

Writing Policy



"You can make anything by writing."
- C.S. Lewis





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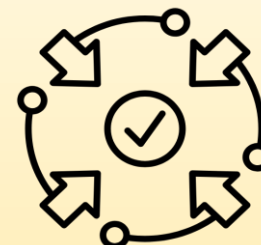
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At Brookdale Primary School the curriculum is designed to include, inspire, engage and nurture our children to achieve and flourish as citizen of today and the future; form and develop their skills as writers as a way of communicating and expressing themselves.

We believe that teaching and learning in writing is essential for pupils to participate fully as members of society and become competent, confident and creative writers.

Our writing curriculum develops the foundational skills, resilience, persistence and confidence within our learners. All pupils are provided with the belief that they can succeed as writers and are empowered to do this through observation, opportunity and careful guidance.

We believe that all children, regardless of their gender, culture, ability or aptitude, need to develop their writing skills as a cross-curricular tool and understand how important it is in our daily lives.



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EYFS

In the Early Years Foundation Stage (EYFS), it is our intention to provide children with many meaningful opportunities to learn about the written word and to support them to understand that symbols carry meaning.

The children are provided with opportunities to build their physical strength and control in the core, upper-body, hands and fingers to help develop the movements required for writing.

Through modelled writing, children are supported to understand the patterns in our language, develop their own thinking skills, solve problems and make sense of their own experiences.

Adults listen to children talking and model how to write these words down to help children see how sounds become words on paper.

Children's early mark-making attempts are encouraged and shared to help build confidence and self-esteem, with the child seeing themselves as a 'writer'.

As children move into F2, formal writing (involving spelling, handwriting and composition) is specifically taught across a range of contexts with a focus on correct pencil grip and foundational skills.



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Composition

Strong Foundations

In line with the 'strong foundations' report (Ofsted, 2004), the children focus upon the fundamental skills needed to produce accurate and effective writing. The aim is for the children to become so proficient in their basic transcription skills that they can then reduce cognitive load when moving onto considering audience, purpose and genre in their later school years.

F2

In F2, children are given a wide variety of opportunities to capture their thinking and structure this into simple phrases and sentences for a range of purposes and audiences; they are encouraged to orally-rehearse their sentences, ensuring that they make sense before transcribing. Appropriate scaffolds (such as word mats, sentence starters, adult support, etc.) are put in place during each stage in order to reduce cognitive load and allow full focus on the construction of a simple sentence.

Y1

As children move into Y1, they are expected to produce several simple sentences, involving simple vocabulary, that make sense and are sequenced correctly to form a short narrative. This progress is aided through the use of a bespoke scaffold designed to focus in on the key areas of sentence formation each day – the children are given the opportunity to practise dictation, word order, discussion of ideas, oral composition and transcription, before moving on to identifying and fixing common errors. This writing is all based around the '[Think Equal](#)' social and emotional learning programme, making use of specific texts to act as a purposeful writing stimulus.

Y2

This progression in writing composition continues in Y2 as the children now work to combine simple sentences in order to create short prose that begins to show an awareness of audience and purpose. The children make use of a wider range of sentence types in order to create simple narratives about both fictional and real-life events, drawing upon the familiar process used to produce writing in Y1. The writing is based around key texts, often picture books, that are linked to the children's big question and wider curriculum content.



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Composition

KS2

The children are taught to write through being inspired by a high-quality text each term or half-term. This high-quality text is designed to give a context and purpose for the children's writing. Each cycle of learning follows the same sequence:



The children learn all the relevant grammatical features of the genre, plan and draft their writing, make edits to this and then have the opportunity to produce a final 'published' piece. The above-mentioned aspects of grammar, handwriting and spelling are embedded within this cycle. The focus remains on foundational skills as a priority throughout KS2.

The texts

The high-quality texts in place are mostly taken from CLPE Power of Reading or Core Books. In some instances, other books have been used but these have been carefully assessed to ensure that they are of the same high standard.





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Composition

Keeping up and catching up

All children are supported to produce purposeful writing in the classroom, regardless of their level of attainment. Teachers plan according to the objectives outlined in the [WISE Criterion](#), ensuring that teaching and learning is pitched at the appropriate level to ensure all children have the best chance of accelerated progress. Our focus is very much 'stage, not age'.

Inclusion

Teacher-modelled and guided writing, group editing, collaborative working and access to spelling mats, scaffolds, planning models and other resources ensure that all children's writing is scaffolded appropriately. Where children require greater support, the writing process is broken down into the simple model outlined in ['Steps to Success'](#).

Personal Development

Through writing, children are given opportunities to express their thoughts, feelings, and ideas, which supports their self-awareness and emotional development. Writing for different purposes and audiences helps children to develop their voice, confidence, and sense of identity. It also encourages reflection, giving them the opportunity to make sense of their experiences and the world around them. Through drafting, editing, and improving their work, children build resilience, perseverance, and a sense of achievement. Collaborative writing and opportunities for sharing work further support communication and social skills. Writing enables children to develop as confident, reflective individuals who can communicate effectively and participate fully in school and wider society.



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Spelling

Spelling in F2

Spelling is taught daily as part of phonics teaching. Children learn to spell words by breaking them down into phonemes which are represented by graphemes. Initially, this is done using magnetic letters, before moving onto transcribing.

Spelling in KS1

Spelling in KS1 is taught at least 4 times per week. In Y1, this is initially through phonics teaching, before moving onto the Pathways to Spell programme from the Spring Term. This is continued throughout Year 2.

Spelling in KS2

Spelling in KS2 is taught at least 3 times per week using the Pathways to Spell programme.

The scheme

Pathways to Spell is a comprehensive and progressive programme with a clear research-based teaching sequence. It is designed to develop pupil's confidence with spelling across the curriculum and enables to teachers to identify and address common spelling issues.



Pathways to Spell



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Spelling

Assessment

Termly PiXL tests are used to diagnose specific issues with spelling that can then be addressed through specific whole-class therapies, interventions, spelling lessons or retrieval practice.

Keeping up and catching up

Spelling is also taught through targeted phonics intervention for those pupils who are still identified as having gaps in their phonics knowledge, particularly in relation to alternative grapheme-phoneme correspondences.

Inclusion

Spelling across the school is taught through a structured, inclusive approach that ensures all pupils receive appropriate support and challenge according to their stage of development. In EYFS and Key Stage 1, children are grouped according to their phonetic development, ensuring teaching is closely matched to need. Key phonics knowledge and common exception words are supported through the use of keyrings, which provide accessible reference points during independent work. Additional phonics sessions are delivered as pre-teaching for pupils who require further consolidation, ensuring they are better prepared to access whole-class learning. Phonics mats and word mats are used consistently across Key Stage 1 and are actively referred to during reading and writing activities to reinforce application of prior learning.

In Key Stage 2, a strong emphasis is placed on phonics catch-up for pupils who require it, alongside targeted support for spelling common exception words and high-frequency sight words. Pupils are encouraged to use a range of spelling strategies, which are consistently displayed and reinforced on working walls. Word books and word mats are used routinely to support independence, alongside regular opportunities for self-editing to develop accuracy and responsibility for learning. Across the school, IDL is used as part of the morning routine to support fluency and close gaps for pupils who require additional practice in spelling and reading. This approach ensures regular, structured reinforcement of key skills and contributes to the development of confidence, accuracy, and independence in spelling.



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Handwriting

Handwriting in F2

Handwriting in F2 is taught through explicit instruction, guided practice and independent application, 4 times per week, following the Schofield and Sims WriteWell scheme of work (Books 1 & 2). Initially, this involves the use of patterns to strengthen and develop pencil grip, motor control and pressure, before moving on to forming lower case letters.

Handwriting in KS1

Handwriting in KS1 is taught through explicit instruction, guided practice and independent application at least 2 times per week, following the Schofield and Sims WriteWell scheme of work (Books 3 – 7). Initially, this focuses upon size, orientation and position on the line before moving onto early joining.

Handwriting in KS2

Handwriting in KS2 is taught through explicit instruction, guided practice and independent application at least 2 times per week, following the Schofield and Sims WriteWell scheme of work (Books 8 – 11). This continues to develop the children's confidence, fluency and style in joined handwriting.

The scheme

Schofield & Sims WriteWell is a complete handwriting course designed to guide children from their first steps in mark-making towards the development of clear, confident and speedy joined handwriting. It provides a consistent basis for teaching and learning this complex skill across all year groups.





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Handwriting

Assessment

Handwriting is assessed formatively through observations of children's written work across all of their subjects. These judgements then form part of their wider writing assessment.

Keeping up and catching up

Focused handwriting interventions are in place for those who are not yet ready to progress at the suggested rate. These are adapted to the specific needs of the children and can include a range of activities from fine-motor control (eg. threading a needle) to use of specific templates for practising letter formation (eg. bubble writing).

Inclusion

Across the school, handwriting is supported through adaptive teaching, with clear modelling and scaffolding that is gradually reduced as pupils become more confident. Extra handwriting practice is built into morning work where required, with additional interventions provided based on class and individual needs to address gaps and ensure progress.



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Grammar

Grammar in F2

In F2, children are supported through conversation, storytelling and role play to form appropriate sentence structures in their speech, with the teacher recasting and modelling back what the child has said in the correct form. Children are taught the purpose of 'words' and how these can be put together to form 'sentences'.

Grammar in KS1

In KS1, the emphasis is placed on simple, yet grammatically-accurate, sentence construction. The children learn how sentences are created through the use of a subject + verb and this then expands further into linking ideas using conjunctions in order to form carefully sequenced narratives.

Grammar in KS2

In KS2, the relevant aspects of grammar are identified and taught through each sequence of writing, linked to a final writing outcome. Each aspect of grammar is introduced explicitly, through the Schofield & Sims Grammar & Punctuation scheme and then given a context as part of a piece of writing. Children are given the opportunity to explore, practice and then apply this new knowledge in their own writing. The content of earlier years is revisited during subsequent years to consolidate knowledge and build upon the pupils' understanding.

The scheme

S&S Grammar & Punctuation is a comprehensive programme of structured lessons for teaching grammar and punctuation. Children have the opportunity to not only learn the correct terminology and usage of grammar and punctuation, but also build the knowledge and confidence to apply them.





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Assessment

Termly pupil progress meetings always include Writing and focus on cohort, vulnerable group and individual progress. Clear next steps are discussed and agreed upon during the course of the meetings.

Teachers make two data entry points (Spring and Summer) into Insight. This gives an overview of Writing attainment across the school and allows any gaps to be effectively identified.

F2 staff make summative judgements against the Early Learning Goals at the end of the academic year in readiness for Year 1.

In Y1, Y3, Y4 and Y5, Writing is assessed through the MAT-agreed [WISE criterion](#), which breaks down the year groups into cumulative objectives.

In Y2 and Y6, Writing is assessed via the statutory Teacher Assessment Framework.

In Y2 – Y6, progress in GPAS is assessed via PiXL termly tests and gaps are addressed using 'Securing the Fundamentals', which feeds into morning work.

Knowledge & Skills

Children know more and remember more as they progress through school.

Children have built up knowledge and skills they can talk about and demonstrate.

Children are able to talk about key vocabulary appropriate to their year group expectations.

Monitoring

The impact of teaching and learning in Writing is measured through monitoring which include lesson observations, book scrutinies and pupil voice.

Our bespoke 'Deep Dive' process ensures that the subject leadership team can report on standards in across the school to the governing body.

Progress, achievement, effort and next steps in Writing are reported at Parents' Evenings (in October and March) and in pupils' annual end of year reports



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Securing Foundational Knowledge

From the end of Year 1 onwards, PiXL fundamentals assessments provide teachers with a timely and thorough understanding of every child's gaps in previous year group knowledge. These gaps are addressed through appropriate 'therapies' that take place in small group interventions with the teacher at least once per week.

PiXL

Pupil Voice

Pupil voice enables us to monitor, assess and evaluate the Writing curriculum and provision at Brookdale, whilst also giving the children the opportunity to express their views and attitudes towards 'writing' in a more general sense.

"We get to use our imaginations. It makes me feel so proud when its complete." – Year 5

"I love it when we get to write about the real things that are happening in the world!" – Year 6

"Our teacher show us how she would write her own paragraph and then we have a go." – Year 4

"Sometimes we have sentence starters to get us going, so we don't feel stuck!" – Year 2

"I enjoy producing my neat writing and have been working hard on being a more accurate speller!" – Y3

"I always feel really enthusiastic and just want to try my best to say what I want to say but then make it sound even better." – Year 5



PEDAGOGY



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The whole-school approach

All teaching at Brookdale follows an agreed set of principles that shape an effective lesson – see the whole-school pedagogy document for more information.

Writing in Y1

We recognise the importance of a guided structure that focuses heavily on basic transcription skills in Year 1. By reducing the cognitive load introduced by composition, the children can better focus on mastering the fundamentals of transcription correctly before beginning Year 2.

All Year 1 lessons use the 'Think Equal' texts as a stimulus for writing and are then taught using a familiar, repetitive structure that the children become used to.

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All Year 1 lessons use the 'Think Equal' texts as a stimulus for writing and are then taught using a familiar, repetitive structure that the children become used to.











































Each lesson consists of:

- 1) A dictation exercise
- 2) A word re-ordering exercise
- 3) An oral sentence-building exercise
- 4) A written sentence-building exercise
- 5) A 'proof-reading' exercise

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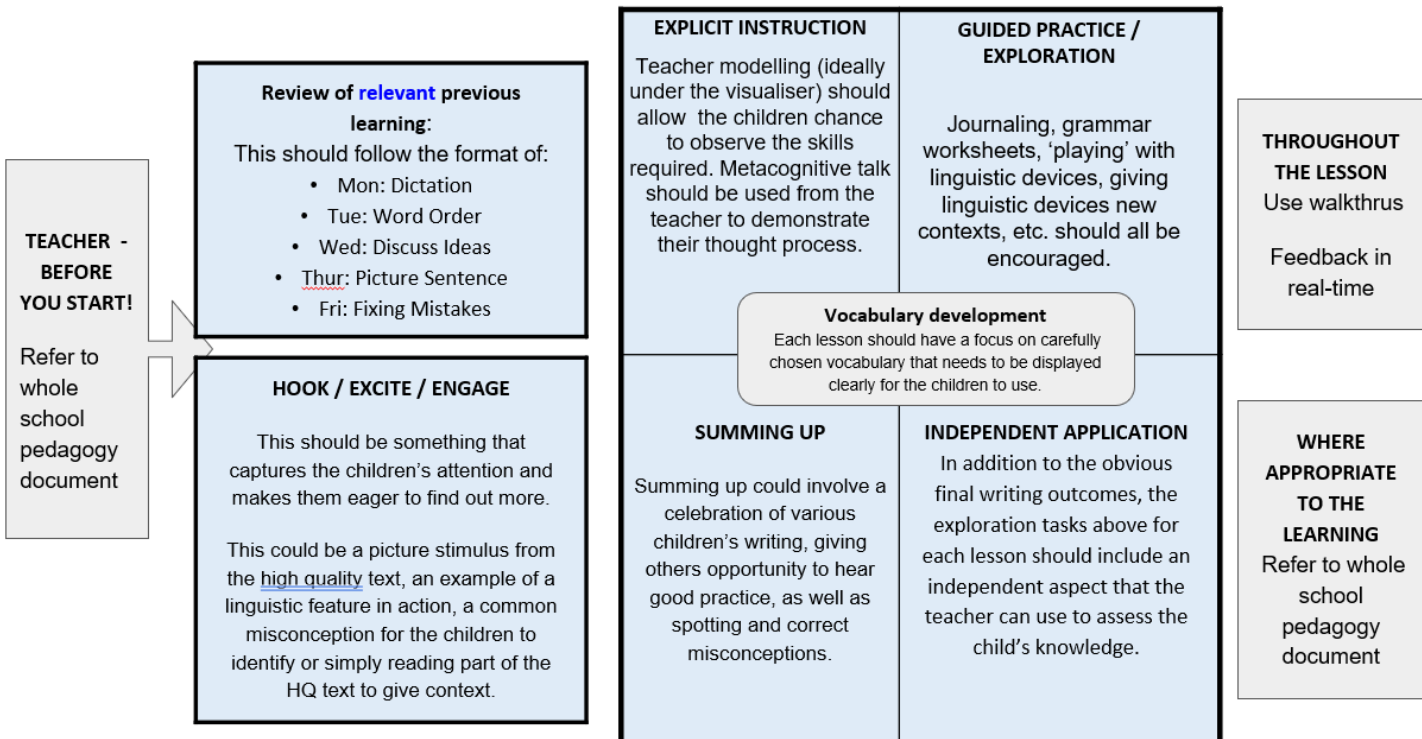
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Writing in Y2 – Y6

In addition to the whole-school pedagogy document, subject-specific changes have been outlined below to better suit the teaching of Writing from Year 2 onwards.

Brookdale's Pedagogy for Writing (to supplement the whole school pedagogy document)



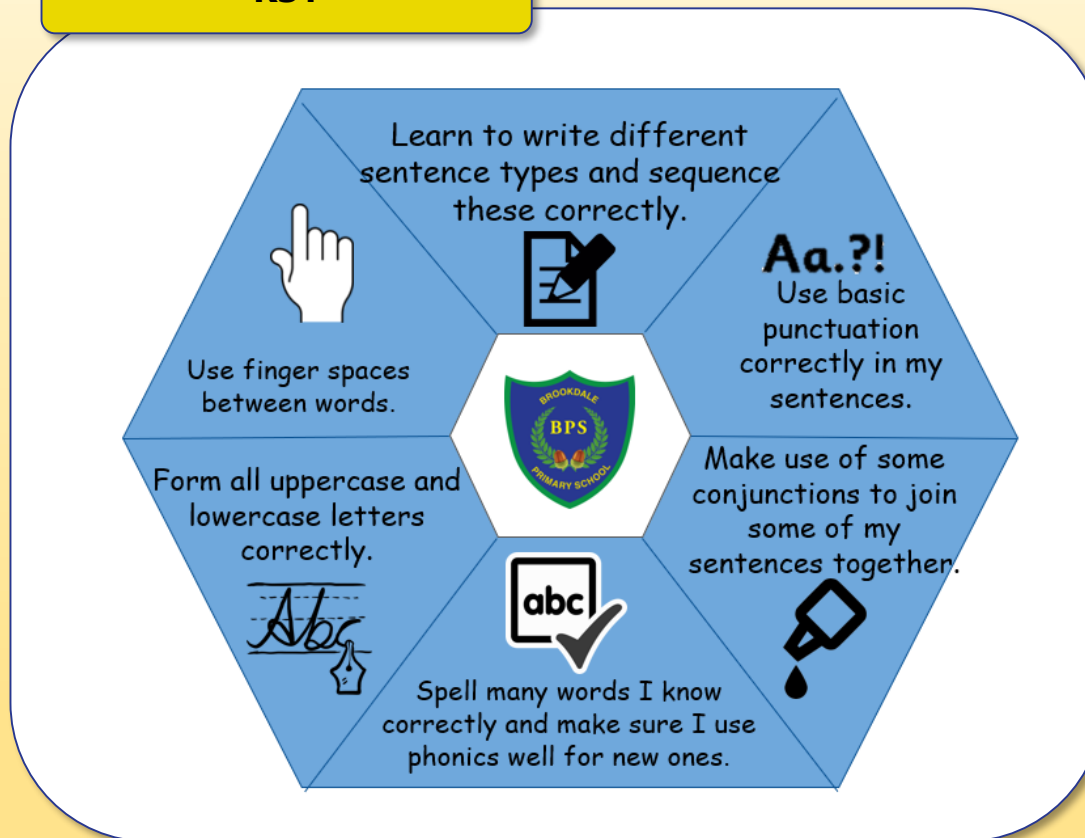


KEY-STAGE END POINTS



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KS1



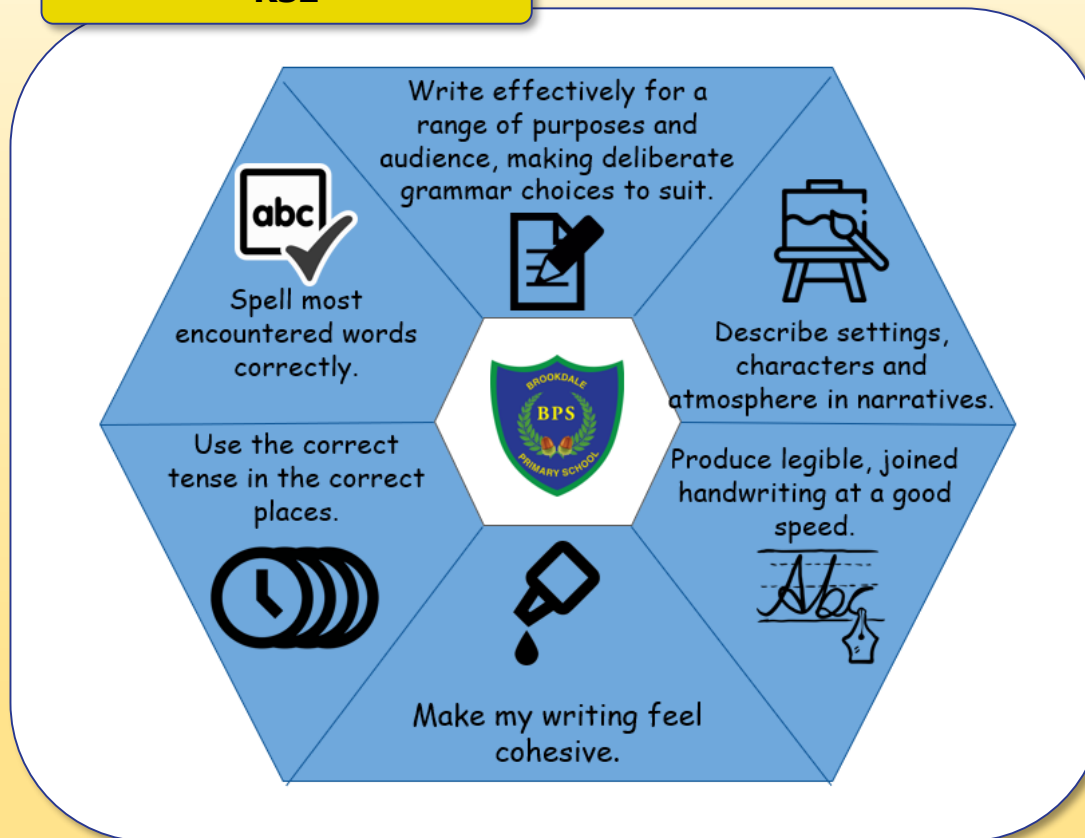


KEY-STAGE END POINTS



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KS2





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Y1 Expectations

Autumn		Spring		Summer	
	Evidence		Evidence		Evidence
Represent phonemes with already taught graphemes in line with the phonics scheme expectations		Represent phonemes with already taught graphemes in line with the phonics scheme expectations		Represent phonemes with already taught graphemes in line with the phonics scheme expectations	
				Spell days of the week mostly accurately	
Begin to write sentences from memory which have been dictated		Spell some common exception words taught so far		Can spell some words with suffixes such as ing, ed, er, est and prefixes such as un-	
				Spell some common exception words taught so far	
Begin to use finger spaces		Begin to form most lowercase and capital letters in the correct direction, starting and finishing in the right place		Begin to form most lowercase letters in the correct direction, starting and finishing in the right place	
Begin to form most lowercase and capital letters in the correct direction, starting and finishing in the right place				Form capital letters correctly	
Begin to form digits 0-9 correctly				Accurate shape and size of digits 0-9	
Begin to leave spaces between words		Leave spaces between words		Leave spaces between words	
Capital letter for pronoun 'I'		Capital letter for pronoun 'I'		Capital letter for pronoun 'I' and proper nouns	
Begin to use capital letters & full stops correctly		Begin to use capital letters & full stops correctly		Joining words and clauses using 'and'	
		Begin to compose a sentence orally before writing it		Compose a sentence orally before writing it	
				Sequence sentences to form short narratives	
	✓ or ✗		✓ or ✗		✓ or ✗
Child has met age related expectations for Autumn term		Child has met age related expectations for Spring term		Child has met age related expectations for Summer term	



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Y2 Expectations

Autumn		Spring		Summer	
	Evidence		Evidence		Evidence
represent phonemes with already taught graphemes in line with the phonics scheme expectations		represent phonemes with already taught graphemes in line with the phonics scheme expectations		distinguish, mostly accurately, between taught homophones and near homophones	
apply spelling rules and guidance taught so far (appendix 1)		apply spelling rules and guidance taught so far (Appendix 1)		apply spelling rules and guidance taught so far (appendix 1)	
write sentences, including taught curriculum content, from memory which have been dictated		write sentences, including taught curriculum content, from memory which have been dictated		spell most common exception words used correctly	
spell some common exception words used correctly		spell many common exception words used correctly		can spell some words with suffixes including -ment, -ness, -ful, -less, -ly	
				spell some words using contracted forms	
form lower case letters of the correct size relative to one another		begin to form capital letters and lower-case letters of the correct size relative to one another		form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
begin to use spacing between words that reflects the size of the letters		use spacing between words that reflects the size of the letters			
use and demarcate sentences with different forms: statements and questions		use and demarcate some sentences with different forms: statements, questions and commands		demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required	
begin to use co-ordination (or/and/but)		begin to use subordination (when/if/that/because)		some use of subordination (when/if/that/because) to join clauses	
		some use of coordination (or/and/but)		use coordination (or/and/but)	
begin to use expanded noun phrases to describe and specify <i>determiner adjective noun</i> <i>the blue chair</i>		use expanded noun phrases to describe and specify		use present and past tense mostly correctly and consistently	
		use past tense mostly consistently and correctly		write for different purposes (narrative, experience of others, non-fiction)	
	✓ or ✗		✓ or ✗		✓ or ✗
Child has met age related expectations for Autumn term		Child has met age related expectations for Spring term		Child has met age related expectations for Summer term	



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Y3 Expectations

Autumn		Spring		Summer	
	Evidence		Evidence		Evidence
apply spelling rules and guidance taught so far (appendix 1), including those on the Year 3/4 statutory list		apply spelling rules and guidance taught so far (appendix 1), including those on the Year 3/4 statutory list		apply spelling rules and guidance taught so far (appendix 1), including those on the Year 3/4 statutory list	
distinguish, mostly accurately, between taught homophones		distinguish, mostly accurately, between taught homophones		distinguish, mostly accurately, between taught homophones	
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		consistently form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		begin to use the diagonal and horizontal strokes that are needed to join letters	
increase the legibility, consistency and quality of their handwriting		increase the legibility, consistency and quality of their handwriting			
begin to use single adverbs to open sentences		use single adverbs, with a comma, to open sentences		full stops, capital letters, question and exclamation marks and commas in lists mostly correct	
begin to use a wider range of subordinating conjunctions to extend sentences		use a wider range of subordinating conjunctions to extend sentences		use a wider range of subordinating conjunctions and some prepositions to extend sentences	
use of singular, possessive apostrophes		begin to use inverted commas to punctuate direct speech		use inverted commas to punctuate direct speech	
		begin to choose the correct article (a / an) mostly correctly		choose the correct article (a / an) mostly correctly	
With support use paragraphs to organise ideas		With support use paragraphs to organise ideas		Begin to independently organise paragraphs around a theme	
Use present and past tense mostly correctly and consistently		Begin to use headings and subheadings to aid presentation		Use headings and subheadings to aid presentation	
		Begin to describe characters and settings within own narratives		Describe characters and settings within own narratives	
	✓ or ✗		✓ or ✗		✓ or ✗
Child has met age related expectations for Autumn term		Child has met age related expectations for Spring term		Child has met age related expectations for Summer term	



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Y4 Expectations

Autumn		Spring		Summer	
	Evidence		Evidence		Evidence
apply spelling rules and guidance taught so far (appendix 1), including those on the Year 3/4 statutory list		apply spelling rules and guidance taught so far (appendix 1), including those on the Year 3/4 statutory list		apply spelling rules and guidance taught so far (appendix 1), including those on the Year 3/4 statutory list	
distinguish, mostly accurately, between taught homophones		distinguish, mostly accurately, between taught homophones		distinguish, mostly accurately, between taught homophones	
begin to use the diagonal and horizontal strokes that are needed to join letters		use the diagonal and horizontal strokes that are needed to join letters		consistently use the diagonal and horizontal strokes that are needed to join letters	
use possessive apostrophes for singular possession and contractions mostly correctly		begin to use possessive apostrophes for regular plurals (boys')		begin to use possessive apostrophes for regular and irregular plurals mostly correctly	
use inverted commas to punctuate direct speech		begin to use inverted commas and associated punctuation to punctuate direct speech		use inverted commas and associated punctuation to punctuate direct speech	
begin to use fronted adverbials as phrases to open sentences		use fronted adverbial phrases with a comma to open sentences		Noun phrases expanded by the addition of adjectives, nouns and prepositional phrases	
		Noun phrases expanded by the addition of adjectives, nouns and prepositional phrases		Use a wider range of conjunctions and prepositions to open sentences	
		Begin to use a wider range of conjunctions and prepositions to open sentences		use fronted adverbial phrases with a comma to open sentences	
Begin to independently organise paragraphs around a theme		Begin to choose appropriate nouns and pronouns to avoid repetition <i>For example, he, it they</i>		independently organise paragraphs around a theme	
Maintain consistency in the chosen tense including with perfect verb forms		Begin to proofread for errors in cohesion and sense		choose appropriate nouns and pronouns to avoid repetition <i>For example, he, it they</i>	
		with support, correct some spelling and punctuation errors		Begin to proofread for errors in cohesion and sense	
				with support, correct some spelling and punctuation errors	
	✓ or ✗		✓ or ✗		✓ or ✗
Child has met age related expectations for Autumn term		Child has met age related expectations for Spring term		Child has met age related expectations for Summer term	



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Y5 Expectations

Autumn	Evidence	Spring	Evidence	Summer	Evidence
Apply spelling rules and guidance taught so far (appendix 1), including those on the Year 5/6 statutory list		Apply spelling rules and guidance taught so far (appendix 1), including those on the Year 5/6 statutory list		Apply spelling rules and guidance taught so far (appendix 1), including those on the Year 5/6 statutory list	
Continue to distinguish, mostly accurately, between taught homophones		Continue to distinguish, mostly accurately, between taught homophones		Continue to distinguish, mostly accurately, between taught homophones	
Consistently use the diagonal and horizontal strokes that are needed to join letters		Improve fluency in handwriting with an emphasis on speed and accuracy.		Maintain fluent and legible handwriting.	
Noun phrases expanded by the addition of adjectives, nouns and prepositional phrases		Expand noun phrases with adjectives, nouns, and prepositional phrases for clarity.		Use expanded noun phrases to convey complicated information concisely	
Begin to use relative clauses using 'who' and 'which'		Begin to use a wider range of relative pronouns when writing relative clauses		Use a wider range of relative pronouns when writing relative clauses	
Begin to use brackets, dashes and commas to indicate parenthesis		Continue to develop the use of brackets, dashes and commas to indicate parenthesis		Use brackets, dashes and commas to indicate parenthesis	
Begin to vary the position of the reporting clause when punctuating direct speech		To begin to use modal verbs (e.g., might, should) to express possibility.		Use modal verbs (e.g., might, should) and adverbs (perhaps, surely) to express possibility.	
		Vary the position of the reporting clause when punctuating direct speech		Begin to integrate dialogue to convey character	
Use appropriate grammar, punctuation and organisational devices for text types and generally maintain consistency of tense		Use appropriate grammar, punctuation and organisational devices for text types and generally maintain consistency of tense		Use appropriate grammar, punctuation and organisational devices for text types and generally maintain consistency of tense	
Begin to use a range of cohesive devices within a paragraph (adverbials, conjunctions, pronouns)		Develop the use of cohesive devices across paragraphs through adverbials of time, place or number		Use the range of cohesive devices within and across paragraphs	
Begin to proofread for errors in cohesion and sense		Proofread for errors in cohesion and sense, correcting some spelling and punctuation errors		Begin to edit by proposing vocabulary changes	
With support, correct some spelling and punctuation errors					
	✓ or ✗		✓ or ✗		✓ or ✗
Child has met age related expectations for Autumn term		Child has met age related expectations for Spring term		Child has met age related expectations for Summer term	



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Y6 Expectations

WTS	EXS	GDS
spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list	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	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
write legibly	maintain legibility in joined handwriting when writing at speed	maintain legibility in joined handwriting when writing at speed
use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)	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.
Use paragraphs to organise ideas	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	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 verb tenses consistently and correctly throughout their writing
	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)	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
		distinguish between the language of speech and writing and choose the appropriate register
	integrate dialogue in narratives to convey character and advance the action	integrate dialogue in narratives to convey character and advance the action
write for a range of purposes	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)	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)
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
in narratives, describe settings and characters	in narratives, describe settings, characters and atmosphere	in narratives, describe settings, characters and atmosphere



APPENDIX



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"Steps to Success" inclusion strategy

Step 1	Adult-supported: Oral-rehearsal With some support and direction from an adult, the child is able to form a meaningful sentence out loud for the adult to transcribe directly into the child's exercise book. The child then reads the sentence from the page before copying underneath.	
Step 2	Adult-supported: Sentence construction With some support and direction from an adult, the child is able to form a meaningful sentence out for the adult to transcribe onto separate pieces of paper (1 per word) which the child then organises correctly and sticks into their exercise book. The child then copies this underneath.	
Step 3	Adult-supported: Simple transcription With some support and direction from an adult, the child is able to form a meaningful sentence in their head and work word-by-word to make a phonetically-plausible transcription into their exercise book.	
Step 4	Adult-supported: Simple transcription + basic punctuation With some support and direction from an adult, the child is able to form a meaningful sentence in their head and work word-by-word to make a phonetically-plausible transcription into their exercise book, making use of a capital letter and full stop.	
Step 5	Independent: Simple transcription + basic punctuation Without adult support, the child is able to form a meaningful sentence in their head and work word-by-word to make a phonetically-plausible transcription into their exercise book, making use of a capital letter and full stop.	
Step 6	Scaffolded: Writing sequenced sentences After being provided with sequenced pictorial prompts drawn or stuck into their book (e.g. pictures from a story book or photographs of an event), the child is able to work independently to form a meaningful and phonetically-plausible sentence for each prompt, making use of capital letters and full stops.	
Step 7	Scaffolded: Producing a piece of writing After being provided with clearly sequenced pictorial prompts as a separate resource (eg. a teacher-made story map or collection of photographs), the child is able to work independently to form meaningful and phonetically-plausible sentences that flow one after the other in order to produce a short narrative or recount.	
Step 8	Independent: Producing a piece of writing Using a piece of independent planning (eg. story map, notes, etc.) the child is able to work independently to form meaningful and phonetically-plausible sentences that flow one after the other in order to produce a short narrative or recount.	



APPENDIX



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Y2 – Y6 Retrieval Practice

ENGLISH RETRIEVAL



Dictation



Word Order



Discuss Ideas



Picture → Sentence



Fixing Mistakes