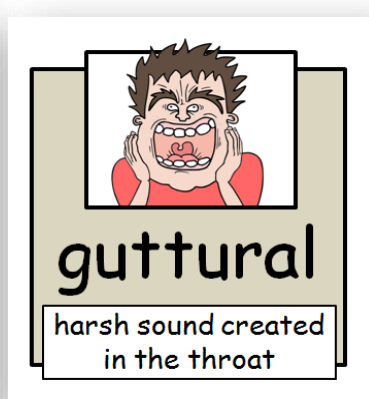
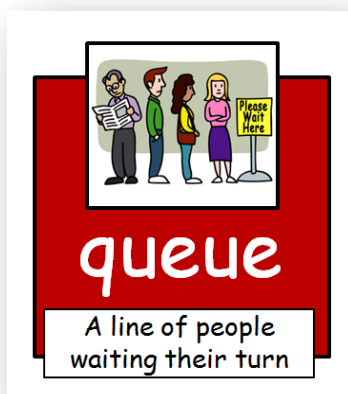
When and how to filter activities into the day.

- Whole class:** Alien Sentence Spotter, Sentence Match Up and Sentence Unscramble can be included within our **daily grammar sheets**. Walky Talky can be implemented whenever **reading to the class** (TAs could also take this strategy on when hearing individual readers if appropriate). **Warms ups** could be used to practise activities from Stages 2 and 3, whilst shared writing could feature Rainbow Writing if applicable to the class.
- Individual or small group work:** All of these strategies can be used to **differentiate whole class activities** and for **interventions**. Activities can be weaved in to guided reading sessions too.

Please feel free to use the Sentence Station at any time.

Vocabulary, Grammar and Spelling

For each unit of work, we focus on 10 spellings from the appropriate year group Spelling Lists. These are displayed in the same format within every class. In addition to this, WOW words are also displayed, aimed at introducing the children to the meanings and spelling of new and unfamiliar words which can be included in their own writing. Additionally, table top 'red words' are displayed. These are tailored to the Read Write Inc level that the children on that table are working at.



Daily grammar sheets are completed daily by every child in KS2, these are adapted to plug gaps from test analysis.

Monday 27th January 2020

- Re-write the sentence below as a question. Use only the same words and remember to punctuate your answer. It is warm outside. ☐ 1 mark
- Underline the preposition in the sentence below. The adorable lamb gambled happily through the field. ☐ 1 mark
- Write the adverb that can be formed of the adjective careful. ☐ 1 mark
- Which sentence is written in the present progressive form?
I am hungry in the morning. ☐
The food is nearly ready. ☐
Kyna puts her trainers on quickly. ☐
We are walking to the shops. ☐ 1 mark
- What word class are the underlined words in the passage below.
We wanted to go to an outdoor pool. However the sun was a bit too hot for us.
Prepositions ☐
Determiners ☐
Pronouns ☐
Conjunctions ☐ 1 mark
- Circle all the pronouns in the sentence below. Jake needed a space in our cupboard for his books and stickers. ☐ 1 mark

Year 3

Monday 27th January 2020

- Circle the pair of inverted commas that have been used correctly in the passage below.
"There are lots of shops "where I live" Maya said. "I asked her whether "any of them were toy shops." ☐ 1 mark
- What punctuation mark or marks could replace the commas in the sentence below, without changing the meaning?
The apple crumble, made with apples from our garden, was eaten very quickly. ☐ 1 mark
- Which does the root **spec** mean in the word family below?
spectacles inspect spectator
explore ask look check ☐ 1 mark
- What is the underlined part of the sentence below?
Our show has lots of different roles, some speaking and some non-speaking.
main clause ☐
subordinate clause ☐
adverbial ☐
relative clause ☐ 1 mark
- Rewrite the sentence below adding a subordinate clause. Remember to punctuate your answer correctly.
The ice will soon melt. ☐ 1 mark

Year 5

APPENDIX D - TALK FOR WRITING MARKING PROCEDURE

Phase of unit	Marking policy
<u>Cold Task</u>	Minimal green marking, minimal comment. Personal targets established and shared with children
<u>Imitation</u> short burst writing	Pink and green, some spelling mistakes identified open ended question to be asked and responded to in green pen class points/merits awarded for effort and outcome class point if class spelling hit
<u>Innovation</u> boxing up and shared writing	Pink and green Boxing up thoroughly marked to ensure children's work is cohesive Success criteria per paragraph Some spelling mistakes identified Comment relating to effect on the reader and to support hitting of personal targets Edit, improve (and redraft*) Tool kit to be filled in and number of targets hit to be fed back
<u>Invent</u> boxing up and independent writing	Boxing up checked for cohesion, positive comment to support effect on the reader Green pen only, encourage children to be hitting their personal targets Edit, improve (and redraft*), peer assessment if applicable Tool kit to be filled in and number of targets hit to be fed back to each child

