



Writing Policy

BEDWELL PRIMARY SCHOOL

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

Revised January 2026

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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 transcription skills involved in writing coherently. The children are taught the importance of engaging their audience, and the need to use spelling, punctuation, grammar and clear handwriting, as well as secure sentence structures to help their reader understand what they want to say.

2. IMPLEMENTATION: THE TEACHING OF WRITING

Essentials Writing

At Bedwell, we teach writing through Herts for Learning's Essentials Writing programme of study. This ambitious and progressive writing scheme, filled with superb literature, has been designed to give teachers pedagogical tools and strategies to teach children how to write for specific purposes and authentic audiences. As a result, children feel inspired and ready to produce high-quality writing.

Starting in nursery, children begin to mark make through role-playing real-life writing experiences, such as writing lists, party invitations, menus and labels. Oral rehearsal and language development are continually encouraged through engaging interactions between our pupils and staff. During their English lessons, the children join in with the retelling of familiar (and new) stories and build on their experiences to create their own 'book'. Specific skills are taught from this early age, with pupils learning what a word is, and finding out how a character can talk. The children's physical development is closely monitored, with gross motor skills, core strength and fine motor skills being key to pupils being able to control their writing implements. By participating in activities such as threading, using tweezers, cutting using scissors and playing with water, our pupils are continually strengthening their upper body, arm, wrist and hand muscles in preparation for learning how to form their letters correctly.

The Early Years Foundation Stage is a critical time for a child to learn to write. Daily phonics lessons, handwriting development sessions and English lessons support every pupil's progress. The children learn the movements required to form letters (using large and small actions), how to hold and control a pencil, as well as the correct position for writing. These are all monitored daily, with small groups being created so that adults can work with children on specific focus letter families.

By the time the children enter key stage 1, our focus is on 'Who is doing what?' Does my sentence have a capital letter, a person or thing doing something, and a piece of punctuation to demarcate the end of the sentence? Correct letter formation is a key area of learning, and the starting and end point of each letter is critical to legibility and joining in later years (please see our Handwriting Policy for more information). Our emphasis is on the quality of the sentence in terms of structure, letter sizing, formation and spacing, rather than the quantity written. These skills are further developed in Year 2, with more complex grammar and punctuation being introduced in small, manageable steps. A breakdown of the skills required for a child to be working at the Expected Standard at the end of Year 2 can be found in Appendix B.

We are acutely aware of how complex the writing process is, and how a pupil's cognitive load can become overwhelmed. By making sure the transcriptional skills of handwriting and spelling are secure in key stage 1, it means that pupils' working memory is freed up, allowing them to concentrate on the compositional content of their writing.

During key stage 2, the basic building blocks of 'Who is doing what?' are developed by adding description and detail in a variety of ways. Letter formation and spelling continue to be taught and assessed, whilst new punctuation, creative vocabulary and grammatical features are introduced. Time is spent on planning, drafting, revising, editing and sharing each piece of writing. Explicit teaching of each stage is rigorously delivered, whilst all the time ensuring that transcriptional skills are maintained. A combination of modelled writing, shared writing, independent writing and guided writing supports pupils to learn how to construct and write entertaining and informative texts. Coherence and cohesion are vital for clear and effective writing: making sure that ideas are presented logically so the reader can understand the content. Teachers build in plenty of talk time to try out ideas orally, before committing pen to paper. Once a first draft has been established, sentence structures are secured and edits made to ensure clarity and coherence.

Teachers emphasise the purpose and audience for each piece of writing, making sure that pupils understand why they are writing and who they are writing for. Knowing that their work is going to be read or heard develops pupils' understanding that writing is purposeful, which is a key motivator. Regularly sharing their final pieces with others ensures that all pupils have their hard work celebrated.

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 across Years 1 and 2, according to their phonics understanding. 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 every 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 place 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.

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 from Year 2 onwards are taught spelling within daily whole class teaching. The transition between phonics and spelling learning is aided through the use of RWInc spelling lessons. This interactive program builds on what has been previously taught in phonics sessions and links closely with National Curriculum requirements. Each child has a spelling buddy, and completes activities on a whole class, paired and individual basis. Teaching is delivered with an emphasis on dialogue used to explore and understand different spelling patterns, (orthography), the units of meaning within words (morphology) and the origins of words (etymology).

Within English lessons, spelling is discussed and consolidated. High frequency words from the National Curriculum word lists are referred to and displayed in every classroom. Reminders are given about known spelling conventions, and the children are taught how to remember tricky spellings through a variety of strategies (see Appendix E). Furthermore, after analysis of common spelling errors, each phase is given three words (Target Spellings) to revisit and relearn each week and prizes given at the end of each half term following a whole school spelling test.

In addition to this, spelling homework is given 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. We also offer our children in Years 2 to 6 access to Spelling Shed, an online app, which provides fun games for the children to practise their spellings at both home and school.

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 explicitly at Bedwell. Each Essentials Writing unit has a focus on grammar conventions appropriate to each year group and class attainment levels (see *National Curriculum Appendix 2*). We provide full coverage of these over the course of the year, through careful planning. Previous teaching is revisited before new concepts are introduced, with a clear emphasis on sentence structure being secure to ensure clarity and cohesion. Children are taught to use the correct grammatical language, such as who doing what, building to pronouns, nouns and verbs, then subject and object in Year 6. Classrooms reflect the high expectations we have regarding correct grammatical use, and support is available through discussion, displays and individual pupil booklets.

From Year 4 onwards, daily grammar sheets are completed by the children. These have been created to reflect age-related expectations. The answers are discussed instantly, with the children either 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 performed strongly in Spelling, Grammar and Punctuation with our 2025 cohort achieving 81% at the expected standard and with 35% working at greater depth. This compares very favourably with the National statistic of 73% gaining the expected standard, and 31% 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 every lesson.

Which words to teach?

There are around half a million words in the English language, but most native speakers 'only' know approximately 20,000 to 35,000 of these. We therefore need to be strategic in our choice of vocabulary to teach. The three-tier model is a 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 1 words are: *book, girl, sad, run, dog, and orange*. There around 8,000 word-families in English included in Tier 1.

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 (e.g. 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 (e.g. 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 anesthetic*.

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

New words are explored on a daily basis. Reading lessons provide the opportunity to encounter previously unknown vocabulary, through the use of age-related texts. Children play matching games between words and their definitions, logging those which could be used in their own writing and learning how to use them in context.

Activities are used to highlight the nuances between synonyms, encouraging the children to choose 'just the right word' for the meaning they are trying to convey. Teachers demonstrate during modelled and shared writing, how to work with a selection of words to select the most appropriate, trying out different variations and agreeing with the class the one that works the best.

As the pupils mature, they are encouraged to use thesauruses and word banks to further extend their vocabularies. Again, being able to be selective as to which shade of meaning is the most effective, is a skill that older pupils are taught to develop.

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. During direct teaching, the children are shown how to sit, position their paper and how to hold their pencil, with left-handed writers being given appropriate guidance. By the end of Year 4, pupils aim to write in a joined cursive style, understanding how different letters join in different ways. For example, the letters o, r, v and w each join the next letter from the top.

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, legibly, with correct letter formation and in a clear flowing style, they will be rewarded with a pen licence - moving away from using a pencil. 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 (for example: crayons, pencils, highlighters, brushes, their fingers!) to practise on a range of materials. During Child Initiated Learning, pupils enjoy pretending to be the teacher, parents, shopkeepers 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 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 Essentials Writing approach, whereby the multi-sensory strategy introduces our Early Years children to storytelling through memorable, meaningful repetition. The Essentials Writing methodology enables children to internalise the language of a story, so that they can imitate it, build 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. English lessons hook 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

Further 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 transcription, so that the content and creativity of their writing becomes the focal point. Lessons across the curriculum concentrate chiefly on the content of each subject, however pupils' 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 help 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
- Visualiser to share work
- Post-it notes, coloured pens, highlighters
- Displays of pupil work as the unit progresses (can include artwork)
- Display of vocabulary embedded within the text - see *Spelling and Vocabulary*
- Grammar books (daily worksheets to be completed and marked in KS2)
- Spelling books (Read Write Inc Spelling for Years 2-6)
- Dictionaries and age-appropriate Thesauri
- High expectations of presentation
- Coloured pens to support 'rainbow writing' and 'colour pop' and secure sentence structure
- 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.

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 twice a year. 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 every pupil's writing is assessed by one of our teams of moderators. Independent writing is appraised against our assessment standards. Judgements are made and steps in progress are logged. Following this, discussions are held to review successes and any gaps in learning which need addressing. We then identify how to aid accelerated learning through whole class initiatives, small group interventions and specialised individual support.

As our pupils progress throughout the school, we encourage their ability to write with increasing independence. We focus on making sure that individual pupils have the skills necessary to access the learning being taught and emphasise the need for quality rather than quantity.

By the time the children enter Year 6, they have been progressively taught all the skills and techniques needed to write interesting texts with coherence and clarity. 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 documents 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 29% (85 children) with 59% being boys. We have fourteen children with EHC Plans and 2 in the process of gaining 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/Condition	1:1 support where funding has been established Small manageable chunks 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 Close procedure/ Coloured pens/Counters and word frame
SEMH	Timetabled counsellor (where appropriate) Protective Behaviour sessions Build resilience, recognise anxiety triggers
Sensory and Physical	Access to the Sensory Room Medical plan and trained support where appropriate Awareness of noise, light, crowd sensitivity Sensory resources such as wobbly cushions, resistance bands, raised chair leg supports, fidget toys, mouth chews, pencil grips, brain breaks

APPENDIX A - LONG TERM UNITS OF WORK

Nursery

<p>Book Suggestions (which might be used at any point in the year, depending on the developmental needs and interests of the children)</p>	<p>Possible Autumn One choices (Lift the Flap books and Ourselves)</p>	<p>Possible Autumn Two choices (Poetry and Rhyme and Maths picture books)</p>	<p>Possible Spring One choices (Animals and dinosaurs)</p>	<p>Possible Spring Two choices (Travel/People who help us)</p>	<p>Possible Summer One choices (How we have changed and Growing and planting)</p>	<p>Possible Summer Two choices (Traditional tales and more complex stories)</p>
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Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Inform (6 steps) Entertain (6 steps)	Inform (6 steps) Entertain (6 steps)	Inform (6 steps) Entertain (6 steps)	Inform (6 steps) Entertain (6 steps)	Inform (6 steps) Entertain (6 steps)	Inform (6 steps) Entertain (6 steps)
Written Outcomes	All About Me Books Favourite Story Books	My Special People Books Story Books (pattern)	Things I Like (unique me) Books Animal Stories	My Celebration Books Journey Stories	My Amazing Body Books Traditional Tale Books	Our Natural World Books My Very Own Story Book
Book Suggestions						

Year 1

YEAR 1																			
Autumn					Spring					Summer									
Labels, lists & captions	Narrative	Poetry: List poems	Recipes	Traditional tale	Narrative	Rules & recount	Poetry: Rhyme & Nonsense	Narrative	Poetry: Performance Poems	Letters	Poetry: Free Verse	Narrative	Explanation	Narrative					
Labels, lists & captions							Poetry: Free verse						Letters						
10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps					
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					54 steps (approx. 11 weeks)									

Year 2

YEAR 2													
Autumn					Spring					Summer			
Narrative	Instructions	Poetry: List poems	Narrative	Letters, postcards	Narrative	Non-Chronological Report	Narrative	Poetry: Free Verse & Simile	Narrative	Instructions	Recount	Narrative	Poetry: Take One Poet
Narrative									Narrative				
10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps
52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					51 steps (approx. 11 weeks)			

Year 3

YEAR 3													
Autumn				Spring				Summer					
Narrative	Poetry: Free Verse	Fables	Non-Chronological Report	Narrative (Setting and dialogue)	Persuasive Speeches	Personal Narrative (memoir)	Poetry: Calligrams	Persuasive Letters	Instructions	Non-Chronological Report	Narrative	Poetry: Take One Poet	
			Non-Chronological Report				Persuasive Speeches						
15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	9 steps	10 steps	11 steps	5 steps	
55 steps (approx. 11 weeks)				50 steps (approx. 10 weeks)				50 steps (approx. 11 weeks)					

Year 4

YEAR 4													
Autumn					Spring					Summer			
Narrative (Graphic Novel)	Persuasive Speech	Poetry: Free verse	Explanations	Narrative	Newspaper reports	Travel leaflets	Narrative	Poetry: Haiku	Persuasive Letters	Non-Chronological Report	Poetry: Take one Poet	Narrative	Poetry
	Persuasive Speech				Recount								Poetry
10 steps	10 steps	5 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	14 steps	14 steps	5 steps	15 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					58 steps (approx. 12 weeks)			

Year 5

YEAR 5														
Autumn					Spring					Summer				
Non-Chronological Report	Description	Poetry: Cinquains	Narrative	Biography	Persuasive Letters	Non-Chronological Report	Descriptive recount	Narrative: Mystery and Suspense	Poetry: Assonance	Explanation	Advertising campaign	Poetry: Free verse	Reviews	Narrative
			Narrative			Non-Chronological Report						Poetry: Free verse		
15 steps	12 steps	5 steps	15 steps	10 steps	10 steps	15 steps	10 steps	15 steps	5 steps	10 steps	15 steps	10 steps	10 steps	15 steps
57 steps (approx. 12 weeks)					55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				

Year 6

YEAR 6															
Autumn				Spring				Summer							
Narrative								Narrative (classic literature)		Narrative					
10-15 steps				15 steps				15 steps		10 steps		15 steps		15 steps	
50 - 55 steps (approx. 10-11 weeks)				55 steps (approx. 11 weeks)						60 steps (approx. 12 weeks)					

APPENDIX B - ASSESSMENT STANDARDS

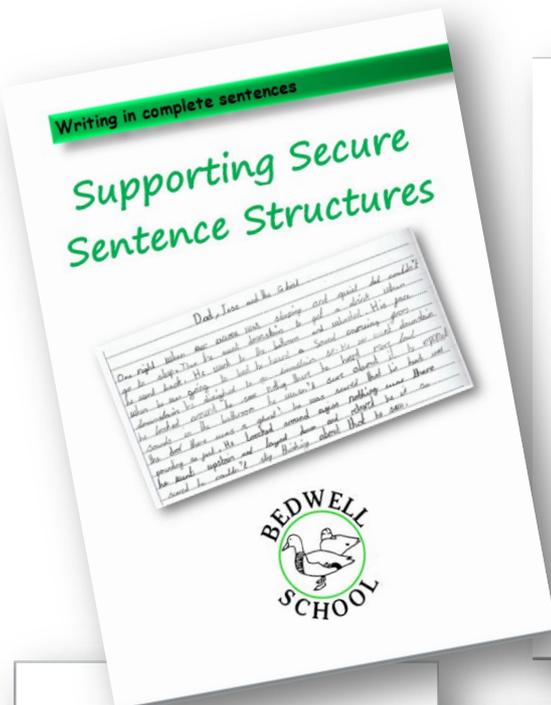
Twice a year, each child's writing is assessed against year group Teacher Assessment Framework (TAF) to understand individual strengths and weaknesses, thereby informing what additional input may be needed.

The image displays six assessment standard sheets for Year 6, numbered 1 through 6. Each sheet is titled 'STANDARD X: END OF YEAR 6 ASSESSMENT' and contains detailed criteria for writing skills. The sheets are arranged in a grid, with some overlapping. Each sheet includes a 'Name:' field and a table for recording scores in 'Date', 'Assessed', and 'Level' columns. The sheets also include various writing prompts and examples of student work.

APPENDIX C - RESOURCES

Sentence Structure

As our children progress through 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. Following on from this, the children write their own words on the frame and extend to including adverbs and conjunctions.

Find found a lost key

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**.

In the beginning was a world and it was divided into two halves. The southern half was burning hot and ruled by fire-breathing dragons. In the cold and icy north lived the peace-loving Snow Dragons. Where north and south came together there was a long narrow land of water and green hills. The Twolegs lived in this land. They pottered about happily for many years. They tended the earth growing fruit and flowers.

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Implementation

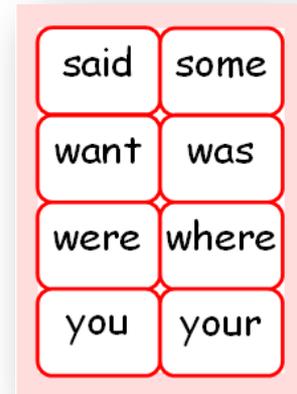
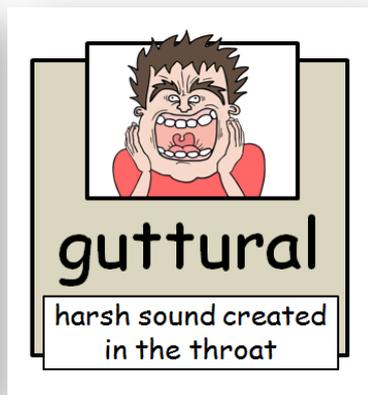
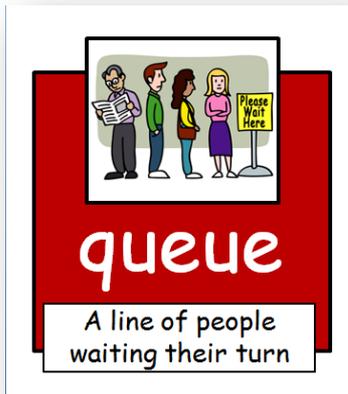
When and how to filter activities into the day.

- 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 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, tabletop 'red words' can be 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

- 1 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
- 2 Underline the preposition in the sentence below. The adorable lamb gambled happily through the field. 1 mark
- 3 Write the adverb that can be formed of the adjective careful. 1 mark
- 4 Which sentence is written in the present progressive form? I am hungry in the morning. The food is nearly ready. Kyra puts her trainers on quickly. We are walking to the shops. 1 mark
- 5 What word class are the underlined words in the passage below. We wanted to go to outdoor pool. However the sun was a bit too hot for us. Prepositions Determiners Pronouns Conjunctions 1 mark
- 6 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

- 1 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
- 2 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
- 3 Which does the root **SPIC** mean in the word family below? spectacles inspect spectator explore ask look check 1 mark
- 4 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
- 5 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 - MARKING PROCEDURE

Each piece of written work will be marked by the class teacher, with individual feedback being given in both written and verbal forms.

Expectations of editing will depend on the age and ability of each child; however, all pupils are encouraged to improve at least one element of their work using a green pen to show their edit(s).

Through careful, scaffolded marking, teachers enable the children to enhance their writing. This might mean supporting them to correct spelling and punctuation mistakes, grammatical errors (such as incorrect tenses or missing words) or encouraging the child to use ambitious vocabulary. For those more able pupils, the teacher may guide the child to manipulate sentence structure, use more varied punctuation and high-quality language choices.

Areas of writing that have met the learning objective, individual targets or have particularly impressed in terms of content are highlighted in a green pen by the teacher. Any areas that are to be addressed when editing are highlighted in pink (pink = think), showing the pupils where they need to focus when making corrections.

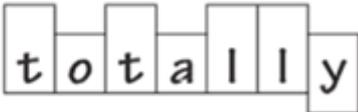
The revising and editing aspects of the writing process are given the prominence and time needed, so the children understand and value the opportunity of editing and improving their work. Having a clear purpose and reason for writing, help to motivate the children to produce their best work every time. Class points and merits are given out as rewards for effort and achievement.

APPENDIX E - SPELLING STRATEGIES



Spelling Strategies

Here is a range of strategies to help support your child when practising their spellings.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again - look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into phonemes as dots and dashes, in order to support spelling. For example rainbow = <u>r</u> <u>a</u> <u>i</u> <u>n</u> <u>b</u> <u>o</u> <u>w</u></p>
<p>Quick write</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This could include any of these graphemes which all make the /i:/ sound: i-e, igh, y, ie. So words such as kite, high, by and pie could be chosen.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _ _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing - using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

There are also many spelling websites available online, such as:

<http://www.ictgames.com/mobilePage/lcwc/index.html>

<https://www.bbc.co.uk/bitesize/topics/zt62mnb>

<http://www.primaryhomeworkhelp.co.uk/interactive/literacy.html#7>