



# **WRITING POLICY**

**March 2023**

At Brinsworth Howarth Primary School, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced, creative and **aspirational** curriculum.

There are many opportunities provided for children to consolidate and reinforce taught English skills and to apply them in a range of contexts. Whilst ensuring that we cover all key objectives from the National Curriculum, all teachers aim to deliver writing lessons which fully engage and inspire pupils, often using cross curricular links. We strongly believe that giving children a purpose for writing is important, so that they feel motivated to write when they have a clear target audience.

### **Intent**

At Brinsworth Howarth Primary School we intend to foster an outstanding writing culture by:

- creating an environment where writing is promoted across the whole school and in every subject area, and writing skills are interwoven into all curricular areas.
- ensuring pupils make good progress in their writing skills.
- creating a positive writing culture that complements our positive reading culture.
- developing the children's ever growing vocabulary and its use, through an interest in words and their meanings.
- developing the children's technical vocabulary with understanding of grammatical terminology.
- developing the children's ability to write accurately for a variety of purposes, audiences, forms and text types.
- develop the children's confidence and ability to write for pleasure and develop their own ideas.

### **Implementation**

At Brinsworth Howarth, a **range of carefully planned lesson** sequences are used to deliver all components of the writing curriculum. This includes dedicated handwriting lessons, spelling lessons, specific grammar and punctuation lessons as well as lessons designed around the composition of texts. These lessons are organised and managed by teachers. **Skills and topic knowledge is revisited and built upon in line with the Early Years Foundation Stage and the expectations of the National Curriculum.**

**The following key understandings are embedded within all writing experiences with children:**

- 1. written texts should be meaningful and communicate information;**
- 2. the content of a written text comes from the thoughts and ideas of the writer;**
- 3. there are different purposes and different types of texts for writing and that an author writes for an audience.**

**Writing with children provides numerous opportunities to develop children's emergent literacy capacities including making meaning/expressing ideas in texts, fine motor skills, phonological awareness, and creating and exploring texts. We deliver a writing**

curriculum that allows children to develop skills alongside subject knowledge, so that they are able to apply their learning to a range of contexts, ensuring that they are well equipped for future learning. Audience and purpose is well explored throughout each year by using real-life, meaningful writing opportunities where ever possible.

In Foundation Stage and Year 1, writing is taught as part of our systematic phonics scheme 'SoundsWrite' using a reading into writing approach. We have an emphasis on children learning fluency, and children practise writing through their phonics learning (often through the use of dictated sentences) as well as additional elements of writing practice that focus on the grammatical aspects of writing. There is a focus on children developing handwriting and writing fluency.

Throughout school, handwriting and presentation is given high priority, ensuring high quality, accurately formed writing is produced. This is developed from the improvement of motor skills, accurate letter formation (supported by SoundsWrite phonics) and fluency. Regular handwriting lessons and interventions ensure letters are correctly formed, sized and are consistently presented. Please refer to our Handwriting Policy for further detail.

The National Curriculum details what we teach in the long-term and provides the key objectives. Our medium-term plans give details of the purpose for writing being developed, the text type focus (See Appendix 1) and the main learning objectives for each term. These plans define what we teach, and ensure an appropriate balance and coverage of learning across each term, with time built in for consolidation of learning. Teachers will also use adaptive teaching to tailor learning on a lesson by lesson basis to meet the needs of all pupils.

During the writing process, editing skills are taught, used and given importance to ensure that children understand how they are in control of producing their best writing. Editing may be taught and applied at word level (e.g. correcting spellings using a dictionary) at a sentence level (e.g. correcting use of punctuation) or at whole text level (e.g. editing to improve cohesion).

### **Reading into writing**

We believe that the more that children read and hear from high quality age related texts, the more informed their writing will be. Children will be actively encouraged to apply what they have heard in books into their own writing. Staff support children in making the link between reading and writing. We strongly believe that reading is key to learning and fundamental to success in writing. Our Reading Policy fully explains how reading is taught and assessed.

### **Speaking and listening**

We acknowledge that a child's understanding of the spoken word and their capacity to express themselves coherently and confidently in a variety of situations provides the foundation for all further language and literacy development. It is critical to the development of both reading and writing.

Adults in school will model speaking in a variety of situations e.g. speaking for a more formal audience, and give many opportunities for speaking and listening during the writing process. This may be in the form of drama, debates, shared writing, dictated sentences and reading aloud their own writing etc.

## **Impact**

Assessment takes place in two formats at Brinsworth Howarth. The short term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback which is in line with the 'Marking and Feedback Policy' is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work. When children are completing an extended piece of writing, assessment may be made against a personalised success criteria designed by the teacher that reflects the purpose and text type being taught.

Summative assessments are made three times a year to inform termly progress towards end of year expectations. Judgments on children's writing are made after in house moderation has taken place.

The end of key stage and end of year moderation tools provided by the Standards and Testing Agency and Rotherham School Improvement Service (See Appendix 2) inform the extent to which a child is working towards the expected standard, working at the expected standard or working above the expected standard for their age. Not only do the moderation tools provide a means to make summative judgments, but it also informs next steps for both children and staff.

All staff implement the assessment philosophy that a child must be a '**secure fit**' against given 'pupil can' statements, as seen in end of Key Stage One and Two materials. In addition to this, staff take great care and diligence in ensuring that the judgements they make come from writing that is deemed independent (See Appendix 3). Quality assurance activities in the form of moderation and professional discussion occurs at least termly. This includes working in year groups teams, key stage teams, mixed year groups or as a whole school.





In EYFS, staff make summative judgements at the end of the Reception Year in line with the statutory Early Years Profile.

## **Inclusion**

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, children will work in groups with a differing range of tasks to meet their ability needs, while in others we ask all children to work from the same starting point before moving on to develop their own ideas at their individual level. Teachers and classroom assistants support children, and enable work to be matched to their individual needs.

Children are identified early for relevant intervention programmes, which are planned for carefully to precisely develop the area of writing required.

**Appendix 1**  
**Text types to be covered through Key Stage 1 and 2**

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
<b>Year 1 &amp; 2 (KS1)</b>	Story Description Poetry	Recount Letter Instruction		
<b>Year 3 &amp; 4 (LKS2)</b>	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
<b>Year 5 &amp; 6 (UKS2)</b>	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

**Genre examples to be covered in each year group**

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Lists/ Labels Instructions Non-chronological report Story Character/setting description Explanation Letter Recount Diary	Instructions (including recipes) Non-chronological report Story Character/setting description Explanation Letter Recount Diary (including in role) Newspaper report	Newspaper report Diary (including in role) Narrative Non-chronological report Persuasive letter Persuasive advert/poster Explanation Letters Poetry Recount	Newspaper report Diary (including in role) Narrative Non-chronological report Persuasive letter Persuasive advert/poster Explanation Letters Poetry Recount	Diary Balanced argument Setting description Narrative Non-chronological report Persuasive advert /writing Newspaper report Letter writing Poetry	Newspaper report Non-chronological report Letters- formal/informal/persuasive Character/setting description/stories Diary entry Biography Persuasive advertisement/writing Balanced argument Narratives Poetry

## End of Year 1 Non-Statutory Assessment – WTS

Name:	A	B	C	D	E	F	Collection
The pupil can:							
<ul style="list-style-type: none"> <li>After discussion with the teacher, write simple sentences which can be read by self and others.</li> </ul>							
<ul style="list-style-type: none"> <li>Use present and past tense <b>mainly</b> correctly and consistently in speech</li> </ul>							
<ul style="list-style-type: none"> <li><b>Some</b> correct use present and past tense in writing.</li> </ul>							
<ul style="list-style-type: none"> <li>Some awareness of the use of full stops and capital letters.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell irregular words (I, no go, into ,the, to) <b>mostly</b> correctly and <b>some</b> Y1 common exception words.</li> </ul>							
<ul style="list-style-type: none"> <li>Segment simple spoken words into phonemes and write the graphemes corresponding to those phonemes. (CVC (fox), CCVC (frog), CVCC (dogs))</li> </ul>							
<ul style="list-style-type: none"> <li>Form <b>many</b> lower-case letters in the correct direction, starting and finishing in the right place..</li> </ul>							
<ul style="list-style-type: none"> <li>Beginning to use spacing between words that reflects the size of the letters.</li> </ul>							

## End of Year 1 Non-Statutory Assessment – 'Y2 Ready'

Name:	A	B	C	D	E	F	Collection
The pupil can:							
<ul style="list-style-type: none"> <li>After discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)</li> </ul>							
<ul style="list-style-type: none"> <li>After discussion with the teacher, write sentences about real events.</li> </ul>							
<ul style="list-style-type: none"> <li>Use co-ordinating conjunction 'and' to join <b>some</b> main clauses.</li> </ul>							
<ul style="list-style-type: none"> <li>Use present and past tense <b>mainly</b> correctly and consistently</li> </ul>							
<ul style="list-style-type: none"> <li>Demarcate <b>some</b> sentences in writing with capital letters and full stops. <b>Some</b> correct use of question marks when required.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell <b>many</b> Y1 common exception words and <b>some</b> Y2 common exception words</li> </ul>							
<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by taught (<b>phase 5</b>) graphemes, spelling <b>some</b> of these words correctly and making phonically-plausible attempts at others.</li> </ul>							
<ul style="list-style-type: none"> <li>Form lower-case letters in the correct direction, starting and finishing in the right place.</li> </ul>							
<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another in <b>some</b> writing.</li> </ul>							
<ul style="list-style-type: none"> <li>Use spacing between words that <b>mainly</b> reflects the size of the letters</li> </ul>							

### End of Year 1 Non-Statutory Assessment – GD

Name:	A	B	C	D	E	F	Collection
The pupil can:							
<ul style="list-style-type: none"> <li>Through discussion with the teacher, recognise that writing has many purposes and begin to identify what these are.</li> </ul>							
<ul style="list-style-type: none"> <li>After discussion with the teacher, write sentences that reflect <b>some</b> of these different purposes.</li> </ul>							
<ul style="list-style-type: none"> <li>Demarcate <b>most</b> sentences in writing with capital letters, full stops and use question marks correctly when required.</li> </ul>							
<ul style="list-style-type: none"> <li>Add Y1 taught suffixes to spell <b>most</b> words correctly in writing</li> </ul>							



### End of key stage 1 statutory assessment – working towards the expected standard

Name:	A	B	C	D	E	F	Collection
<b>The pupil can, after discussion with the teacher:</b>							
<ul style="list-style-type: none"> <li>write sentences that are sequenced to form a short narrative (real or fictional)</li> </ul>							
<ul style="list-style-type: none"> <li>demarcate some sentences with capital letters and full stops</li> </ul>							
<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> </ul>							
<ul style="list-style-type: none"> <li>spell some common exception words</li> </ul>							
<ul style="list-style-type: none"> <li>form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>							
<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another in some of their writing</li> </ul>							
<ul style="list-style-type: none"> <li>use spacing between words</li> </ul>							

### End of key stage 1 statutory assessment – working at the expected standard

Name:	A	B	C	D	E	F	Collection
<b>The pupil can, after discussion with the teacher:</b>							
<ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> </ul>							
<ul style="list-style-type: none"> <li>• write about real events, recording these simply and clearly</li> </ul>							
<ul style="list-style-type: none"> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> </ul>							
<ul style="list-style-type: none"> <li>• use present and past tense mostly correctly and consistently</li> </ul>							
<ul style="list-style-type: none"> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> </ul>							
<ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul>							
<ul style="list-style-type: none"> <li>• spell many common exception words</li> </ul>							
<ul style="list-style-type: none"> <li>• form capitals letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> </ul>							
<ul style="list-style-type: none"> <li>• use spacing between words that reflect the size of the letters</li> </ul>							

### End of key stage 1 statutory assessment – working at greater depth within the expected standard

Name:	A	B	C	D	E	F	Collection
The pupil can, after discussion with the teacher:							
<ul style="list-style-type: none"> <li>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> </ul>							
<ul style="list-style-type: none"> <li>make simple additions, revision and proof-reading corrections to their own writing</li> </ul>							
<ul style="list-style-type: none"> <li>use the punctuation taught at key stage 1 mostly correctly</li> </ul>							
<ul style="list-style-type: none"> <li>spell most common exception words</li> </ul>							
<ul style="list-style-type: none"> <li>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</li> </ul>							
<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes needed to join some letters</li> </ul>							

## End of Year 3 Non-Statutory Assessment – WTS

Name:	A	B	C	D	E	F	Collection
<b>The pupil can:</b>							
<ul style="list-style-type: none"> <li>The pupil can, after discussion with the teacher or through scaffolding, write sentences that are linked thematically, with meaning and purpose.</li> </ul>							
<ul style="list-style-type: none"> <li><b>Some</b> features of writing are appropriate to the selected task.</li> </ul>							
<ul style="list-style-type: none"> <li>Simple adjectives used appropriately to describe.</li> </ul>							
<ul style="list-style-type: none"> <li><b>Some</b> evidence of use of speech in narratives.</li> </ul>							
<ul style="list-style-type: none"> <li>Some attempt to organise and group related ideas together.</li> </ul>							
<ul style="list-style-type: none"> <li>Use co-ordination (e.g. or/and/but) and <b>some</b> subordination (e.g. when/if/that/because) to join clauses.</li> </ul>							
<ul style="list-style-type: none"> <li>Use present and past tense <b>mostly</b> correctly and consistently.</li> </ul>							
<ul style="list-style-type: none"> <li>Demarcate <b>most</b> sentences in writing with capital letters and full stops, and use question marks correctly when required.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell <b>many</b> common exception words.</li> </ul>							
<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling <b>many</b> of these words correctly and making phonically-plausible attempts at others.</li> </ul>							
<ul style="list-style-type: none"> <li>Spell correctly <b>some</b> words from the year 3 / year 4 spelling list.</li> </ul>							
<ul style="list-style-type: none"> <li>Form capital letters and digits of the correct size, orientation and relationship to each other and to lower-case letters.</li> </ul>							
<ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters.</li> </ul>							
<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join <b>some</b> letters.</li> </ul>							

## End of Year 3 Non-Statutory Assessment – 'Y4 Ready'

Name:	A	B	C	D	E	F	Collection
<b>The pupil can:</b>							
<ul style="list-style-type: none"> <li>• After discussion with the teacher, write for different purposes.</li> </ul>							
<ul style="list-style-type: none"> <li>• Features of writing <b>mainly</b> appropriate to the selected task.</li> </ul>							
<ul style="list-style-type: none"> <li>• In narratives, describe settings and characters.</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Some</b> use of expanded noun phrases to describe adding relevant and meaningful detail.</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Some</b> evidence of adjectives being used for precision, clarity and impact.</li> </ul>							
<ul style="list-style-type: none"> <li>• In narratives, <b>some</b> appropriate use of speech to convey character.</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Some</b> use of simple adverbials and pronouns to link sentences, sections or paragraphs.</li> </ul>							
<ul style="list-style-type: none"> <li>• Variation of sentence structure through use of sentences with more than one clause.</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Some</b> use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if.</li> </ul>							
<ul style="list-style-type: none"> <li>• Tense choice <b>mostly</b> consistent and grammatically accurate including use of present perfect tense where appropriate.</li> </ul>							
<ul style="list-style-type: none"> <li>• Capital letters and full stops consistently used accurately.</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Some</b> correct use of inverted commas.</li> </ul>							
<ul style="list-style-type: none"> <li>• Commas used correctly in lists.</li> </ul>							
<ul style="list-style-type: none"> <li>• Apostrophes for singular possession used <b>mostly</b> correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>• Spelling KS1 common exception words correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>• Spelling <b>many</b> words correctly* (year 3/4).</li> </ul>							
<ul style="list-style-type: none"> <li>• Letters are consistent in size and proportion with both letters and words evenly spaced.</li> </ul>							
<ul style="list-style-type: none"> <li>• Letters are joined using diagonal and horizontal strokes where appropriate.</li> </ul>							

## End of Year 3 Non-Statutory Assessment - GD

Name:	A	B	C	D	E	F	Collection
The pupil can:							
<ul style="list-style-type: none"> <li>The pupil can write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> </ul>							
<ul style="list-style-type: none"> <li>The pupil can recognise and talk about the audience of a particular text, drawing on some of its language features/vocabulary to inform thinking.</li> </ul>							
<ul style="list-style-type: none"> <li>In discussion with teacher, show an awareness of audience and purpose through formal/ informal language choices.</li> </ul>							
<ul style="list-style-type: none"> <li>Use the range of punctuation taught, correctly.</li> </ul>	Full stops						
	Capital letters						
	Question marks						
	Exclamation marks						
	Apostrophes for singular possession						
	Commas in a list						
	Inverted commas to punctuate speech						

## End of Year 4 Non-Statutory Assessment – WTS

Name:	A	B	C	D	E	F	Collection
<b>The pupil can:</b>							
• After discussion with the teacher, the pupil can write for different purposes.							
• Features of writing <b>mainly</b> appropriate to the selected task.							
• <b>Some</b> use of expanded noun phrases to describe, adding relevant and meaningful detail.							
• In narratives, <b>some</b> appropriate use of speech to convey character.							
• Simple text structure with an attempt to organise related ideas into paragraphs.							
• Headings and sub-headings aid presentation where appropriate.							
• <b>Some</b> use of simple adverbials and pronouns to link sentences, sections or paragraphs.							
• Variation of sentence structure through use of sentences with more than one clause.							
• <b>Some</b> use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if).							
• Tense choice <b>mostly</b> consistent and grammatically accurate including use of present perfect tense where appropriate.							
• Capital letters and full stops consistently used accurately.							
• Spell <b>most</b> common exception words.							
• Segment spoken words into phonemes and represent these by graphemes, spelling <b>most</b> of these words correctly and making phonically-plausible attempts at others.							
• Spell correctly <b>many</b> words from the year 3 / year 4 spelling list.							
• Use the diagonal and horizontal strokes needed to join <b>most</b> letters.							
• Spelling KS1 common exception words correctly.							
• Spelling <b>most</b> words correctly* (year 3 / 4)							
• Letters are consistent in size and proportion with both letters and words evenly spaced.							
• Letters are joined using diagonal and horizontal strokes where appropriate.							

## End of Year 4 Non-Statutory Assessment – 'Y5 ready'

Name:	A	B	C	D	E	F	Collection
<b>The pupil can:</b>							
<ul style="list-style-type: none"> <li>Write effectively for a range of purposes</li> </ul>							
<ul style="list-style-type: none"> <li>Features of text type or genre are appropriate for task e.g. layout, verb form and formality.</li> </ul>							
<ul style="list-style-type: none"> <li>In narratives, describe settings and characters.</li> </ul>							
<ul style="list-style-type: none"> <li>Use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.</li> </ul>							
<ul style="list-style-type: none"> <li><b>Some</b> use of dialogue to convey character.</li> </ul>							
<ul style="list-style-type: none"> <li>Use of fronted adverbials and pronoun referencing to link within and between paragraphs.</li> </ul>							
<ul style="list-style-type: none"> <li>Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech).</li> </ul>							
<ul style="list-style-type: none"> <li>Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.</li> </ul>							
<ul style="list-style-type: none"> <li>Capital letters, full stops, question marks and exclamation marks consistently used accurately. (Correct sentence boundary demarcation)</li> </ul>	Full stops						
	Capital letters						
	Question mark						
	Exclamation marks						
<ul style="list-style-type: none"> <li>Apostrophes for singular and plural possession used <b>mainly</b> correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>Inverted commas used <b>mainly</b> correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>Commas used to mark fronted adverbials – <b>mainly</b> correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>Using different verb forms which are <b>mostly</b> accurate (present and past progressive, present perfect and ing verbs.</li> </ul>							
<ul style="list-style-type: none"> <li>Spelling KS1 common exception words correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>Spelling <b>most</b> words correctly* (year 3/4.)</li> </ul>							
<ul style="list-style-type: none"> <li>Letters are consistent in size and proportion with both letters and words evenly spaced.</li> </ul>							
<ul style="list-style-type: none"> <li>Letters are joined using diagonal and horizontal strokes where appropriate.</li> </ul>							



## End of Year 4 Non-Statutory Assessment – Greater Depth

Name:	A	B	C	D	E	F	Collection
The pupil can:							
<ul style="list-style-type: none"> <li>The pupil can write effectively for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing</li> </ul>							
<ul style="list-style-type: none"> <li>Distinguish between the language of speech and writing</li> </ul>							
<ul style="list-style-type: none"> <li>Language choices demonstrate <b>some</b> awareness of audience in terms of formality and/or informality.</li> </ul>							
<ul style="list-style-type: none"> <li>Use the range of punctuation taught, correctly.</li> </ul>	Full stops						
	Capital letters						
	Exclamation mark						
	Question mark						
	Apostrophes for singular and plural possession						
	Inverted commas						
	Commas used to mark fronted adverbials and in a list						

## End of Year 5 Non-Statutory Assessment – WTS

Name:	A	B	C	D	E	F	Collection
<b>The pupil can:</b>							
<ul style="list-style-type: none"> <li>• The pupil can write for a range of purposes with appropriate use of scaffolds.</li> </ul>							
<ul style="list-style-type: none"> <li>• Features of text type or genre are appropriate for task e.g. layout, verb form and formality.</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Some</b> use of dialogue to convey character.</li> </ul>							
<ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas around a theme.</li> </ul>							
<ul style="list-style-type: none"> <li>• Headings and sub-headings aid presentation where appropriate.</li> </ul>							
<ul style="list-style-type: none"> <li>• Use of fronted adverbials and pronoun referencing to link within and between paragraphs.</li> </ul>							
<ul style="list-style-type: none"> <li>• Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech).</li> </ul>							
<ul style="list-style-type: none"> <li>• Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.</li> </ul>							
<ul style="list-style-type: none"> <li>• Using different verb forms which are <b>mostly</b> accurate (present and past progressive, present perfect and ing verbs).</li> </ul>							
<ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction <b>mainly</b> correctly.</li> </ul>	Capital letters						
	Full stops						
	Question marks						
	Commas for lists						
	Apostrophes for contraction						
<ul style="list-style-type: none"> <li>• Spell <b>most</b> common exception words.</li> </ul>							
<ul style="list-style-type: none"> <li>• Spell correctly <b>many</b> words from the year 3 / year 4 spelling list, and <b>some</b> words from the year 5 / year 6 spelling list.</li> </ul>							
<ul style="list-style-type: none"> <li>• Letters are joined using diagonal and horizontal strokes where appropriate.</li> </ul>							

## End of Year 5 Non-Statutory Assessment – 'Y6 Ready'

Name:	A	B	C	D	E	F	Collection
<b>The pupil can:</b>							
<ul style="list-style-type: none"> <li>Write for a range of purposes and audiences.</li> </ul>							
<ul style="list-style-type: none"> <li>Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul>							
<ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere.</li> </ul>							
<ul style="list-style-type: none"> <li>Some use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</li> </ul>							
<ul style="list-style-type: none"> <li>Integrate dialogue in narratives to convey character and/or advance action.</li> </ul>							
<ul style="list-style-type: none"> <li>Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs.</li> </ul>							
<ul style="list-style-type: none"> <li>Use of complex structures including the use of relative clauses. Sentence structures are varied throughout text.</li> </ul>							
<ul style="list-style-type: none"> <li>Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.</li> </ul>							
<ul style="list-style-type: none"> <li>Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.</li> </ul>							
<ul style="list-style-type: none"> <li>Use the full range of punctuation taught in lower KS2 mostly correctly</li> </ul>	Full stops						
	Capital letters						
	Exclamation mark						
	Question mark						
	Apostrophes for singular and plural possession						
	Inverted commas						
Commas used to mark fronted adverbials and in a list							
<ul style="list-style-type: none"> <li>Inverted commas used mostly correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>Some correct use of punctuation for parenthesis.</li> </ul>							
<ul style="list-style-type: none"> <li>Commas (clarify meaning and marking phrases and clauses).</li> </ul>							
<ul style="list-style-type: none"> <li>Apostrophes for singular and plural possession used mostly correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>Spelling KS1 common exception words correctly.</li> </ul>							
<ul style="list-style-type: none"> <li>Spelling many words correctly* (year 5/6).</li> </ul>							
<ul style="list-style-type: none"> <li>Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</li> </ul>							

## End of Year 5 Non-Statutory Assessment – Greater Depth

Name:	A	B	C	D	E	F	Collection
The pupil can:							
<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing.)</li> </ul>							
<ul style="list-style-type: none"> <li>Distinguish between the language of speech and writing and <b>sometimes</b> choose the appropriate register.</li> </ul>							
<ul style="list-style-type: none"> <li>Writing shows some awareness of levels of formality although this may not be well managed.</li> </ul>							
<ul style="list-style-type: none"> <li>Use the range of punctuation taught, correctly.</li> </ul>	Full stops						
	Capital letters						
	Exclamation mark						
	Question mark						
	Apostrophes for singular and plural possession						
	Inverted commas						
	Commas (clarify meaning and marking phrases and clauses)						
Punctuation for parenthesis ( ) - ,							

**Appendix 3**  
**Guidance on independent writing**

## **6.1 A more flexible approach**

The approach to English writing TA is different from other subjects. This difference reflects the nature of the subject and that a degree of subjectivity is needed to assess it. Teachers are therefore given more flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.

A teacher must still assess a pupil against all 'pupil can' statements within the standard at which they are judged to be working. A pupil's writing should meet all the statements within that standard (since they represent the key elements of English writing within the national curriculum). However, teachers can use their discretion to ensure that a 'particular weakness' does not prevent an accurate judgement of a pupil's overall attainment. If a pupil is judged to have a 'particular weakness', a teacher's professional judgement about whether the pupil has met the standard overall takes precedence over the need for the pupil to meet all 'pupil can' statements. This does not mean that a teacher's professional judgement takes precedence over that of a moderator. Teachers must be able to justify their decisions with evidence during moderation.

When a teacher deems that a pupil meets a standard despite a particular weakness, they must have good reason to judge that this is the most accurate standard to describe the pupil's overall attainment. The reason for this is likely to vary from pupil to pupil but, in all instances, teachers must be confident that the weakness is an exception in terms of the pupil's overall attainment.

A 'particular weakness' can relate to a part or the whole of a statement (or statements). Teachers should consider whether it prevents an accurate judgement from being made overall. A 'particular weakness' may relate to a learning difficulty, but it is not limited to this. Similarly, a learning difficulty does not automatically constitute a particular weakness that would prevent an accurate judgement. The same overall standard must be applied equally to all pupils. This approach applies to English writing only.

## 6.2 Independent writing

Teachers' judgements must only be based on writing that has been produced independently by the pupil.

Teachers should keep in mind that the national curriculum states writing can also be produced through discussion with the teacher and peers. A piece of independent writing may therefore provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others. For example, a pupil may produce an independent piece of writing that meets many of the statements relating to composition and the use of grammar but does not demonstrate independent spelling. This could be because the teacher has provided the pupil with domain-specific words or corrected their spelling.

Teachers may use success criteria in lessons to help them judge whether a pupil has met the objectives for a piece of writing and to help pupils understand what they have learnt. Using success criteria does not mean that a pupil's writing is not independent. Teachers would simply need to avoid modelling or over-scaffolding the expected outcome. Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other 'pupil can' statements which have not been mentioned.

Writing is likely to be independent if it:

- emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded – as part of external moderation, LA moderators can discuss where modelled or scaffold writing is found and they may ask for further examples of pupil work to support the standard and judgement.
- copied or paraphrased
- edited or re-written because of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation or predictive text
- supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features or punctuation

**Source (2022/23 Teacher assessment guidance. Key stage 2)**

## Appendix 4

### A common approach to Literacy at Brinsworth Howarth

#### A common approach within classrooms

- Ambitious and technical vocabulary/key words for various subjects and topics are displayed.
- Common exception/ commonly misspelt words for relevant year groups/key stages are visible for children to use.
- Spelling/SPaG display indicating what is being **taught** at the moment and can be used as an aid by pupils.
- Annotated examples of high quality work are visible.
- Word mats and vocabulary aids are accessible to children as and when they need them.
- All handwritten work from staff follows the school handwriting policy.

#### A common approach to literacy book presentation

- All books must have the marking policy on the inside front cover.
- All pieces of work must be dated using the full date (eg Wednesday 17<sup>th</sup> January 2018)
- All pieces of work must include a learning intention.
- From Year 2 onwards, work is written on the right hand side page with corrections and edits on the left hand page.
- All work must be presented starting from the margin of the page. This also includes spellings and editing.
- Feedback and marking must follow the school marking policy guidelines.
- A range of work should be presented, such as group work, drama, guided work and independent work.
- Handwriting should be consistently of a high quality and reflect the letter formation/joins taught.
- A success criteria may sometimes be included as appropriate for children to refer to.
- Children must take great pride in their books, with presentation and awareness of the reader reflected.
- Any editing by children is completed in blue pen. Adults will write in black pen using a joined, legible handwriting script which reflects that expected of the children at the end of Key Stage 2.