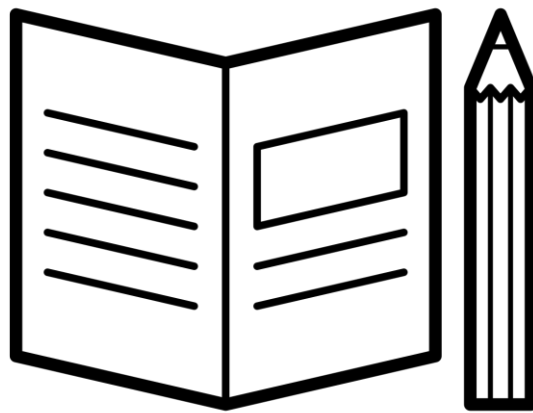




St Cecilia's
CHURCH OF ENGLAND PRIMARY SCHOOL

'Therefore encourage one another, and build each other up.'

How We Teach Writing



School vision

‘Therefore encourage one another, and build each other up.’

At St Cecilia’s our vision is to be a school community where we celebrate everyone’s gifts, and where everyone has a chance to flourish and grow. Our pupils will leave St Cecilia’s Church of England Primary ready for secondary school with a thirst for seeking knowledge, wisdom and understanding. Our pupils will gain high aspirations and the self confidence that they can lead a meaningful and fulfilling life, contributing positively to the community.

Education at St Cecilia’s Church of England Primary will be built on a firm foundation of Christian values with an expectation of high academic standards and pastoral care for all. The right foundations will mean unlocking future potential and enabling all in our school community to flourish. We want to give all our pupils ‘a good foundation for the future’. In partnership with parents, it is our ambition that all children will be independent, resilient and have a strong sense of moral responsibility.

Writing Intent



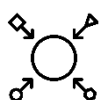
To **Inspire** children so that they are excited by writing and love the creative nature of the subject so that they feel and act like writers/ authors.



To **Impart knowledge** so children can write a range of different text types using the key ingredients that make the writing effective



To **Develop Communication** so that children can confidently write a range of text types that meets the needs of a range of audience.



To **Be Inclusive** so that all children engage fully with the writing curriculum by having the appropriate scaffolding and support so they can experience and write a range of text types.



To **Promote Citizenship and Spirituality** by giving children opportunities to write a range of texts, to a range of audiences about a range of topic that matter to them. Children are encouraged to be creative with their own ideas and language and present texts how they feel appropriate.

To realise these aims we have core principles, based on extensive research, that drive curriculum design, teaching and learning in our school.

To inspire:

- We choose units of work based on the interests of the children
- We strive to place learning in to real life contexts with appropriate audiences e.g writing to/ for real people
- We give opportunities to analyse engaging literature that will motivate children to write
- We have high expectations and aspirations for what the children can achieve
- We celebrate the success of each other and praise effort and perseverance
- We organise visits from quality, local authors and give opportunities to work with these

To Impart knowledge:

- We ensure that each piece of knowledge is carefully mapped out and taught so that there is clear progression through units, years and between year groups
- We use knowledge organisers which provide children with the key knowledge needed to support the writing of different text types
- We immerse children in a rich language environment and encourage them to use it
- We ask questions of the children to deeper understanding and thinking e.g. Is a fronted adverbial called the same when it is not at the start of the sentence?
- Lesson objectives are clearly defined so children are clear about what they are learning
- We ensure teachers have strong subject knowledge through regular CPD
- We plan for misconceptions and ensure they are addressed in a timely manner
- We revisit key concepts regularly within units and between units to ensure they enter the long-term memory.
- Individual lessons begin with a prior learning retrieval activity such as a quiz.

To develop communication:

- We give children opportunities to develop and use more aspirational vocabulary through strong modelling
- We ensure all appropriate language is displayed so that the children have easy access
- We plan in opportunities for children to talk and listen to each other's views and ideas
- Adults model good language and promote the use of higher-level vocabulary
- We provide opportunities for children to write to a range of audiences varying the language used to support this e.g. formal and informal
- Children have opportunities to read their work and listen to that of others and offer/receive feedback.
- We allow children to make presentational decisions for their end of unit writing

To be Inclusive:

- We model and scaffold the writing process for all learners
- We ensure learning is broken down in to manageable small steps.
- We have pre-teaching sessions so that children are more likely to be successful in the lesson
- We ensure we are aware of the specific needs of every child in the classroom and deploy appropriate support
- We use pre-assessment techniques to inform teaching
- We are flexible in how we let children show what they have learnt

To Promote Citizenship and Spirituality:

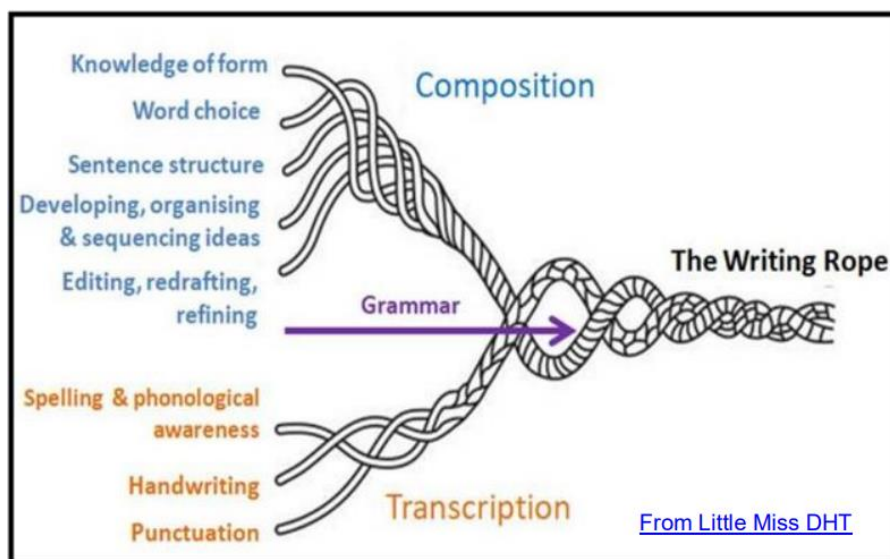
- We ensure children have time to reflect on what they have learnt
- We write for a range of different purposes linked to issues that are important to the children e.g writing letters of support to Greta Thunberg.
- We ensure the children learn about writing from different origins and cultures

- We encourage children to contribute their thoughts and ideas to whole class discussions and shared writing models
- We provide opportunities for children to present their work and their achievements to wider audiences
- We organise annual opportunities to work with an author of which vary in culture

Writing Implementation

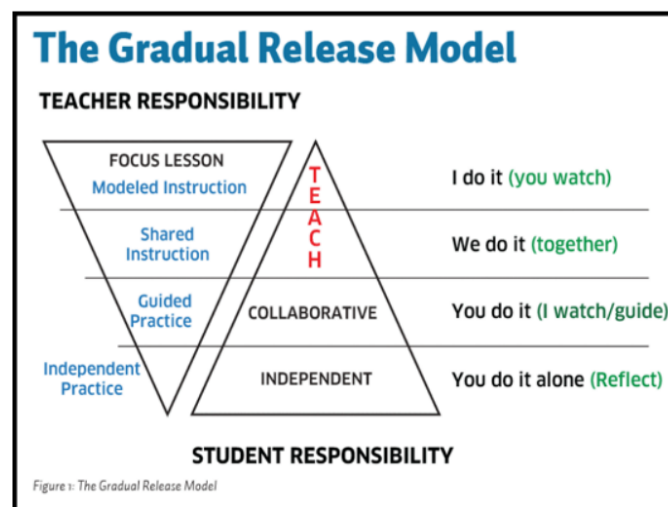
Our writing approach

There are many strands that children need to acquire before they become confident and fluent writers, able to write for different genres in a range of styles across all areas of the curriculum. We aim to ensure that all children learn these strands, beginning with the skills of transcription through to developing the skills of composition by the end of KS2. To support our writing approach, we consider the approach described by Jane Considine in the 'Write Stuff'.



Importance of modelling

To assist children in achieving higher expectations in writing, teachers use modelling techniques to share good quality texts. Following careful assessment and when the children are ready, the teacher moves through the Gradual Release Model, to help to develop independence.



We place high importance in developing oracy skills, opportunities are created throughout the following stages to incorporate talk time, this can take the form of talk to your partner, share your thoughts with the class, read your writing aloud. Children are encouraged to use full sentences when speaking to others and model they are listening by responding appropriately.

EYFS

In EYFS the children follow the RWI phonics scheme which complements learning letter formations alongside phonics. Children in EYFS work on the objectives described in the Development Matters document for nursery and reception aged children. This ensures progression in writing from entry, with the end goal of reaching the early learning goals. Children have taught sessions of writing and independent access to writing materials in the EYFS environment.

Reception teachers use The Drawing Club approach to immerse children in the joy of story telling and story writing. This approach enriches their language skills, develops their fine motor skills and immerses children into the joy of literature. It allows children to demonstrate their creativity and imagination, as well as the ability to share with others through stories.

Year 1

Year 1 – Children continue to use the RWI scheme at the beginning of year 1 but as the year progresses the children transition more towards the writing structure used in year 2.

Year 2-6

During these years, the children work through writing units using the St Cecilia's writing structure. There are 4 main stages to this approach.

Stage 1 (Reading and understanding a text/ genre) – This stage requires the children develop and understanding of the genre type relating to the organisational features and the language features of the text. This stage should allow the children to fully engage with the text type to be written so that that are completely familiar with it. During this stage the children should:

- Be given a clear context, purpose and audience of writing
- Be hooked in to the text type and genre through experiences
- Have copies of high-quality examples of the text type to engage with
- Create a success criteria for the text type including organisational and language
- Explore aspirational vocabulary that can be used in the text including words from the statutory word list
- Place a quality example in to a box up (See appendix 1) summarising what each section/ paragraph is about
- Develop strong understanding of characterisation (freeze frames, conscience alley, role on wall) where appropriate

Stage 2 (Writing as a writer) – In this stage the teacher will model to the children how to generate ideas and then write an example of the text. They will think like a writer and verbalise externally the writing process. Once teacher has modelled, the children are then given time to write their own using the modelled example as a guide. Each lesson is a 'Chunk' of writing with 2/3 key grammatical foci that are repeated over and over during the unit and throughout the year in other units. This is based on the I do, We do then You do structure.

An example of what a chunking lesson looks like is below. Although three language features are shown below some lessons will only require two, this is to ensure new learning is studied in depth.

At the beginning of the session each child is given one of these planning sheets or similar to stick in their books (Appendix 2). The teacher also sticks this in their English modelling book so that it can be seen under the visualiser, or records it on the PPT/flipchart. Where examples are used on flipchart these should be recorded in the teacher's modelling book.

Fronted adverbial to describe when
.....
.....
.....
.....
.....
Adjectives to describe feelings
.....
.....
.....
.....
.....
Subordinating clause
.....
.....
.....
.....
.....

Step 1 – teacher teaches the children what a fronted adverbial is and then writes a number of examples in the planning grid, under the visualiser/flipchart, to include in their sentence.

Fronted adverbial to describe when
<ul style="list-style-type: none"> • On Thursday 8th October, • First thing on Thursday morning, • When everyone had finally been to the toilet and packed lunch checks were complete,

Step 2 – The children then have 2 minutes to write their own fronted adverbials on their planning grid. They can magpie from the teacher’s modelled example.

Step 3 – The teacher then models in their English book how to write the fronted adverbial in to a sentence.

- *On Thursday 8th October, Larch class went on a school trip to the Living Rainforest.*

To add challenge the modelled example can be extended to:

- *On Thursday 8th October, when everyone had finally been to the toilet, an excited Larch class went on a school trip to the incredible Living Rainforest.*

Step 4 – Once the teacher has modelled and verbalised the writing sentence the children are then given time to write their own sentence.

Step 5 – Going back to the planning grid the teacher then recaps/ teaches adjectives and then writes a list of examples on their planning sheet.

Adjectives to describe feelings
excited
jubilant
eager
exuberant

Step 6 – When appropriate children are then given time to use a thesaurus to obtain strong adjectives for their writing and then write them in their planning grid.

Step 7 - The teacher then models in their English book how to write the adjectives in to a sentence.

- *The whole class were so excited when boarding the coach and were eager to arrive at the destination.*

To add challenge the modelled example can be extended to:

- When boarding the coach, the whole class, including the teachers, were so excited and eager to arrive at the destination

Step 8 – Once the teacher has modelled and verbalised the writing sentence the children are then given time to write their own sentence.

Step 9 – Going back to the planning grid the teacher then recaps/ teaches subordinate clauses and then writes a list of examples on their planning sheet.

Subordinating clause because of the traffic after more than an hour although we were late

Step 10 – Children are then given time to write their own subordinate clauses and then write them in their planning grid.

Step 11 - The teacher then models in their English book how to write the Subordinate clause in to a sentence.

- *Unfortunately, we arrived a little late because of the traffic on the motorway.*

To add challenge the modelled example can be extended to:

- Finally, we reached the Living Rainforest although we were a little late because of the traffic on the motorway.

Step 12 – Once the teacher has modelled and verbalised the writing sentence the children are then given time to write their own sentence

Through-out this stage the teacher should be referring to the success criteria on the Writing display. At the end of each sentence/paragraph, children should edit their work for basic spelling and punctuation errors. The teacher should also model this process and show how words/phrases can be improved, or show ‘What a bad one looks like’ and model the editing process.

Opportunities for independent writing should also be built in where appropriate, for example children can use the flow of the story to then independently write the next paragraph.

During the Spring term Year 6 will reduce the chunking phase and produce more independent pieces.

Stage 2/3 (Writing as a reader) – During this stage, the children should be given opportunities to read their work to others to ensure grammatical accuracy. Children look through the checklist of the text to ensure that all features have been included.

Stage 4 – Independent write – Children are given a context to write a similar text to that in stage 2. This piece of writing should be completed following stage 3 to show the application of new learning. The children plan this text independently and then are given a number of lessons to complete the write. The children can use the shared write examples from stage 2, their spelling journals and classroom displays to support them with their own independent write. Children then self-assess their writing using the same checklist from stage 3.

Each unit should last between 2/3 weeks, teacher should use their professional judgement to determine the length of each unit. For example, a shared write may not need to include a full story but there could be a focus on the introduction, action or ending. Cross curricular writing opportunities should be built where applicable, for example if children are reading the Iron Man in Shared Reading they could write a backstory of the Iron

Man in their Writing books. This would be the same if children went on a trip, they should write about their experience. These independent pieces should be recorded in the back of the Writing book so that the flow of writing is not disrupted unless a unit has been completed.

Writing Pedagogy

- Teaching takes in to account the previous learning and building on sound knowledge of where the children need to go next
- Children must be able to speak a sentence correctly before they write it accurately
- Instruction and explanation are clear and precise
- Writing is broken down in to small chunks
- Regular retrieval tasks allow children to rehearse key skills and recall key knowledge
- Writing is modelled explicitly
- Regular feedback is given
- Learning objectives and success criteria are clear

SEND and EAL

All pupils at St Cecilia's are entitled to a broad writing curriculum. Adaptations are made to content delivery rather than diluting the content taught e.g. effective scaffolding.

Effective modelling by teachers ensures that children are able to achieve the learning intentions, with misconceptions addressed within it.

Through using a range of assessment tools, adaptations/ scaffolding is facilitated by teachers, to ensure that each pupil can access the writing curriculum.

Children are given a clear success criterion with the use of widget symbols in order to achieve the learning objective with different elements of independence.

If appropriate, children engage with pre-teaching sessions so that they have a stronger idea of what is being taught before the lesson starts.

Some children with EAL have access to Flash academy to improve their understanding and vocabulary, these children will also benefit from having an iPad for translation.

If appropriate children engage with timetabled interventions that aim to close an attainment gap.

Handwriting

At St Cecilia's we follow the Letter Join scheme of work, using the cursive style. Pre-cursive writing begins in EYFS in preparation for Year 1. Handwriting sessions happen daily with a mixture of teacher led sessions and pupil rehearsal sessions.

Spelling

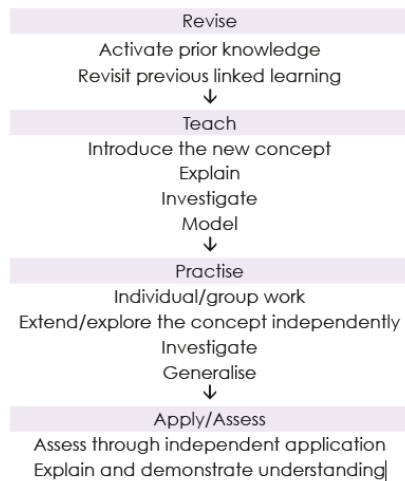
At St. Cecilia's, we've developed a comprehensive spelling program tailored for Year 1 through to Year 6, inspired by the effective no-nonsense model: revise, teach, practise, apply, and assess. Each week, we enhance this approach with a dedicated lesson on morphology or etymology. The chosen words are carefully selected to align with the curriculum, encompassing tier 2 vocabulary and common exception words.

Each year group has a spelling overview which covers the national curriculum spelling statements and statutory word lists. These overviews show progression through the year groups. Spellings is taught for 20 minutes a day. We have introduced a 'try sheet' which can be found in spelling journals to help children with their spellings at the point of writing. To ensure consistent application, spelling journals are to remain on pupils' tables during any lesson involving writing.

In each spelling journal, a complex speed sound chart is provided, which is also prominently displayed in every classroom. This resource allows children to select the accurate spelling corresponding to the phonetic sounds

they encounter. Additionally, spelling journals contain lists of Common Exception Words (CEWs) appropriate for each year group, ensuring pupils have targeted resources readily available.

Classroom environments feature a focused spelling display that reflects current learning objectives, emphasising specific rather than general spelling words. This approach ensures a supportive and targeted learning environment for all our children at St. Cecilia's.



Assessment

During stage 2, the teacher will read the work of every child either during or after the lesson. From this, the teacher will give whole class feedback or individual feedback at the beginning of the following lesson (if not given in the moment). Ongoing assessment for learning is crucial within our writing approach.

More formal assessment is made on the independent write where the teacher assesses whether the learning from the unit has been applied to their independent write. This is done using the age group assessment grid (Appendix 3)

To ensure that the assessments that we are making on the writing of our children is accurate, we will have moderation sessions in the school where all staff can make assessment judgements of children that they do not teach (using the assessment grids). In addition, the staff at St Cecilia's participate in collaborative work with the other TKAT schools including moderation opportunities.

Where work has been completed independently the letter 'I' should be placed in the margin so that it is easily identified.

On a termly basis, each year group will complete an independent write on the same text type or image/clip. This piece will then be compared across year groups.

At the start of the autumn term all year groups including EYFS will complete an initial writing assessment which will take place based on a short clip from literacy shed.

In Autumn 2 all year groups will complete an independent write based on an alternative fairy tale ending. In Spring 2 Years 4, 5 and 6 will complete an independent persuasive piece of writing.

In the Summer term all year groups will complete an independent write based on an image or clip.

Guide for the whole school independent write:

- Teachers can choose when to complete the write, ideally close to assessment week and before the last week of term
- Children are given time to complete the independent write.
- After discussions, children will need to complete their own plans-a blank template can be provided.
- Children can choose their own titles or the class can decide on a title together.
- Teachers can choose what type of writing is to be produced e.g. character description.
- A success criteria will need to be generated.
- Children will need time to edit and improve their writing.
- Independent write to be completed in Writing books including the plan.

Presentational expectations in Writing

KS1

- Date and title written in the top left-hand corner
- Children complete written work using their best handwriting as appropriate for the year group
- There is an expectation that any drawings completed are at the age appropriate level

KS2

- Long date written on the top left of the page and underlined with a pencil and ruler
- Learning objective/Title written under the date and underlined with a pencil and ruler
- If there are children who struggle to meet these expectations they will be supported by the teacher e.g. stuck in or written (children must write their own date)
- When continuing on with a piece of long writing children can record the short date in the margin, which should also be underlined
- Children complete written work using their best handwriting as appropriate for the year group
- Cursive joined up handwriting is expected through most of their writing
- There is an expectation that any drawings completed are at the age appropriate level and completed in pencil
- A ruler is to be used when underlining
- Whilst children are encouraged to use pen, if there are handwriting concerns, children can choose to use pencil
- Continuation of writing should be in the same form, e.g. if they have started their writing in pencil they should continue in pencil
- Mistakes to be crossed out with one line using a ruler
- Rubbers can be used-adults to monitor and address excessive rubbing out
- Editions to be made in purple pen
- Doodles, blobs instead of dots for full stops are to be discouraged
- Worksheets are to be trimmed and glued in straight

Displays

Writing displays should be clear and visible for pupils to access and should be referred to throughout the unit. Displays must include the following:

Text Type: e.g. Narrative

Genre: Fiction or Non-fiction

Purpose: Why they are writing e.g. to entertain

Audience: Who they are writing for e.g. KS1

Success Criteria: 6 objectives from the NC including examples

Impact

Pupil voice to show that pupils are confident and able to talk about what they have learnt in writing using subject specific vocabulary.

End of unit assessed pieces of writing highlight how well the children engage with the curriculum and keep pace with end of year expectations.

Pupils progress meetings with teachers highlight the impact the curriculum has on outcomes and how well it meets the needs of all children.

Evidence of high-quality writing in books.

End of year and key stage data provides an insight of how well the curriculum is planned and implemented and the impact that it is having.

Evaluating the Writing Curriculum

When evaluating our curriculum, we ask ourselves these questions which are derived from our curriculum aims:

Inspire

- To what extent do our children show independence, resilience and high aspirations in Writing?
- To what extent does our Writing curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality texts and resources?
- To what extent does the writing curriculum support learning in other areas of the curriculum?

Impart Knowledge

- To what extent do children retain the knowledge learnt in writing lessons?
- To what extent do children apply their knowledge across the curriculum?
- To what extent does the Writing curriculum build over time?
- To what extent do children make progress against year group expectations?

Develop communication

- To what extent does our Writing curriculum teach quality language?
- To what extent does the Writing curriculum provide opportunities to work collaboratively?
- To what extent does the Writing curriculum support children with oracy skills?

Inclusivity

- How well is learning broken down and scaffolded in Writing?
- How well is assessment used to inform planning in Writing?
- To what extent does the Writing curriculum meet the needs of all learners including SEND/ EAL etc?

Citizenship and Spirituality

- To what extent does the Writing curriculum allow children to take responsibility for their learning?
- To what extent does our Writing curriculum allow for diversity?
- To what extent does the Writing curriculum offer opportunities to present work in creative ways?
- To what extent does Writing offer opportunities to utilise the skills of the wider community?




Appendix 1 – Box it up example

Box it up for short narrative

Section	Summary
Opening	
Build up	
Problem	
Resolution	
Ending	



Appendix 2 – Planning sheet example

Feelings 	Time adverbial 	Taste 
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>Fronted adverbial to describe when</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Adjectives to describe feelings</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Subordinating clause</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Or:

Appendix 3 – Example Assessment grids for year group

Reception

Date :								
Children in Reception will be learning to :								
Physical Development								
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - <i>check children have developed their upper arm and shoulder strength sufficiently (they do not need to move their shoulders as they move their hands and fingers) and that they can move and rotate their lower arms and wrists independently</i>								
Use anticlockwise movement and retrace vertical lines								
Develop the foundations of a handwriting style which is fast, accurate and efficient - <i>shows a preference for a dominant hand, learn how to hold a pencil correctly, correct letter formation (including directionality)</i>								
Writing								
Enjoys creating texts to communicate meaning for an increasingly wide range of purposes - <i>this could be very early stages of mark-making and the emphasis is on communicating meaning</i>								
Give meaning to the marks they make as they draw, write, paint and type								
Begins to break the flow of speech into words to hear and say the initial sounds in words								
Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet								
Segment the sounds in words and blend them together								
Form lower-case and capital letters correctly								
Spell words by identifying the sounds and then writing the sound with letter/s								
Write recognisable letters in sequence, such as in their own name								
Use their developing phonic knowledge to write things such as labels and captions								
Write short sentences with words with known sound-letter correspondences - <i>they also are beginning to understand what finger spaces, capital letters and a full stops are, and how they are used</i>								
Re-read what they have written to check it makes sense								
Working at the expected standard in Reception (Early Learning Goal)								
Physical development - fine motor skills								
Hold a pencil correctly in preparation for fluent writing using the tripod grip in almost all cases								
Literacy - writing								
Write recognisable letters, most of which are correctly formed								
Spell words by identifying sounds in them and representing the sounds with a letter or letters								
Write simple phrases and sentences that can be read by others								

Year 1

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

Year 1

Working towards the expected standard

The pupil can, after discussion with the teacher:

- say out loud what they are going to write about
- write a single sentence demarcated with capital letters and full stops
- segment many spoken words into phonemes and represent these by graphemes
- spell some common exception words*
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- recognise where spaces between words have been missed.

Year 1

Working at the expected standard

The pupil can, after discussion with the teacher:

- read own writing aloud clearly for others to hear and discuss
- orally rehearse sentences and sequence them to form short narratives
- join words and clauses with the conjunction 'and'
- use past, present and future accurately in speech and begin to incorporate these in their writing
- demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark
- spell some Y1 common exception words* and the days of the week
- segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way
- form many letters and digits correctly, with some difference between upper and lower-case letters
- use spaces between words.

Year 1

Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- begin to write effectively and coherently for different purposes
- join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)
- use capital letters and full stops mostly correctly
- spell most Y1 common exception* words accurately and make phonically-plausible attempts at spelling unfamiliar words
- form most letters correctly.

Year 3

Year 3
Working towards the expected standard
The pupil can, after discussion with the teacher: <ul style="list-style-type: none">• write simple, coherent narratives⁺• write in a range of non-narrative forms• use the range of punctuation taught up to and including Y2 mostly correctly[^]• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses• spell many common exception words[*]• use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly• form capital letters and lower case letters correctly.

Year 3
Working at the expected standard
The pupil can: <ul style="list-style-type: none">• write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)• create settings, characters and plot in narrative⁺• use speech punctuation correctly when following modelled writing• use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail• use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)• use the range of punctuation taught up to and including Y3 mostly correctly[^] (e.g. apostrophes for possession, commas in lists)• spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,[*] using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible• spell most common exception words[*]• increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)• join letters with diagonal and horizontal strokes where appropriate.²

Year 3
Working at greater depth within the expected standard
The pupil can: <ul style="list-style-type: none">• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing• use detail and vocabulary to interest and engage the reader• use paragraphs• improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

Year 4

Year 4
Working towards the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• write for a range of purposes• begin to use paragraphs• create settings and characters in narrative[†]• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)• use the range of punctuation taught up to and including Y2 correctly[^] and some of the punctuation taught in Y3 and Y4[^]• spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list[*]• write legibly.¹

Year 4
Working at the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)• create settings, characters and plot in narrative[†]• use speech punctuation correctly most of the time• use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)• use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)• use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)• use the range of punctuation taught up to and including Y4 mostly correctly[^] (e.g. commas after adverbials; use of apostrophe)• spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,[*] and use phonics and morphology to spell words, beginning to use a dictionary to check spellings• write legibly and with increasing fluency, paying attention to size and spacing• maintain the use of joined handwriting² throughout independent writing.

Year 4
Working at greater depth within the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing• develop character through description, actions and dialogue• begin to make choices about using sentences of different lengths and types• improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

Year 5

Year 5
Working towards the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• 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 the range of punctuation taught up to and including Y2 correctly[^] and some of the punctuation taught in Y3 and Y4• spell correctly common exception words and many words from Y3/4 spelling lists* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible• write legibly.¹

Year 5
Working at the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)• in narratives, describe settings, characters and atmosphere[†]• begin to convey character and advance the action through dialogue, maintaining a balance of speech and description• select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)• use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing• use verb tenses consistently and correctly throughout most of their writing• use the range of punctuation taught up to and including Y5 mostly correctly[^] (e.g. commas separating clauses; punctuation for parenthesis)• spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary• write legibly, fluently and with increasing speed.²

Year 5
Working at greater depth within the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)• choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect• sustain and develop ideas within paragraphs• begin to independently use punctuation[^] and sentence constructions to show the difference between formal and informal writing³ (e.g. contractions in speech).

Year 6

Date and genre of work:								
Working towards the expected standard in Y6								
The pupil can:								
write for a range of purposes, <i>knowing key features of a genre</i>								
use paragraphs to organise ideas								
in narratives, describe settings and characters <i>using noun phrases expanded in a variety of ways</i>								
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, <i>apostrophes for singular possession</i> 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 in Y6								
The pupil can:								
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. <i>the use of the first person in a diary; direct address in instructions and persuasive writing</i>), using similar writing as a model (<i>WAGOLL and other texts</i>)								
in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. <i>verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</i>								
integrate dialogue in narratives to convey character and advance the action, <i>using correctly punctuated speech</i>								
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. <i>commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists</i>								
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								
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning								
Working at greater depth in Y6								
The pupil can:								
write effectively for a range of purposes and audiences, selecting the appropriate and drawing independently on what they have read as models for their own writing (e.g. <i>literary language, characterisation, structure</i>)								
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. <i>semi-colons and colons to mark boundaries between clauses, dashes and hyphens</i>) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity								

