



# Cornerstone Academy Trust

## Teaching of English Policy

*Teaching of Phonics*

*Teaching of Reading*

*Teaching of Oracy*

*Teaching of Writing*

*'English is both a door to the wider curriculum and the glue that holds learning together.'*

# The Teaching of Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children reading at Level 2b or below and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

## Aims and Objectives

To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

## Planning

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly.

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. To this framework, is added the particular ditty/storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

LSAs will be responsible for planning for their R.W.I groups, with the support of the teacher and Phonic Lead as required.

## Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.

- Blends are to be declustered, e.g. bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.
- Ensure teachers carry out continuous assessment of blending to progress children from learning to blend (magnetic boards) to blending independently (reading Green words).

### R.W.I. across the school

- NURSERY: Children are introduced to the Letters and Sounds Programme at 2 years old, where there is a main focus on reading stories and Nursery rhymes to children and developing their language. Teaching grammar and vocabulary by building sentences orally will be an integral part of the day. Children will move onto the RWI Programme when they are ready. They will initially be taught to practice using pure sounds and use Fred talk for oral blending. In the term before starting Reception a new sound will be learnt every day for about 15 minutes. Children will start to blend in small groups once they can read all the single letter Set 1 sounds speedily. Children will learn to form the letters in the air during the Speeds Sounds lessons. We will teach them the correct pencil grip and sitting position from the very beginning. Children should always sit at tables for writing so you can set these habits.
- RECEPTION: R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings.
- Sessions will take place daily. Within this time a 15-minute speed sounds session will occur with follow-up handwriting sessions while children access continuous provision, in line with the EYFS.
- KEY STAGE ONE: R.W.I. groups will be set following assessments. The sessions will occur daily. These sessions will be complemented by literacy teaching. Once children are secure with their knowledge of Phonics, they will focus solely on Literacy learning.
- KEY STAGE TWO: R.W.I. groups will take the form of an intervention during literacy sessions for those children with the greatest need in Year 3/4.
- Progression

#### Reception

December: Know Set 1 and blending

January: Ditties

April: Red

June: Green

### Year 1

December: know Set 2

January: Pink

April: Yellow

May: know Set 3

June: Blue / Grey

### SEN/Able Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be put in place, if required.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

### Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each teacher is requested to keep a register to identify pupils that are struggling or pupils that need extra reinforcement of a particular element that has been covered.

Formal assessment is carried out periodically by class Teachers, using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

### Monitoring and Review

The R.W.I. Leader will:

- ensure that tests are carried out for all KS1 and Early Years pupils and designates pupils to the correct groups

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- 'drop in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary model lessons
- attend up-date meetings when they occur and reports back to staff delivering RWI Programme
- speak with the headteacher regarding groupings, teaching spaces and other pertinent matters
- be responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

# The Teaching of Reading

Within Cornerstone schools, reading is viewed as one of the paramount factors in children's development, both as learners and citizens. Therefore, in addition to the RWI phonics scheme, mentioned previously, significant investment has been made in both the library and the Accelerated Reader scheme.

## Accelerated Reader (AR)

AR is supported by scientifically-based research. An extensive body of research confirms the effectiveness of Accelerated Reader and best classroom practices in helping educators dramatically improve student reading skills. The research consistently demonstrates that Accelerated Reader enables teachers to target instruction and accelerate reading growth for students of all ability levels.

AR now has a redesigned student interface with improved navigation and tablet compatibility and has the ability to:

- Personalize and guide independent reading practice.
- Develop lifelong readers and learners.
- Tap into unlimited access to all quizzes and enjoy online support.
- Increase parental support with web-based, school-to-home communications.

## The 5 steps to reading success

It's all about practise. AR encourages substantial differentiated reading practise to create strong readers. Based on each student's independent reading level, AR helps teachers set personalized goals for each student, and guide students to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration.

In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills.

1. Determine reading level. First, a student's optimal reading level is determined through the STAR Reading Enterprise assessment. This assessment suggests a range of book levels for each student called the "zone of proximal development", or ZPD. Children should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.
2. Set practice goals. Teachers support children to set individualized reading practice goals based on reading quantity, quality, and difficulty and they can then monitor progress toward those goals.
3. Personalised practice. Personalised reading practice means students read books of interest at their own reading level. AR BookFinder makes it easy to find the perfect book.
4. Students take an AR Quiz. AR offers more than 150,000 quizzes of three types on both fiction and nonfiction titles. Students have many different options for taking AR Quizzes, including laptops, PCs, tablets, and NEO 2s, as well as through the AR Student App available on Apple® devices.
5. Receive instant feedback. AR provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction or intervention. Students and parents get instant feedback to help motivate success with the use of Renaissance Home Connect.

<https://ukhosted44.renlearn.co.uk/2243725/HomeConnect/Login.aspx>

The following guidelines will govern the AR Program at Broadclyst Community Primary School:

- Students will complete a STAR Reader assessment AT LEAST every term. Where required, students may complete additional STAR Reader tests to inform other forms of teacher assessment or to update/ clarify reading levels and ZPD range for AR books.
- All students must log in using their own passwords and key in their own answers.
- Each student should be reading on their ZPD, or reading level, as determined by the STAR Reading assessment.
- Students must maintain an 80% correct average on comprehension within a minimum of three AR quizzes before moving onto the next level. However, teachers will maintain a degree of 'flex' when working with the children in their class to determine if they require further consolidation within a level or are ready for the challenge of the next level within their ZPD.
- Diagnostic reports from STAR Reader assessment will be used by teachers to inform individual reading requirements and targets.
- TOPS reports after each AR test will be utilised to initiate discussion between teacher and student to reflect on progress and reading targets
- AR tests are taken at school during school hours. Where children read AR books and complete quizzes at home, teachers will consider levels of independence and results through weekly analysis of data.
- AR performance reports will be produced every Friday and distributed to each Team for monitoring and analysis purposes.
- AR Guided Reading sessions will be used to provide additional support and challenge to students. AR Guided Reading books are in sets of five. Therefore, it is suggested that AR guided reading groups are composed of no more than five students per group and are set based on AR Star Reader results and ZPD range. AR Guided Reading books are available from Team 4.
- Best performing/ most improved students in KS1 and KS2 to will be awarded an Accelerated Reader bookmark during Celebration Assembly.
- Progress reports will be produced for each student to inform teacher assessment and possible interventions following completion of each STAR Reader assessment.

### Library

As a school, we believe that our library is at the heart of a successful reading culture. Therefore, Cornerstone ensures that each of its schools hosts a library with at least one dedicated librarian. The librarian takes on a role in the monitoring of reading within the library, as well as in the daily running of the library. They also run a 'Junior Librarian' programme, which is designed to increase engagement with the library as a space.

### Mentoring

A key element of the trust's approach to reading is academic mentoring. The principles are as follows:

- Every child in KS1 & KS2 meets with a member of staff who acts as their mentor throughout the academic year.
- The member of staff could be a teaching assistant, teacher or member of the leadership team.

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- Meetings are approximately fortnightly.
- The discussion focuses on the child's progress in reading, writing and maths, as well as any pastoral issues, such as school transition. In Key Stage 1, reading is the primary focus.
- In the reading discussion, mentors the pupil's progress through the book, their comprehension of the text and their enjoyment of the book. A meeting could include a trip to the library to select books.

Anecdotally, teachers have commented on this ensuring that no child slips through the net.

#### Teaching Reading throughout the Curriculum

Teachers in the trust will build opportunities into the breadth of the curriculum to read in a range of contexts. This might include:

- Diary extracts as sources in History
- Technical manuals in Design and Technology
- Articles to support with projects

To support this, the texts will be added to Microsoft OneNote, which utilises Immersive Reader and other learning tools. This can be of great help to all pupils, especially those with dyslexic tendencies.



# The Teaching of Oracy

## RATIONALE

The skill of oracy is seen as instrumental in enabling children to become confident communicators throughout their lives, and thus they are provided with a range of opportunities to develop and showcase their use of language in verbal communication whilst at our schools. Debating and oracy are a core part of our literacy offer at Cornerstone. We ensure that debating and oracy are built into our curriculum mapping throughout a pupil's time in school. All pupils engage in debates and are set tasks to speak publicly through presentations, performances and visits to the television studio throughout the year.

In the day-to-day life of the school, dialogic approaches are embedded in general classroom practice through the use of partner talk and well-planned and facilitated discussions. This is in place to give children the opportunity to develop their ideas with peers collaboratively through the use of language and targeted vocabulary.

Throughout their time at Cornerstone, children will have access to a significant range of opportunities in each year group where they can deliver their work, and listen/respond to the inputs of others:

- Paired discussion
  - Group discussion
  - Mentor meetings (with a member of staff)
  - Flip recordings (generally viewable by classmates & can be responded to in an asynchronous, dialogic format)
  - Presentations in class
  - Presenting work in assemblies (class, key stage and whole school. Occasionally trust-wide)
  - Video/audio recordings in the TV studio
  - Live broadcasts from the TV studio (with a range of audiences from classmates to external events such as conferences)
  - Performances and productions to audiences beyond the immediate school community
- All of the above can take place live in person or online via Teams meetings.

## AIMS

*We aim to:*

- Develop children into confident communicators
- Provide sufficient opportunity for discussion and reflection in lessons
- Allow children to share their thoughts in a range of verbal contexts, such as presentations and debates
- Enable every voice to be heard – directly in class or through online tools such as Flip
- Support children in understanding their next steps of development in oracy through targeted feedback
- Provide purposeful contexts in which to communicate – such as theatre productions or news programmes
- Scaffold children's learning with a range of tools to support their oracy, including 'Reading Progress' and 'Reading Coach'

Our progression of skills in oracy across years 1-6 is influenced by the Voice21 and ICAN progressions.

# The Teaching of Writing

## RATIONALE

Writing is a key aspect of the curriculum and along with reading, speaking and listening, it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the school's role that all pupils develop their writing ability and enjoy the process of cultivating this lifelong skill. At Cornerstone we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers. This policy aims to ensure that there is coherence, continuity and progression within our teaching throughout the school.

## AIMS

*We aim to:*

- Nurture the children's sense of themselves as writers
- Create an ethos of achievement in writing
- Encourage children to become enthusiastic, confident and reflective writers
- Provide purposeful writing opportunities where children write for a variety of audiences
- Enable children to independently produce high quality writing across all curriculum areas
- Ensure children know, understand and apply their writing targets in all writing tasks
- Encourage children to play with language and write for pleasure
- Ensure children can write using a legible, joined script.

*In particular our teaching of writing will increase children's abilities to:*

- Write imaginative, interesting and thoughtful texts
- Produce texts which are appropriate to task, reader and purpose
- Organise and present whole texts effectively, sequencing and structuring information, ideas and events
- Construct paragraphs and use cohesion within and between paragraphs
- Vary sentences for clarity, purpose and effect
- Write with grammatical accuracy
- Spell with accuracy
- Experiment with adventurous and effective vocabulary which are appropriate
- Apply their understanding of phonics and spelling rules to all forms of writing

## STRATEGIES TO DEVELOP WRITING SKILLS

- Both transcription (spelling and handwriting) and composition skills (articulating ideas and structuring them in speech and writing) are explicitly taught during English lessons.
- Transcription and composition skills are then applied and developed in writing for curriculum areas.
- Within each writing unit taught, the correct technical vocabulary is modelled to children which the children then use to discuss their own writing.
- Children have frequent opportunities to read aloud their written work for an audience, often making use of the school radio station and TV.

- Throughout the teaching of writing, links are made to reading. At the start of a new writing unit children analyse the structural and language features of a specific text type and develop their own success criteria to guide their subsequent writing.
- Pupils are taught how to plan, edit and redraft their writing, as well as producing a best copy.
- Pupils are taught effective composition by forming, articulating and communicating ideas, before organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
- As with every curriculum subject, Cornerstone considers it imperative that all writing is situated within a curriculum project or real-world setting. Therefore, teachers will identify opportunities for auxiliary writing in each of these settings. Writing must have a purpose and an audience to who it is distributed.

### **DEVELOPING WRITING SKILLS IN THE EARLY YEARS FOUNDATION STAGE (EYFS)**

Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. This understanding begins in EYFS through daily, high quality phonics lessons.

In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis (see handwriting policy).

A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

### **DEVELOPING WRITING SKILLS IN KEY STAGES 1 AND 2**

#### *Phonics*

At Cornerstone we recognise that phonics is fundamental to children's development as readers and writers throughout the primary school years. From EYFS and throughout Key Stage 1 children engage in high quality, focussed phonics lessons on a daily basis to develop both reading and writing skills, following the Letters and Sounds programme. As children progress into Key Stage 2 they receive daily 'Read, Write, Inc Spell' lessons and those who are not yet ready for this continue to develop phonic skills through specific interventions (see spelling policy).

#### *Modelled Writing*

This happens during English lessons and within guided writing groups. During this style of teaching, the teacher thinks aloud while writing and models strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuating, rehearsing, proof reading, editing, word selection, sentence construction and paragraphing.

### *Shared Writing*

This can take place in any curriculum lesson but most frequently during English lessons. This strategy can also be used in guided writing groups and has far greater input from the children than modelled writing. The teacher invites contributions from the children and teaches writing skills such as rehearsal, proof reading and editing, and production of a final draft. Teachers may also demonstrate how to create or use success criteria and marking ladders to self or peer assess. This may be the starting point for independent or guided writing.

### *Spelling, Punctuation and Grammar*

At Cornerstone, we recognise the importance of highly accurate spelling, grammar and punctuation in writing. To this end, we provide our pupils with a thorough, well-rounded SPAG curriculum that takes into account their specific learning needs. Our grammar teaching follows two strands: teaching grammar for writing and discrete grammar teaching. We recognise the benefits of both approaches. When our pupils are taught grammatical skills for writing, the overall coherence, quality and precision of their writing improves drastically and allows them to communicate more effectively.

We do also believe that in being taught the rules and conventions of grammar discretely, pupils can not only begin using these effectively in reading and writing but also gain greater cultural capital by having an in-depth understanding of grammar. Spelling is taught through the RWI Phonics in the early years and Year 1. Once children move on from RWI Phonics, they follow the RWI Spelling scheme; this allows for real breadth and depth spelling coverage and provides pupils with the opportunity to not only understand spelling rules but to apply them in a relevant context. In becoming more accurate, confident spellers, Cornerstone pupils are able to write and read far more fluently.

### *Independent Writing*

We want children to enjoy writing from an early age. Our ultimate intention is to enable children to independently and effectively communicate in writing for a wide range of audiences. In the EYFS children are encouraged to write independently using their own emergent writing from the time they come into school. Throughout Key Stages 1 and 2 children have the opportunity to write independently and at length.

### *Nelson Handwriting*

The expectations for the development of handwriting at the end of each key stage are as follows:

- **KS1:** All children must form letters and digits of the correct size, orientation and relationship to one another and to lower-case letters by the end of Year 2 to reach expected standard.
- **KS2:** All children must maintain legibility in joined handwriting by the end of Year 6 to reach expected standard.

To achieve this, the trust utilises Nelson Handwriting. The scheme is compatible with the ReadWriteInc phonics scheme. It emphasises the development of a confident, legible, personal handwriting style.

Sessions are delivered regularly throughout the week and are approximately 15-minutes in length. The sessions are also constructed to relate to a pupil's development in spelling, as well as to the wider curriculum.

### *Writing Targets*

From Year 1, children have a tick sheet of statements for their year group expected standards in their OneNote notebook. After each piece of independent writing, children use the tick sheet to identify their targets with teacher support. Throughout the writing process, children are encouraged to look at their tick sheets as well as responding to marking feedback (see marking policy) to continually make improvements and work towards their targets as part of the editing and redrafting process. Self and peer assessment are also used to support children with identifying and meeting targets.

## **POLICY FOR THE ASSESSMENT OF WRITING**

The purpose of this policy is to layout, in conjunction with National Curriculum (2014) and the Interim Assessment Frameworks (2017), the methods that the Cornerstone Academy Trust will use to assess the attainment of its pupils in writing across its primary schools.

This framework has been adapted from the most recent policy released by the STA for assessment in Year 2 and Year 6. These frameworks have then been compared to the National Curriculum expectations for Years 1, 3, 4 and 5 and adapted accordingly.

Each child will produce a portfolio of evidence comprising of around 6 pieces of writing. These will demonstrate their ability to write in a variety of contexts and for a varied audience and purpose. Examples of this will include writing persuasively, writing to inform and writing creatively (eg. narrative and poetry).

The evidence must show that the pupil demonstrates attainment of all the 'pupil can' statements within the standard they have been awarded. It is likely that the pupil's work for the standard they have been awarded will also evidence the 'pupil can' statements of the preceding standard(s).

### *No More Marking*

No More Marking is an online comparative judgement platform that allows work to be assessed holistically, producing a score for each pupil. Research indicates that lower secondary school pupils are surprisingly adept at assessing their peers' work using comparative judgement. Our innovation is substituting teacher marking and feedback for a structured lesson where the pupils use No More Marking to make multiple comparative judgements on the work concerned in order to better understand "what a good one looks like". Teachers often use exemplars, but they tend not to do so comparatively – this innovation addresses that.

Comparative Judgement is an assessment technique which involves comparing a series of two pieces of writing side-by-side to establish a measurement scale. It offers the following benefits over traditional marking and moderation:

- It is efficient: you can judge and moderate faster than you can standardise, mark and moderate
- It is reliable and fair: comparisons are more precise than absolute judgements, and you can share judgements across teachers and schools

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- It is meaningful: you make holistic judgements about the quality of work to develop a shared understanding of what good looks like

Each year group will participate in one national judgement window per academic year (which is the maximum available). Aspirationally, we will aim to run two additional judgement windows per year group to give additional internal data.

# Writing Assessment Frameworks

<b>Teacher assessment framework at the end of Early Years - Writing</b>
<b>Working towards the expected standard</b>
The pupil can: <ul style="list-style-type: none"><li>• give meaning to marks they make as they draw, write and paint</li><li>• begin to break the flow of speech into words</li><li>• continue a rhyming string</li><li>• hear and say the initial sound in words</li><li>• segment the sounds in simple words and blend them together</li><li>• link sounds to letters, naming and sounding the letters of the alphabet</li><li>• use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li><li>• write own name and other things such as labels &amp; captions</li><li>• attempt to write short sentences in meaningful contexts</li></ul>
<b>Working at the expected standard</b>
The pupil can: <ul style="list-style-type: none"><li>• write phonetically in a range of contexts</li><li>• write simple sentences which can be read by themselves and others</li><li>• use their phonic knowledge to write words in ways which match their spoken sounds</li><li>• write some irregular common words</li><li>• write words that are spelt correctly and others are phonetically plausible</li><li>• form most lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form most lower-case letters of the correct size relative to one another in some of the writing</li></ul>
<b>Working at greater depth within the expected standard</b>
The pupil can: <ul style="list-style-type: none"><li>• spell phonically regular words of more than one syllable</li><li>• spell many irregular but high frequency words</li><li>• use key features of narrative in their own writing</li><li>• consistently form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• consistently form lower-case letters of the correct size relative to one another in some of the writing</li><li>• leave spaces between words</li><li>• demarcate sentences with capital letters and full stops</li></ul>

<b>Teacher assessment framework at the end of Year 1 - Writing</b>
<b>Working towards the expected standard</b>
<p>The pupil can:</p> <ul style="list-style-type: none"><li>• use their phonic knowledge to write words in ways which match their spoken sounds</li><li>• write some irregular common words</li><li>• write simple sentences which can be read by themselves and others</li><li>• some words are spelt correctly and others are phonetically plausible</li><li>• form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form lower-case letters of the correct size relative to one another in some of the writing</li></ul>
<b>Working at the expected standard</b>
<p>The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <ul style="list-style-type: none"><li>• composing a sentence orally before writing it</li><li>• sequencing sentences to form short narratives</li><li>• re-reading what they have written to check that it makes sense</li><li>• leaving spaces between words</li><li>• joining words and joining clauses using and</li><li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li><li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</li><li>• spelling most words correctly* (years 1 and 2)</li><li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li><li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li></ul>
<b>Working at greater depth within the expected standard</b>
<p>The pupil can write for different purposes, after discussion with the teacher:</p> <ul style="list-style-type: none"><li>• using sentences with different forms in their writing (statements, questions, exclamations and commands)</li><li>• using some expanded noun phrases to describe and specify</li><li>• using present and past tense mostly correctly and consistently</li><li>• using co-ordination (or / and / but) and some subordination (when / if / that / because)</li><li>• using the full range of punctuation taught at Key Stage 1 mostly correctly</li><li>• spelling most common exception words*/words with contracted forms*</li></ul>



<b>Teacher assessment framework at the end of Year 2 - Writing</b>
<b>Working towards the expected standard</b>
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"><li>• write sentences that are sequenced to form a short narrative (real or fictional)</li><li>• demarcate some sentences with capital letters and full stops</li><li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li><li>• spell some common exception words*</li><li>• form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form lower-case letters of the correct size relative to one another in some of their writing</li><li>• use spacing between words</li></ul>
<b>Working at the expected standard</b>
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"><li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li><li>• write about real events, recording these simply and clearly</li><li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li><li>• use present and past tense mostly correctly and consistently</li><li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li><li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li><li>• spell many common exception words</li><li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li><li>• use spacing between words that reflects the size of the letters.</li></ul>
<b>Working at greater depth within the expected standard</b>
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"><li>• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li><li>• make simple additions, revisions and proof-reading corrections to their own writing</li><li>• use the punctuation taught at key stage 1 mostly correctly</li><li>• spell most common exception words</li><li>• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)</li><li>• use the diagonal and horizontal strokes needed to join some letters.</li></ul>

<b>Teacher assessment framework at the end of Year 3 - Writing</b>
<b>Working towards the expected standard</b>
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"><li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li><li>• write about real events, recording these simply and clearly</li><li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li><li>• use present and past tense mostly correctly and consistently</li><li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li><li>• spell most common exception words</li><li>• form the majority of capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li><li>• use spacing between words that reflects the size of the letters</li></ul>
<b>Working at the expected standard</b>
<p>The pupil can write for different purposes, after discussion with the teacher:</p> <ul style="list-style-type: none"><li>• plan their writing's structure, vocabulary and grammar</li><li>• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li><li>• make simple additions, revisions and proof-reading corrections to their own writing</li><li>• create settings, characters and plot in narratives</li><li>• use paragraphs to structure ideas</li><li>• use simple organisational devices [for example, headings and sub-headings] in non-narrative material</li><li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li><li>• spell most common exception words / spell most words with contracted forms</li><li>• spell most words correctly (year 3 and 4)</li><li>• use the diagonal and horizontal strokes needed to join letters in most of their writing</li><li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• demarcate most sentences with capital letters and full stops and with use of question marks, exclamation marks and commas for lists</li><li>• use spacing between words that reflects the size of the letters.</li><li>• use sentences with different forms in their writing (statements, questions, exclamations and commands)</li><li>• use some expanded noun phrases to describe and specify</li><li>• using present and past tense mostly correctly</li></ul>
<b>Working at greater depth within the expected standard</b>
<p>The pupil can write for different purposes:</p> <ul style="list-style-type: none"><li>• using prefixes and suffixes and understand how to add them</li><li>• spelling homophones and words that are often misspelt</li><li>• drafting their writing by composing and rehearsing sentences orally (including dialogue)</li></ul>

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- using a varied and rich vocabulary and an increasing range of sentence structures
- structuring ideas into paragraphs around a theme
- using present and past tense correctly and consistently
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using fronted adverbials punctuated with commas
- using and punctuating direct speech mostly correctly
- placing the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- spelling most words correctly (year 3 and 4)

<b>Teacher assessment framework at the end of Year 4 - Writing</b>
<b>Working towards the expected standard</b>
<p>The pupil can write for different purposes, after discussion with the teacher:</p> <ul style="list-style-type: none"><li>• writing coherent narratives about personal experiences and those of others (real or fictional)</li><li>• writing about real events, recalling key details</li><li>• spelling most common exception words / spelling most words with contracted forms</li><li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks and commas for lists.</li><li>• using sentences with different forms in their writing (statements, questions, exclamations and commands)</li><li>• using co-ordination (or / and / but) and some subordination (when / if / that / because)</li><li>• write legibly</li></ul>
<b>Working at the expected standard</b>
<p>The pupil can write for different purposes:</p> <ul style="list-style-type: none"><li>• using prefixes and suffixes and understand how to add them</li><li>• spelling homophones and words that are often misspelt</li><li>• increasing the legibility, consistency and quality of their joined up handwriting</li><li>• planning their writing's structure, vocabulary and grammar</li><li>• drafting their writing by composing and rehearsing sentences orally (including dialogue)</li><li>• structuring their ideas into paragraphs around a theme</li><li>• using simple organisational devices [for example, headings and sub-headings] in non-narrative material</li><li>• creating settings, characters and plot in narratives</li><li>• using present and past tense correctly and consistently</li><li>• evaluating and editing by proposing changes to grammar and vocabulary to improve</li><li>• proofreading for spelling and punctuation errors</li><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li><li>• using the present perfect form of verbs in contrast to the past tense</li><li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• using conjunctions, adverbs and prepositions to express time and cause</li><li>• using fronted adverbials punctuated with commas</li><li>• using and punctuating direct speech mostly correctly</li><li>• placing the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li><li>• spelling most words correctly (year 3 and 4)</li></ul>
<b>Working at greater depth within the expected standard</b>
<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"><li>• describing settings and characters</li><li>• using different verb forms mostly accurately</li><li>• using a varied and rich vocabulary and a range of sentence structures</li></ul>

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- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction consistently correctly
- creating atmosphere, and integrating dialogue to convey character and advance the action
- maintaining legibility, fluency and speed in handwriting
- spelling words consistently correctly (year 3 and 4)

<b>Teacher assessment framework at the end of Year 5 - Writing</b>
<b>Working towards the expected standard</b>
<p>The pupil can:</p> <ul style="list-style-type: none"><li>• write for a range of purposes</li><li>• use paragraphs to organise ideas</li><li>• in narratives, describe settings and characters</li><li>• use capital letters, full stops, question marks and commas for lists mostly correctly</li><li>• spell correctly most words from the year 3 / year 4 spelling list.</li><li>• write legibly.</li><li>• show an awareness of how to punctuate direct speech using inverted commas.</li></ul>
<b>Working at the expected standard</b>
<p>The pupil can write for a range of settings and purposes:</p> <ul style="list-style-type: none"><li>• describing settings and characters</li><li>• using cohesive devices within and across sentences and paragraphs</li><li>• using different verb forms accurately</li><li>• organising paragraphs around a theme</li><li>• using co-ordinating and subordinating conjunctions</li><li>• creating atmosphere, and integrating dialogue to convey character and advance the action</li><li>• maintaining legibility, fluency and speed in handwriting</li><li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li><li>• selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li><li>• using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li><li>• using conjunctions, adverbs and prepositions to express time and cause</li><li>• using verb tenses consistently and correctly throughout their writing</li><li>• using the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li><li>• spell correctly most words from the year 3 / year 4 spelling list and some from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li></ul>
<b>Working at greater depth within the expected standard</b>
<p>The pupil can:</p> <ul style="list-style-type: none"><li>• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li><li>• distinguish between the language of speech and writing.</li><li>• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens).</li><li>• use a varied and rich vocabulary and a range of sentence structures</li><li>• use verb tenses consistently and correctly throughout their writing</li></ul>

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- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

<b>Teacher assessment framework at the end of Year 6 - Writing</b>
<b>Working towards the expected standard</b>
<p>The pupil can:</p> <ul style="list-style-type: none"><li>• write for a range of purposes</li><li>• use paragraphs to organise ideas</li><li>• in narratives, describe settings and characters</li><li>• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li><li>• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</li><li>• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</li><li>• write legibly.</li></ul>
<b>Working at the expected standard</b>
<p>The pupil can:</p> <ul style="list-style-type: none"><li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li><li>• in narratives, describe settings, characters and atmosphere</li><li>• integrate dialogue in narratives to convey character and advance the action</li><li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li><li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li><li>• use verb tenses consistently and correctly throughout their writing</li><li>• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li><li>• spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li><li>• maintain legibility in joined handwriting when writing at speed.</li></ul>
<b>Working at greater depth within the expected standard</b>
<p>The pupil can:</p> <ul style="list-style-type: none"><li>• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li><li>• distinguish between the language of speech and writing and choose the appropriate register</li><li>• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li><li>• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li></ul>