



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. (RWI) Phonics is an inclusive, systematic synthetic phonics programme designed to ensure that all children develop secure early reading skills. Beginning in Nursery and continuing until pupils are confident, fluent and independent readers, the programme teaches the 44 common sounds of the English language and how to blend these sounds to read words accurately. Emphasis is placed on both reading and writing skills, as well as the development of comprehension, vocabulary and grammar. RWI forms a core element of the school's early literacy provision, delivered consistently and with fidelity so that all pupils, including those requiring additional support, make strong and sustained progress.

Reading is recognised as the key that unlocks the wider curriculum, and efficient, accurate decoding is essential for academic success. To ensure continuity, pace and progression, RWI sessions take place daily without exception; this consistent, fast-paced and cumulative approach accelerates pupils' reading development and strengthens their fluency and comprehension. Staff follow the programme closely, ensuring all pupils benefit from the systematic structure and that any gaps in learning are quickly identified and addressed, supporting rapid and secure progress in early reading.

Aims and Objectives

- **Teach phonics skills** by enabling children to blend phonemes to read words and segment words into phonemes to spell them accurately.
- **Encourage reading fluency** through regular practice with high-frequency words and decodable texts matched to children's phonic knowledge, including the teaching of 'Red Words' that do not follow regular phonetic patterns.
- **Develop comprehension skills** by supporting children to read and understand a range of texts, enhancing vocabulary knowledge and overall reading fluency.
- **Promote a love of reading** through engaging activities and high-quality literature that encourage children to take pleasure in reading.
- **Support individual learning needs** by providing targeted and tailored intervention for children who require additional support, ensuring they are well-prepared for the phonics screening check and end-of-Key Stage 1 expectations.
- **Develop spelling skills** by teaching children to segment words into sounds from an early stage, enabling accurate, effortless spelling and allowing them to focus more fully on writing composition.

These objectives aim to equip children with the necessary skills to become independent, lifelong readers.

Planning

Pupils are grouped by ability based on RWI assessments and teacher judgment, ensuring teaching closely matches their stage of development. All planning is provided by the RWI scheme, and sessions follow consistent, well-structured routines outlined in the programme handbook.

Teaching Assistants lead RWI groups with support from class teachers and the Phonics Lead. All staff delivering phonics have access to the Ruth Miskin training portal, which provides high- quality guidance and inaction videos to support consistent and effective delivery.

RWI progression across the school

NURSERY: In Nursery, the focus is on developing children's language through stories and nursery rhymes. Children join the RWI programme when ready, beginning with picture cards; once they can identify 23, they learn Set 1 sounds—typically in the final two terms. They are taught to recognise these sounds speedily and begin oral blending using 'Fred Talk'. From the start, children practise correct pencil grip and sitting position, with all writing carried out at tables to establish strong early habits.

RECEPTION: RWI is introduced within the first few weeks of Reception. Children are taught Set 1 sounds in the specified order, with one new sound taught daily alongside regular review and oral blending practice. After the first term, pupils are grouped according to assessed needs so teaching can be closely matched to their development. Daily RWI sessions include a 15-minute Speed Sounds lesson, followed by handwriting and reading activities as appropriate, while other children access continuous provision in line with the EYFS curriculum.

KEY STAGE ONE: Daily RWI groups include a 15-minute Speed Sounds session teaching Set 2 and Set 3 'special friend' sounds, followed by a 30-minute storybook session where children apply their phonics and practise reading. Each book is read three times to build accuracy, fluency and comprehension before being sent home. These sessions are supported by wider literacy teaching, and once children are fully secure in phonics, they transition to focusing solely on Literacy learning.

KEY STAGE TWO: RWI continues as an intervention during Literacy sessions for pupils who still require phonics support. From Year 5 onwards, this provision is delivered through the age-appropriate Fresh Start programme.

Expectations of progress

Reception

End of Autumn 1: Read 16 single-letter Set 1 sound

End of Autumn 2: Read all 25 Set 1 single letter sounds and blend sounds into words orally

End of Spring 1: Read all 25 Set 1 single letter sounds, blend sounds to read words and Read short Ditty stories

End of Spring 2: Read 31 sounds (Set 1 Special Friends) and Read Red Storybook

End of Summer 1: Read 35 sounds (4 double consonants) and Read Green Storybooks End of

year: Read 41 sounds (first 6 Set 2 sounds) and Read Green Storybooks

Year 1

End of Autumn 1: Read 47 sounds (all Set 1 and Set 2 sounds) and Read Purple Storybooks End of

Autumn 2: Read 52 sounds (first 5 Set 3 sounds) and Read Pink Storybooks

End of Spring 1: Read 58 sounds(11 Set 3 sounds) and Read Orange Storybooks End of

Spring 2: Read 64 sounds (17 Set 3 sounds) and Read Yellow Storybooks End of Summer

1: Read 69 sounds (22 Set 3 sounds) and Read Yellow Storybooks

End of year: Read 75 sounds (all Set 3 sounds and additional graphemes) Read Blue Storybooks

Year 2

End of Autumn 1: Read Blue Storybooks with increasing fluency and comprehension End of

Autumn 2: Read Grey Storybooks

End of Spring 1: Read Grey Storybooks with fluency and comprehension End of

Spring 2: Complete scheme

SEN/Able Pupils

SEN pupils are fully included in RWI sessions, as all children are grouped by ability and teaching is matched to each group's rate of progress. One-to-one tutoring is provided where additional support is required. The same approach applies to exceptionally able pupils, who are grouped with others of similar ability, with flexibility to place gifted pupils in older groups when appropriate.

Assessment and Recording

Children are informally assessed throughout every lesson. The teacher assesses how children:

- Recognise new sounds
- Apply Phonics knowledge to read words
- Reads with fluency
- Comprehends what they are reading

Teachers meet regularly with the Phonics Lead to review pupil progress, identify those who are struggling, and implement targeted support. This may include 1:1 tutoring, additional reading of Storybooks, or spotlighting pupils during lessons to ensure close monitoring and timely intervention.

Formal assessments are completed half-termly by class teachers using the RWI Portal. These assessments inform accurate groupings, highlight next steps, and identify gaps in learning, ensuring teaching is consistently responsive to pupils' needs.

Monitoring and Review

The Phonics Leader will:

- ensure assessments are completed for all pupils and that children are grouped accurately according to need
- conduct drop-ins to observe RWI groups, provide coaching, and check that pupils are working at the appropriate challenge point
- model lessons where necessary to support high-quality delivery
- attend update meetings and disseminate relevant information to staff delivering the RWI programme
- meet regularly with the Headteacher and Deputy Headteacher to report on pupil progress and review support plans
- report to governors on the quality of RWI implementation and its 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:

- Personalise 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. [Renaissance Home Connect Log In](#)

The following guidelines will govern the AR Program at The Cornerstone Academy Trust:

- 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 performance reports will be shared in Whole School Assemblies to show the children the previous weeks progress.
- Students in KS1 and KS2 who read a million words will be awarded an Accelerated Reader Word Millionaire Certificate that will be celebrated in assembly.
- Progress reports will be produced for each student to inform teacher assessment and possible interventions following completion of each STAR Reader assessment at the end of each term.

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.

- 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.

From Year 1 to Year 6, pupils receive three reading lessons per week. These lessons focus explicitly on developing reading fluency, accuracy and comprehension, with structured opportunities for echo reading, vocabulary development, paired reading, independent reading and comprehension activities.

Across each week, all reading lessons are based on the same core text, allowing pupils to revisit and deepen their understanding through repeated exposure. This approach supports improved fluency, confidence and comprehension, enabling pupils to engage more thoughtfully with language, structure and meaning. A new text is introduced the following week to ensure breadth, progression and sustained challenge.

In addition to class reading lessons, pupils access a minimum of two Reading Coach sessions per week on Microsoft Teams. During these sessions, pupils read aloud using individual headsets. The Reading Coach programme analyses key aspects of reading fluency, including omissions, insertions, repetitions, self-corrections, expression and pace. This provides targeted feedback to support pupils in improving accuracy, fluency and prosody, and informs teachers' ongoing assessment and support.

Together, these approaches ensure that reading instruction is systematic, inclusive and responsive, supporting pupils to become confident, fluent and thoughtful readers across the curriculum.

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, focused 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 discreetly, 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.

Planning of Writing

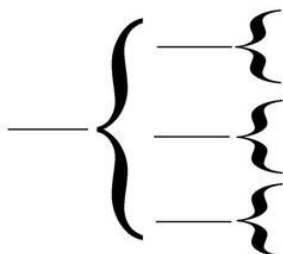
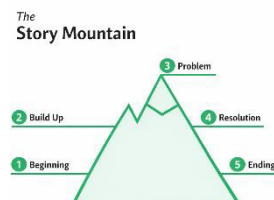
Burger Model



The burger model explains structure by comparing ideas to a sandwich: the top bun introduces the main point, the filling develops it with supporting detail, and the bottom bun concludes and holds everything together. It helps pupils organise thinking clearly by ensuring every piece of writing or explanation has a purposeful beginning, detailed middle, and a coherent ending.

Story Mountain

A story mountain shows how a story begins by introducing characters and setting, then builds up problems and tension to reach an exciting climax. After this peak moment, the story settles as problems are resolved and the ending brings everything to a clear conclusion.



Brace Map

A brace map shows how something can be broken down from a whole into its individual parts, using branches or brackets to organise each component clearly. It helps learners understand structure by showing how all the smaller parts fit together to make the complete object or idea.

At **Cornerstone Academy Trust**, handwriting is taught explicitly and systematically through a handwriting programme, that is fully aligned with the school's phonics provision and is taught alongside the RWI Phonics programme. This ensures consistency between the sounds children learn, the graphemes they write and the letter formations they practise, supporting cognitive load reduction and early writing confidence.

This approach ensures that children develop fluent, legible and automatic handwriting skills which support accurate spelling, effective transcription and high-quality composition.

Aims and Principles

Through the teaching of handwriting, the school aims to ensure that all pupils:

- Develop correct letter formation from the outset

- Secure an appropriate pencil grip, posture and writing position
- Build fluency and automaticity in handwriting to support spelling and composition
- Form letters consistently and accurately, moving towards joined handwriting when developmentally appropriate
- Take pride in the presentation of their written work

Handwriting is viewed as a **foundational skill** which underpins all aspects of writing across the curriculum.

Teaching and Progression

Handwriting is taught explicitly from the Early Years and continues throughout Key Stage 1 and Key Stage 2 as appropriate.

- **Early Years Foundation Stage (EYFS)**
Children are taught correct letter formation alongside their phonics learning. Staff model correct formation using RWI phrases and terminology. Fine motor development, correct posture and pencil grip are prioritised to establish strong early habits.
- **Key Stage 1**
Pupils practise letter formation and size in line with RWI expectations. Handwriting sessions are closely linked to phonics learning so that children practise writing the sounds and words they can read. Regular practice supports consistency, spacing and orientation. In KS1 children are taught to join their handwriting, starting by joining two letters together and building upon this.
- **Key Stage 2**
Pupils are expected to write legibly and fluently, using joined handwriting where appropriate. Handwriting continues to be taught explicitly for pupils who require additional support, including those accessing RWI interventions such as Fresh Start.

Consistency and Expectations

All staff are expected to:

- Always model correct letter formation and handwriting expectations
- Use RWI handwriting language consistently across the school
- Ensure that presentation expectations are clear and applied consistently across subjects
- Provide targeted support for pupils who experience difficulties with handwriting

Consistency of approach across classes and key stages ensures that pupils develop secure and transferable handwriting skills.

Inclusion and Support

The school recognises that some pupils may require additional support to develop handwriting skills. Where necessary, handwriting is supported through:

- Additional practice and small-group intervention
- Adapted resources and targeted fine motor activities
- Close liaison with SEND staff and the use of appropriate strategies to support individual needs

Handwriting support is matched carefully to pupils' needs to ensure progress and confidence.

Monitoring and Assessment

The quality and consistency of handwriting teaching are monitored through lesson observations, work scrutiny and pupil discussions. Handwriting outcomes contribute to the school's wider monitoring of writing standards and inform future training and support.

A dedicated tracker is maintained for letter formation and handwriting. This tool allows staff to monitor the development of fine motor skills and handwriting proficiency, ensuring that appropriate interventions and support are provided where necessary to promote progress and confidence.

Writing Targets

Throughout the writing process, children are encouraged to look at their Rubrics provided to them through Teams assignments, as well as responding to marking feedback (see marking policy) to continually make improvements and work towards their year group 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.

Writing is accurately monitored and supported, using comprehensive writing trackers aligned with the National Curriculum writing standards. These trackers enable staff to systematically record, review and analyse pupils' attainment and development in writing throughout the academic year.

For pupils in Years 5 and 6, CoPilot Assessment is employed to build a robust writing portfolio for each child. This portfolio serves as an evidence base to support teacher judgements and provides clear, personalised targets for pupils to work towards. The process encourages ongoing reflection and improvement, supporting both formative and summative assessment practices.

Marking of pupils' writing books is carried out regularly and in line with the school's marking policy, ensuring that feedback is timely, constructive and focused on pupils' individual next steps. Self and

peer assessment are also embedded within the process to foster pupil engagement and ownership of their learning.

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
- 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

Teacher assessment framework at the end of Early Years - Writing
Working towards the expected standard
The pupil can: • give meaning to marks they make as they draw, write and paint • begin to break the flow of speech into words • continue a rhyming string • hear and say the initial sound in words • segment the sounds in simple words and blend them together • link sounds to letters, naming and sounding the letters of the alphabet • use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • write own name and other things such as labels & captions • attempt to write short sentences in meaningful contexts
Working at the expected standard
The pupil can: • write phonetically in a range of contexts • write simple sentences which can be read by themselves and others • use their phonic knowledge to write words in ways which match their spoken sounds • write some irregular common words • write words that are spelt correctly and others are phonetically plausible • form most lower-case letters in the correct direction, starting and finishing in the right place • form most lower-case letters of the correct size relative to one another in some of the writing
Working at greater depth within the expected standard
The pupil can: • spell phonically regular words of more than one syllable • spell many irregular but high frequency words • use key features of narrative in their own writing • consistently form lower-case letters in the correct direction, starting and finishing in the right place • consistently form lower-case letters of the correct size relative to one another in some of the writing • leave spaces between words • demarcate sentences with capital letters and full stops

Teacher assessment framework at the end of Year 1 - Writing

Working towards the expected standard

The pupil can:

- use their phonic knowledge to write words in ways which match their spoken sounds
- write some irregular common words
- write simple sentences which can be read by themselves and others
- some words are spelt correctly and others are phonetically plausible
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of the writing

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- leaving spaces between words
- joining words and joining clauses using and
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- spelling most words correctly* (years 1 and 2)
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- 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]
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- using the full range of punctuation taught at Key Stage 1 mostly correctly
- spelling most common exception words*/words with contracted forms*

Teacher assessment framework at the end of Year 2 - Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly
- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)
- use the diagonal and horizontal strokes needed to join some letters.

Teacher assessment framework at the end of Year 3 - Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell most common exception words
- form the majority of capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Working at the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- plan their writing's structure, vocabulary and grammar
- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- create settings, characters and plot in narratives
- use paragraphs to structure ideas
- use simple organisational devices [for example, headings and sub-headings] in non-narrative material
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- spell most common exception words / spell most words with contracted forms
- spell most words correctly (year 3 and 4)
- use the diagonal and horizontal strokes needed to join letters in most of their writing
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- demarcate most sentences with capital letters and full stops and with use of question marks, exclamation marks and commas for lists
- use spacing between words that reflects the size of the letters.
- use sentences with different forms in their writing (statements, questions, exclamations and commands)
- use some expanded noun phrases to describe and specify
- using present and past tense mostly correctly

Working at greater depth within the expected standard

The pupil can write for different purposes:

- using prefixes and suffixes and understand how to add them
- spelling homophones and words that are often misspelt
- drafting their writing by composing and rehearsing sentences orally (including dialogue)

- 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)

Teacher assessment framework at the end of Year 4 - Writing

Working towards the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- writing coherent narratives about personal experiences and those of others (real or fictional)
- writing about real events, recalling key details
- spelling most common exception words / spelling most words with contracted forms
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks and commas for lists.
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- write legibly

Working at the expected standard

The pupil can write for different purposes:

- using prefixes and suffixes and understand how to add them
- spelling homophones and words that are often misspelt
- increasing the legibility, consistency and quality of their joined up handwriting
- planning their writing's structure, vocabulary and grammar
- drafting their writing by composing and rehearsing sentences orally (including dialogue)
- structuring their ideas into paragraphs around a theme
- using simple organisational devices [for example, headings and sub-headings] in non-narrative material
- creating settings, characters and plot in narratives
- using present and past tense correctly and consistently
- evaluating and editing by proposing changes to grammar and vocabulary to improve
- proofreading for spelling and punctuation errors
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- 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)

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- describing settings and characters
- using different verb forms mostly accurately
- using a varied and rich vocabulary and a range of sentence structures

- using coordinating 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)

Teacher assessment framework at the end of Year 5 - Writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- use capital letters, full stops, question marks and commas for lists mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list.
- write legibly.
- show an awareness of how to punctuate direct speech using inverted commas.

Working at the expected standard

The pupil can write for a range of settings and purposes:

- describing settings and characters
- using cohesive devices within and across sentences and paragraphs
- using different verb forms accurately
- organising paragraphs around a theme
- using coordinating and subordinating conjunctions
- creating atmosphere, and integrating dialogue to convey character and advance the action
- maintaining legibility, fluency and speed in handwriting
- 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)
- 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)
- using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- using conjunctions, adverbs and prepositions to express time and cause
- using verb tenses consistently and correctly throughout their writing
- using the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- 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.

Working at greater depth within the expected standard

The pupil can:

- 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)
- distinguish between the language of speech and writing.
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens).
- use a varied and rich vocabulary and a range of sentence structures
- use verb tenses consistently and correctly throughout their writing

- 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

Teacher assessment framework at the end of Year 6 - Writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- write legibly.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed.

Working at greater depth within the expected standard

The pupil can:

- 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)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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.