



WRITING PROCEDURES

Writing procedures

At Frome Vale Academy we recognise that language and literacy is a fundamental life skill; it develops children's ability to communicate effectively. Our children need to be able to communicate orally and in writing and to be able to read a wide range of texts if they are to achieve their potential throughout their school days and into their adult life. Literacy is at the heart of the curriculum uniting the important skills of reading, writing and grammar, and enabling children to practise speaking and listening skills. We aim to develop in our children an enthusiasm for Literacy in all its forms and to ensure they have the confidence to express themselves clearly.

I am a Writer

Intent: At Frome Vale Academy there is an emphasis that spelling, grammar and punctuation is an integral part of creative writing, where SPaG enables and inspires pupils. It is our intention that children are able to confidently use spelling, punctuation and grammar rules to improve the quality of their writing, creating an impact on the reader, and understand how it is being used to change meaning and effect. Our aim is that children can use the appropriate terminology as a tool to discuss choices and manipulate language confidently and powerfully, with the genre, purpose, style and audience in mind.

In writing, there is an emphasis on self-evaluation and developing pupils' ability to assess their own work through revising and editing. Children consistently know what to do to improve their writing. They can identify where they have been successful and why. This will be evident across the school by the use of the green editing pen.

Implementation: Modelling and discussing various styles and pieces of writing is frequent and focuses on the actual use of grammar in real examples of writing, including, high quality texts, professionally produced pieces, realistic examples produced by the teacher, live drafts and pupils' writing. Teachers provide a model of writing which children can attempt to emulate and tailor their writing to the needs and interests of the class. Teachers develop vocabulary and grammar in a meaningful way, by placing words and features which children are learning into context, so that children learn vocabulary directly and indirectly, with repetition and multiple exposures. Teaching sequences therefore are progressive, reflect pupils' current needs and have clear fiction and non-fiction outcomes.

Impact: Children at Frome Vale are confident writers. This can be seen in presentation, quality and quantity. The impact of our writing curriculum is that children have mastered writing across various genres, on a variety of subjects. As authors, they are able to adapt their style and language to suit various audiences and purposes and are able to reflect on how to improve it further.

PLANNING for WRITING

Long Term Plan – Whole-School Overview

This is a whole-school Writing text and genre overview. Each term's learning is based on at least one high-quality text and will have two main writing outcomes – fiction and non-fiction, which pupils will work towards by covering the necessary grammatical features, language and organisational features and being exposed to short burst incidental writing opportunities. A full version of this document is also available on the shared drive.

FVA Long Term Planning will:

- Identify key quality texts and the main unit outcomes for each half term (fiction and non-fiction).
- Incidental Writing Opportunities to practice grammatical skills and previously taught txt types
- Ensure coverage and range
- Allow planning for progression

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Text: <u>Beegu</u> Main Fiction outcome: Narrative – retold Main non-fiction outcome: Recount	Text: Traction Man is Here Main Fiction outcome: Narrative – innovated Main non-fiction outcome: Instructions	Text: The Story Tree (Monkey-see, Monkey-do) Main Fiction outcome: Narrative – innovation or invention Main non-fiction outcome: <u>Non-chronological</u> report (jungles)	Text: The Tin Forest Main Fiction outcome: Narrative – innovation/invention Main non-fiction outcome: Instructions (how to grow/plant a sunflower)	Text: Lila and the Secret of Rain Main Fiction outcome: Narrative – innovation/ invention Main non-fiction outcome: Recount	Text: The Snail and the Whale Main Fiction outcome: Narrative - innovated Main non-fiction outcome: non-chronological report (<u>animals</u> - science link)
Year 2	Text: Emily Brown and the Thing Fiction outcome: Innovated narrative Non Fiction: <u>Non-chron</u> Report	Text: Katie in London Fiction outcome: Innovated narrative Non Fiction: Instructions	Text: Tell Me a Dragon Fiction outcome: Innovated narrative Non Fiction: <u>Non-chron</u> Report	Text: The Adventures of the Egg Box Dragon. Fiction outcome: Narrative – Changed story. Non fiction outcome: Persuasion	Text: Grace and Family Fiction outcome: Innovated narrative Non fiction outcome: Recount	Text: George's Marvellous Medicine Fiction outcome: Changed narrative Non-fiction outcome: Persuasion
Year 3	Text: Leon and the Place Between by Angela McCallister Main fiction outcome: Alternative ending – Leon never makes it out of the place between. Main non-fiction outcome: <u>Non-chronological</u> report	Text: The Winter's Child Main fiction outcome: Innovated narrative Main non-fiction outcome: Recount	Text: <u>Non</u> and the Lonely Fisherman Main fiction outcome: Innovated narrative Main non-fiction outcome: Persuasion	Text: Into the Forest by Anthony Browne Main fiction outcome: Innovated narrative Main non-fiction outcome: Instructions	Text: The Girl Who Planted Trees Main fiction outcome: Alternative ending Main non-fiction outcome: Persuasion	Text: King of the Sky by Nicola Davies Main fiction outcome: Narrative from the point of view of the pigeon Main non-fiction outcome: Chronological report <u>Report</u>
Year 4	Text Arthur and The Golden Rope Main Fiction Outcome Narrative Main Non-Fiction Outcome Recount	Text The Wolves in the Walls by Neil Gaiman Rain Player (Mayan link) Main Fiction Outcome Innovated narrative: change perspective Main Non-Fiction Outcome Persuasive letter in character Inside the Villians	Text The Iron Man by Ted Hughes Main Fiction Outcome Narrative Main Non-Fiction Outcome Newspaper Report - fictional	Text Edison by Torben Kuhlmann Main Fiction Outcome Narrative – alternative ending/innovation Main Non-Fiction Outcome Instructions	Text Dragonology Main Fiction Outcome Narrative Main Non-Fiction Outcome Non-chronological report	Text The Great Kapok Tree Main Fiction Outcome Narrative Main Non-Fiction Outcome Persuasion – climate link
Year 5	Text: Egyptology Main Fiction Outcomes Narrative Main Non-fiction Outcomes: Non-chronological report	Text: Rhythm of the Rain Main Fiction Outcome Narrative - character's perspective Main Non-Fiction Outcome Explanation	Text: Escape from Pompeii Main Fiction Outcome Diary entry Narrative Main Non-Fiction Outcome Newspaper Report	Text: Armstrong Main Fiction Outcome Narrative Main Non-Fiction Outcome Persuasion	Text: The Land of Neverbelieve Main Fiction Outcome: Narrative Main Non-Fiction Outcomes: Non-chronological report (made up land)	Text: The Last Bear Main Fiction Outcome: Narrative Main Non-Fiction Outcomes: Discussion

Year 6	Text: The Lost Happy Endings Main Fiction Outcome Narrative Main Non-Fiction Outcome Persuasion	Text: Macbeth Main Fiction Outcome Narrative Main Non-Fiction Outcome Non-chronological report	Text: How to live forever Main Fiction Outcome Narrative (alternative ending) Main Non-Fiction Outcome Discussion (pros and cons of living forever)	Text: Clockwork Main Fiction Outcome Narrative Main Non-Fiction Outcome Recount	Text: The Mysteries of Harris Burdick Main Fiction Outcome: Narrative Main Non-Fiction Outcomes: Newspaper Report	Text: Floodland Main Fiction Outcomes Narrative Main Non-fiction Outcomes: Explanation
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Short term unit planning:

- Will be based on assessment
- Needs to be flexible
- Effective use of guided work
- Embedded grammar teaching using revisit, teach, practice, and apply
- Skills teaching based on quality text (application across the curriculum)
- Will be based on the **Three Phases** approach to planning
- Will link to Next Step pedagogy and feedback

Planning Format

Typically, schools have found that children initially double their rate of progress when a systematic teaching sequence is developed from a quality text

TfW Research, Pie Corbett, 2013

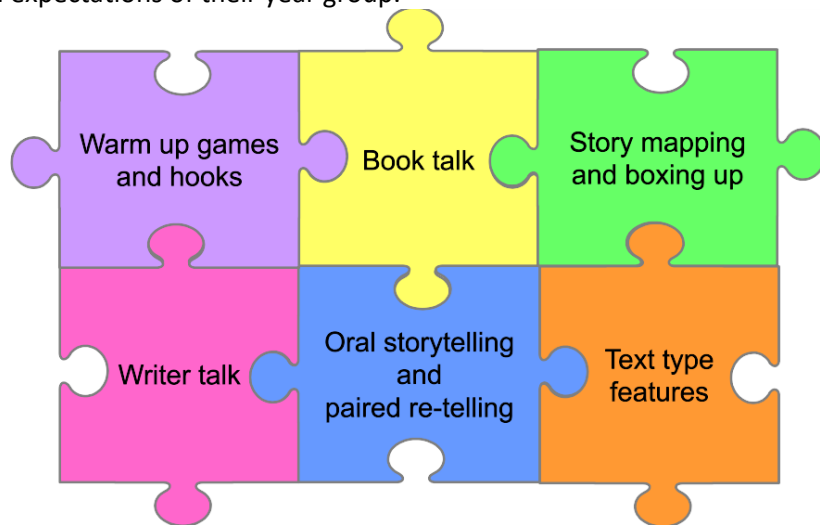
- Each class should have a yearly overview for each subject (in one table)
- Each class will have a termly overview outlining the key small steps towards the two main unit outcomes (fiction and non-fiction).
- At Frome Vale Academy, we use the **Three Phases** approach to planning, enabling teachers to embed the necessary language, grammar and organisational features.

Phase 1 Audiences and purpose Working Walls Opening Experiences Oral Storytelling Reading and immersion in text Speaking and listening Engaging with the text Grammar and skills Incidental writing opportunities	Phase 2 Identifying language features Identifying organisational features Exploring key events, themes, characters Grammar Analysing author's styles, writer talk	Phase 3 Planning Oral rehearsal of writing Modelled/shared writing Independent writing Revising/Editing Feedback
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- Each literacy lesson requires a Lesson Design, which will include:
 - WALT
 - Steps to Success
 - Differentiating using: Giving it go, got it and flying

- Review and Starter
- Shared and/or modelled write opportunities
- Key questions
- Opportunities for formative assessments
- Guided group work with target children
- The Active Learning mat
- Reflection

We also subscribe to and can use the Power of Reading materials written by <https://www.clpe.org.uk>. They provide teaching sequences and recommend age appropriate quality texts for use with different year groups. Teachers plan learning on the school planning format with reference to the requirements of the 2014 National Curriculum Framework for Literacy. A range of different styles is encouraged including whole class teaching, shared reading and writing, targeted guided group work, both collaborative and individual activities in response to the teaching and learning needs required to move children on. Teachers will use their professional judgement to determine the activities, timing and organisation of the lesson to suit its objectives and the individual child, ensuring that planning reflects the age-related expectations of their year group.



At Frome Vale Academy we strive to deliver Quality First Teaching by:

- teachers and children having a clear understanding of the learning objective being taught
- planning lessons that are paced appropriately and drive learning forward
- modelling high expectations and providing learning opportunities for our children to succeed in meeting these expectations
- listening and responding to children in a sensitive and supportive manner
- being aware of the barriers to learning and planning to overcome these
- involving children in setting success criteria and giving opportunities for assessing their own work, including peer assessment
- informing children of their next steps of learning (taking responsibility for their individual targets) and providing opportunities for children to achieve these targets

At Frome Vale Academy, we believe that the mastery of written language is a powerful gift and that it should be purposeful, rich and enjoyable for all. We recognise that writing can be stimulated in a number of different ways and is supported by reading, speaking and listening, drama and personal experiences.

Writing opportunities are carefully planned by teachers in response to the class text. There is a fiction outcome and a non-fiction outcome each term, with incidental writing opportunities, immersion opportunities and SPAG objectives being covered in the build-up to the final piece.

At FVA, we believe that all children should develop an understanding of genres for writing and will therefore receive a progressive exposure and explicit teaching of these throughout their time at Frome Vale. This will significantly improve their knowledge and understanding of language structures, vocabulary, literacy and background knowledge needed for Reading and Writing. Giving it a go, Got it, Flying success criteria grids are available for the key genres in all year group (Shared drive, Progression of skills and curriculum map) e.g.

Diary Year 3

Giving it a go	Got it	Flying
Dear diary, Past tense First person – use I, my, me Retell the main events	Include an introduction to set the scene Retell events Time adverbs Adjectives to describe Powerful verbs Use senses	Include questions and exclamations Emotions and feelings Past simple and past perfect Direct Speech

These are directly used in lessons and children's books for teacher assessment and self-reflection.

An FVA genre guide with the main features, model writes and sentence stems is also available on the Shared drive (Teaching Resources, FVA Genre Guide)

Instructions Year 3

Giving it a go	Got it	Flying
Present tense Second person Sequenced steps Simple sentences Title indicating 'How to...' Clear layout Include a list of equipment	Time adverbs Imperative verbs Manner adverbs Headings and subheadings Chronological order	All Giving it a go and Got it Headings and subheadings Conjunctions to clarify Fronted Adverbials Include a diagram Encouraging remarks Modal verbs

Whole-School Non – Fiction Genre Coverage

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non-chronological report	Non-chronological report	Non-chronological report	Non-chronological report	Non-chronological report	Non-chronological report
Recount	Recount	Recount	Recount	Recount	Recount
Instructions	Instructions	Instructions	Instructions		
	Persuasion	Persuasion	Persuasion	Persuasion	Persuasion
			Newspaper report	Newspaper report	Newspaper report
				Discussion	Discussion
				Explanation	Explanation

Next Step Feedback in Writing

At Frome Vale Academy we:

- Lay the foundations for effective feedback by providing high-quality instruction, including the use of formative assessment strategies
- Deliver appropriately timed feedback that focuses on moving the learning forward
- Plan for how pupils will receive and use feedback
- Use purposeful verbal feedback in a time-efficient way
- Use purposeful, task-focused, appropriately timed written feedback

FVA Next Steps Form for Learning as Writers

The following form is used in Year 1 through to Year 6 in order to provide high-quality, appropriately timed next steps that focus in moving the learning forward. It is completed by class teachers every day and all day-to-day next steps and feedback are therefore delivered through:

Responsive Teaching - in the moment/verbal feedback given in the lesson. Red pens are used if any written feedback, such is the FVA feedback code, needs to be provided. Children respond to the 'in the moment' feedback using their green pens.

Following the teaching, class teachers review the learning in every child's book and identify the following:

Guided group (tomorrow's group) – class teachers identify children for the following day's guided group. The focus of the group is clearly specified and any particular features to be targeted are recorded. A specific code is recorded using

a red pen - TG (tomorrow's group) on the day and G (guided group) next to next day's learning objective. Errors in previous day's learning are edited if this means that misconceptions are avoided.

Individual pupils (6/7 pupils) – when reviewing children's books, class teachers identify individual misconceptions and errors in a selection of books. The agreed FVA feedback code may be used in the margin to sign-post. These are errors and misconceptions that need to be immediately addressed on an individual basis. Before the 'Mathsmagicians' session commences in the morning of the next day, the next steps are addressed with this selection of children in person, offering verbal feedback and asking children to make edits and correction.

Responsive Planning/next steps for next lesson – common whole-class next steps are identified and addressed in the Lesson Design of the next lesson using the 'review' slide.

SEND	A/Y	O2	O1	D	Absent children
					M
					T
					W
					Th
					F

	Mon	Tue	Wed	Thu	Fri
Responsive Teaching (in the moment/verbal feedforward given in the lesson)					
Guided group (tomorrow's group) – please specify the focus and any particular features to be targeted Identified as TG and then G in books in red ink every time Errors in previous day's learning will be edited if this means that misconceptions will be avoided					

Individual pupils (to be addressed before the 'Mathsmagicians' session) Individual misconceptions and errors to be addressed prior to the lesson – these books will be ready on pupils' tables in the morning					
Responsive Planning/next steps for next lesson 'Review' slide – common whole-class errors for children to act upon in previous day's work or features for children to act upon/embed in the current lesson. (Presentation, letter formation, spelling, vocabulary, grammar features, punctuation Who needs further extending or challenging or additional provision?)					
Notes for future provision:					

Written Feedback Procedures

Each term, Frome Vale Academy pupils write, revise and edit a fiction and a non-fiction end of unit outcome. These are identified in the Whole-School Writing Overview document and class Long-Term Plans. These outcomes will be marked using the following policy:

Guided Group = **G** indicated in red, marked as you go along

Independent Secure = needs to be marked according to the policy below

Supported = **S** indicated where additional support is given.

Summative comment:

The success of a piece of work is judged against the objective of the lesson and should be clear and specific:
e.g *We are learning to use narrative features.*

✓ *Well done, you have used expanded noun phrases to describe.*

Not 'Excellent work'

Formative comment:

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils. Children are to use a **green pen** to respond to feedback.

This comment does not necessarily need to be linked to the objective, but rather what the child needs to do to move their writing on.

At an earlier stage in their writing, no matter what year group the child is in, the fundamentals need to be addressed before anything else. These are for example:

- Capital letters at the start of sentences.
- Capital letters for proper nouns.
- Verb tense.
- Full stops at the end of sentences (no comma splicing).
- High frequency words.
- Letter formation – including heights of letters.
- Finger spaces.

This may look like this:

-> *Go back and check you have used capital letters correctly and edit your work.*

-> *Correct all underlined words in your work.*

-> *Please add a comma to separate the subordinate clause*

Teachers need to use their professional judgment of how many formative comments they make but it should not exceed three.

In years 1-6, teachers are expected to use the following to show where these mistakes have been made in the writing:

V: verb tense **H:**handwriting (letter formation)

CL: capital letter **M:** missing word

FS: full stop **L:** start a new line for speech

SP: spelling **//**start a new paragraph

FSP: finger space **VF:** Verbal Feedback

[]: square brackets can be used to identify a section or text that needs attention

~~~~~ : a wiggly line is used to underline a section/word/phrase that does not make sense and needs to be addressed by the pupil.

All feedback is responded to with a **green editing pen**.

#### Individual Target Cards:

Once the fundamentals have been addressed, targets cards can be used to identify next steps. These should be dated and developmentally appropriate. Target cards need to be updated **at least** twice a term, adding 1 or 2 new targets each time.

**In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.** This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

Guided group work will be marked with a summative and a formative comment with children present, and responding to feedback with adults' support.



Name: \_\_\_\_\_

My target is: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Individual Target Cards  
used in all year groups.

These are printed on  
orange card/paper

## DIFFERENTIATION PROCEDURES

This needs to be evident all the time in tasks/questioning/books

The following language will be used:

- Giving it a go (feeling unsure)
- Got it (feeling confident)
- Flying (challenging work)

Children can self-select or be guided and all work needs to be precisely pitched to children's needs.

Children could be:

- Doing a different task at the start of a lesson
- Practising different skills identified from assessments.
- All children from Y1-Y6 have a toolbox of resources to help them with their independence. These will be adapted and evolved by teachers and children, in order to match individual needs.

## Writing Key Essentials Document (CLF)

This document's aim is to provide a consistent approach towards the assessment of writing across the Federation, updated in line with national changes for 2018 – **it is used for planning and assessment**. The skills progression column contains a series of statements for each year group, broadly ordered into a progression. It's vital that teachers take ownership of this and teach skills according to the needs of their class, rather than purely following the order presented here. **In Year 2 and Year 6**, the Interim Assessment Frameworks (IAFs) assess the key skills children need to have secured to be working at the expected standard. These frameworks do not assess every element of the curriculum, although it is expected that children are taught the wider curriculum and can demonstrate a broader range of skills than those assessed. To reflect this approach in other year groups, the statements in bold show the essential skills children in the CLF need to show to be assessed as working at the expected standard. As with years 2 and 6, it is expected that the full curriculum is taught. In all year groups, if teaching is reduced to the essential criteria, meeting the following year's expectations will be significantly more difficult. For Year 2 and Year 6, the IAF criteria have been indicated in dark green. Some key skills are not directly stated in the IAFs but are a significant contributing factor in them being achieved. These criteria are highlighted in light green, with a comment inserted to show which IAF criteria they relate to. **An Excel assessment grid is provided along with the progression document and is completed every half term. Writing exemplification is now available for Years 1-6.**

## Year 6 Example

| Year 6<br>2018 – Year 6 Interim Assessment Framework Criteria                                                                                                          |                                                                                                                                                         |     |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| Skills Progression                                                                                                                                                     | Example                                                                                                                                                 | EX3 | OD3 |
| 1 Write effectively for a range of purposes and audiences, selecting language that shows great awareness of the reader                                                 | travelogue, newspaper & chronological reports, diaries, letters, accounts, persuasive writing, advertising, discussion, non-fiction, expository, poetry | ✓   | ✓   |
| 2 Use expanded noun phrases across their writing to convey complicated information precisely                                                                           | Massive fish were found in the world's oceans. The creature had <u>gigantic spikes on the end of its poisonous-looking tail</u>                         | ✓   | ✓   |
| 3 Use verb tenses consistently and accurately                                                                                                                          | You don't want the forests to die, do you? You're right, aren't you?                                                                                    | ✓   | ✓   |
| 4 Use formal and informal question tags                                                                                                                                | Katla had been trapped... The bag had been stolen.                                                                                                      | ✓   | ✓   |
| 5 Use passive voice to create empathy or suspense                                                                                                                      | The operation is conducted by the surgeon.                                                                                                              | ✓   | ✓   |
| 6 Use passive voice to create a formal tone                                                                                                                            | The creature was most surprising. I had never seen anything like it.                                                                                    | ✓   | ✓   |
| 7 Use semi colons to mark independent clauses                                                                                                                          |                                                                                                                                                         | ✓   | ✓   |
| 8 Use dialogue to convey character and advance the action                                                                                                              |                                                                                                                                                         | ✓   | ✓   |
| 9 Develop settings, characters and atmospheres in detail                                                                                                               |                                                                                                                                                         | ✓   | ✓   |
| 10 Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause                                                      |                                                                                                                                                         | ✓   | ✓   |
| 11 Manipulate and control the use of narrative language features                                                                                                       | language to control time and pace; repetition for effect; power of three; passive voice; direct                                                         | ✓   | ✓   |
| 12 Use the range of punctuation taught at KS2 mostly correctly                                                                                                         |                                                                                                                                                         | ✓   | ✓   |
| 13 Use a range of figurative language                                                                                                                                  | smiles, metaphor, personification, simile, idiom                                                                                                        | ✓   | ✓   |
| 14 Manipulate and control the use of non-fiction language features                                                                                                     | technical vocabulary, rhetorical questions, passive voice                                                                                               | ✓   | ✓   |
| 15 Manipulate and control the use of organisational features                                                                                                           |                                                                                                                                                         | ✓   | ✓   |
| 16 Use a range of devices to build cohesion within and between paragraphs                                                                                              | repetition, adverbials, ellipsis, referencing, noun/pronoun chains                                                                                      | ✓   | ✓   |
| 17 Use a dictionary and thesaurus effectively                                                                                                                          | by 30/40/50 letter, appropriate word choice                                                                                                             | ✓   | ✓   |
| 18 Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations |                                                                                                                                                         | ✓   | ✓   |
| 19 Proof-read and edit their writing                                                                                                                                   |                                                                                                                                                         | ✓   | ✓   |
| 20 Read their own writing about using appropriate intonation, controlling the tone, volume and movement to make the meaning clear                                      |                                                                                                                                                         | ✓   | ✓   |
| 21 Spell most words from the Year 5/6 word list and use these accurately in their writing                                                                              | see NC list                                                                                                                                             | ✓   | ✓   |
| 22 Meet the Y6 expectations in the National Curriculum                                                                                                                 |                                                                                                                                                         | ✓   | ✓   |
| 23 Use regular, joined writing consistently when writing at speed                                                                                                      |                                                                                                                                                         | ✓   | ✓   |

|       |                                                                                                                                                                          |                                                                                                             |   |   |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---|---|
| 24    | Use colons to mark independent clauses                                                                                                                                   |                                                                                                             | ✓ | ✓ |
| GD1   | 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                                                         |   | ✓ |
| GD 2  | Distinguish between the language of speech and writing and choose the appropriate register                                                                               |                                                                                                             |   | ✓ |
| GD 3  | Demonstrate an assured and conscious control over levels of formality                                                                                                    |                                                                                                             |   | ✓ |
| GD 4  | Use the full range of punctuation taught at KS2 correctly                                                                                                                |                                                                                                             |   | ✓ |
| GD 5  | Use punctuation to avoid ambiguity or enhance meaning                                                                                                                    | defining and non-defining relative clauses; clearly <del>quoted</del> ; punctuation for emphasis and effect |   | ✓ |
| GD 6  | Write effectively for a range of purposes and audiences                                                                                                                  |                                                                                                             |   | ✓ |
| GD 7  | Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing on their own reading                                                     |                                                                                                             |   | ✓ |
| GD 8  | Consistently use editing and revising strategies to improve the quality and accuracy of their writing                                                                    |                                                                                                             |   | ✓ |
| GD 9  | Consistently use vocabulary from across the curriculum in their writing                                                                                                  |                                                                                                             |   | ✓ |
| GD 10 | Consistently apply Y2 spelling expectations across their writing                                                                                                         |                                                                                                             |   | ✓ |

#### Composition

- Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary
- Control and maintain plots (e.g. use of foreshadowing, dialogue to move the action on; stories told from more than one viewpoint)
- Use different ways of opening and closing narratives
- Develop characters in detail (e.g. relationships between characters; how others react to them; use of grammatical features such as passive voice)
- Extend and refine their use of narrative language features e.g. reported speech instead of direct; repetition for effect; power of three linked to grammar expectations (The wind whistled through the trees, ticking the autumn leaves, as the night drew in.)
- Extend and refine topic use of non-fiction language features e.g. technical vocabulary linked to the topic; precise description
- Use a range of verb forms for effect (progressive, perfect, modal)

## Assessment - Writing

| <u>Term 1</u>                                                               | <u>Term 2</u>                                                               | <u>Term 3</u>                                                               | <u>Term 4</u>                                                               | <u>Term 5</u>                                                               | <u>Term 6</u>                                                               |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>All:</b> Teacher Assessment of Writing using The Key Essentials Document | <b>All:</b> Teacher Assessment of Writing using The Key Essentials Document | <b>All:</b> Teacher Assessment of Writing using The Key Essentials Document | <b>All:</b> Teacher Assessment of Writing using The Key Essentials Document | <b>All:</b> Teacher Assessment of Writing using The Key Essentials Document | <b>All:</b> Teacher Assessment of Writing using The Key Essentials Document |
| <b><u>Years 3 – 5</u></b><br><b><u>GPS Pixl</u></b>                         |                                                                             | <b><u>Years 3 – 5</u></b><br><b><u>GPS Pixl</u></b>                         |                                                                             | <b><u>Years 3 – 5</u></b><br><b><u>GPS Pixl</u></b>                         |                                                                             |
| <b>Year 6</b><br>PiXL Autumn 1 papers Year 6 (week 2)                       | <b>Year 6</b><br>National 2017 KS2 papers Y6 (week 2)                       | <b>Year 6</b><br>National 2018 KS2 papers Y6 (week 2)                       | <b>Year 6</b><br>National 2019 KS2 papers Y6 (week 2)                       | <b>Year 6</b><br>KS2 SATs (week 4)                                          |                                                                             |

## GRAMMAR AND SPELLING

We believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Grammar is taught in line with the objectives in the new curriculum. We believe that the teaching of grammar should, as far as possible, feed into the writing activity that the children are undertaking and that lesson starters provide a daily opportunity to develop knowledge and understanding. We aim to teach grammar in different ways, i.e. through games, quizzes, interactive games, feedback, use of target cards, and some formal teaching. Children are taught and encouraged to use the correct grammatical terminology from EYFS onwards.

All teachers follow the expectations set by the spelling guidance within the New Curriculum 2014. In Early years Foundation Stage and Year 1 and 2, spelling will be taught and monitored daily through discrete phonic lessons. In Key Stage 2, the teaching of spelling is organised by the class teacher and based around the 'No Nonsense!' spelling materials as spellings are taught according to spelling patterns and with reference to the 'tricky words' list for Y3/4 and Y5/6. Teachers follow the half termly scheme of work which should be printed off and annotated and dated to show progress and coverage.

## No Nonsense Spelling teaching

**Suggested time** 10.10 – 10.40 (30min) every day

|                  | <b>Learning</b>                                                                                                           | <b>Book</b>                                                    |
|------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Monday</b>    | 2 pieces of learning recorded in books.<br>2 learning sessions using other strategies (chalk, water, spelling games etc.) | No Nonsense spelling journal (handwriting lines) – A5 (purple) |
| <b>Tuesday</b>   |                                                                                                                           |                                                                |
| <b>Wednesday</b> |                                                                                                                           |                                                                |
| <b>Thursday</b>  |                                                                                                                           |                                                                |
| <b>Friday</b>    | Spelling Test                                                                                                             | Spelling test book                                             |

Teachers are to implement 'No Nonsense Spelling' programme strategies in Spelling lessons and teach from the provided sequence where appropriate, using either the statutory or personalised spelling list where age related expectations haven't been met.

### Teaching sequence

#### Revise

Activate prior knowledge  
Revisit previous linked learning

#### Teach

Introduce the new concept  
Explain  
Investigate  
Model

#### Practise

Individual/group work  
Extend/explore the concept independently  
Investigate  
Generalise

#### Apply/Assess

Assess through independent application  
Explain and demonstrate understanding

**Recording:** Spelling learning is recorded in Spelling Journal books, which have handwriting practice lines. Pupils write a long date each time they record their learning in books (twice a week + once in their spelling books).

By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual.

### Assessment

Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. In addition, pupils have a spelling test every Friday. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

### Spelling Journal

Developing the use of spelling journals support both teachers and pupils in many ways. They enable:

- pupils to take responsibility for their spelling learning
- pupils to refer back to previous learning
- teachers to see how pupils are tackling tricky bits of spelling
- teachers and pupils to discuss spelling with parents and carers

### Working Wall

Each classroom has a small area of display space that can reflect current teaching focuses and provide support for pupils' spelling as they write. GPC charts, reminders of common spelling patterns or conventions and tricky words to remember could be part of a working wall for spelling.

### Spelling at home

Learning at home needs to be an extension of the practice in school. Teachers encourage this by:

- limiting the number of words to five or less per week to ensure success and deeper learning
- making sure pupils and parents have access to the range of learning strategies which have been taught in school, to use in home learning
  - assessing spellings in context, for example: learning spellings in a given sentence,
  - generating sentences for each word, assessing through unseen dictated sentences
  - keeping an ongoing record of words learnt and setting very high expectations of correct application in writing once a word has been learned.

## GRAMMAR

### Teaching frequency and expectations

- There will be a grammar and spelling element present in most FVA literacy lessons, through modelled expectations, shared writing and questioning.
- A discrete grammar lesson will be taught at least **once a week**. This could be taught during a Literacy lesson slot or another afternoon slot could be utilised, if chosen by the class teacher.

### Recording

- All learning concerning Grammar and Punctuation will be recorded in I am a Writer books using FVA presentation and layout expectations (Full date underlined, miss a line, 'We are learning to...' sentence underlined)

### Teaching sequence

- Teaching will include National Curriculum elements that need to be covered in particular year groups (see NC Vocabulary, Grammar and Punctuation Appendix)
- Use the 'subject knowledge' section from No Nonsense Grammar, which explains the basic grammatical elements and constructions as well as the punctuation and cohesion required by the National Curriculum.
- Teachers and pupils will use the relevant and accurate terminology to enabling them to discuss their writing (see NC Vocabulary, Grammar and Punctuation Appendix and Glossary Appendix)
- Teachers will use No Nonsense Grammar (available on the shared drive) to plan discrete sessions or as a resource for planning elements of Literacy sequences.
- Use The Power of Reading teaching sequence and the application of Vocabulary, Grammar and Punctuation from the National Curriculum as a teaching and planning resource for the holistic teaching of grammar and punctuation in Literacy lessons. See an example from 'Fly, Eagle, Fly!' below.

**Use and Application of Vocabulary, Grammar and Punctuation from the National Curriculum year 3 and 4 programme of study:**

- The thoughtful use of language interspersed with dialogue as well as the incorporation of features and structures commonly used in traditional tales provide a good model of language. This can be used as a basis to explore a number of the grammar based requirements of this primary phase as stipulated in the 2014 National curriculum. The extract below, for example highlights effective use of a range of grammatical devices including the use of:
  - prefixes\*
  - expressing time using conjunctions\*\*
  - paragraphs
  - apostrophes to mark possession and indicate if the word is a plural\*\*\*
  - fronted adverbials\*\*\*\*

**Extract 1**

- For there, on a ledge of rock, close enough to touch, he saw the most unusual\* sight – an eagle chick, hatched from its egg a day or two before and then\*\* blown from its nest by the terrible storm.

**Extract 2**

- The farmer's\*\*\* children helped his friend catch the bird.
- It was fairly heavy but he lifted it above his head and said, "You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!"
- The bird stretched out its wings\*\*\* as the farmer and his family had seen it do before. But it looked about, saw the chickens\*\*\* feeding, and jumped down to scratch with them for food.
- "I told you it was a chicken," the farmer said, and he roared with laughter.

**Extract 3**

- 'The first light crept into the sky as they began to climb the mountain. Below them they could see the river snaking like a long, thin ribbon through the golden grasslands, the forest and the veld, stretching down towards the sea. The wispy clouds in the sky were pink at first\*\*\*\*, and then began to shimmer with a golden brilliance.'

## **Assessment**

- Spelling, Grammar and Punctuation will be assessed in Terms 1, 3 and 5 in Years 3-5
- In years 3, 4 and 5 teachers will use Pixl GPS Papers 1 and 2
- Assessments will be conducted during Assessment weeks, along with other assessment papers
- Marks will be entered using Pixl spreadsheets and QLA analysis is to be used for future planning and teaching
- In Years 2 and 6 SPAG is to be assessed in terms 1, 2, 3 and 4
- In years 2 and 6 teachers will use KS1 and KS2 practice papers for assessment and planning

## **Targets**

- Specific year group related or developmentally appropriate targets will be set and added to pupils' individual target cards

## **HANDWRITING**

### **Policy and Guidance for Handwriting**

#### **Rationale**

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

Handwriting is closely linked with the practising of spelling, thus giving children a purpose for the activity as well as providing them with many opportunities to link phonemes with graphemes. This practice is therefore carefully planned and implemented so that all children can achieve a good standard of writing.

#### **Aims**

We aim for children to:

- achieve a neat, legible style with correctly formed letters in cursive handwriting

- develop flow and speed
- eventually produce the letters automatically and in their independent writing

We are continually aiming to raise the standards of achievement of all pupils at Frome Vale Academy. In order to achieve these aims, the following principles are followed:

### **The National Curriculum**

The National Curriculum describes what must be taught in Key Stages One and Two.

#### **Key Stage One:**

##### **Year 1**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

##### **Year 2**

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

##### **Year 3 and 4**

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

##### **Year 5 and 6**

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

**In the Foundation Stage** - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

## Teaching Methods and Approaches

Handwriting is taught regularly and systematically in classes, groups or individually as appropriate.

- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- Correct posture will be encouraged with children sitting at the appropriate height with both feet on the floor
- Patterns are also re-introduced and extended later on to develop fluency, regularity and consistency
- Left-handed children sit to the left side of the right-handed children
- When marking or writing comments, members of staff use an unjoined style (Rec and Y1) or cursive handwriting as appropriate
- Display writing throughout the school includes an unjoined style (Rec and Y1) or cursive writing and computer-generated writing

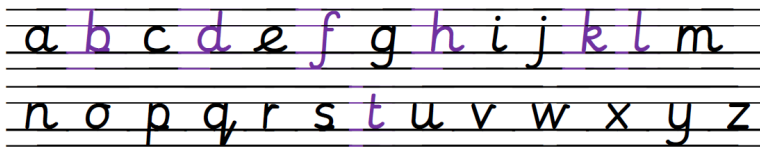
### Reception and Year 1

In Reception, children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modelled and practised in working towards the objectives listed at Key Stage 1. The style is quick and easy to learn, particularly when it is practised from an early stage. In Reception, handwriting is initially taught daily and is linked to the phonics session. Children then begin to have discretely taught handwriting sessions in Term 3. In Year 1, handwriting is modelled daily and is linked to the phonics session. Children also have discretely taught handwriting sessions once a day from the beginning of the year.

At Frome Vale, we use the Letter Join (<https://www.letterjoin.co.uk/>) handwriting scheme to introduce handwriting patterns and letter formation in an accessible and engaging way.

**Lower case and capital letters are displayed in Reception and Year 1 classrooms to show the formation of each letter.**

*Lower-case Letters in Reception and Year 1*



*Capital Letters in Reception and Year 1*



In Key Stages 1 and 2, teachers organise handwriting sessions which model the formation of letters and letter joins for the children to practise when they are taught spelling. From Year 2 onwards, or as appropriate, a joined script is modelled.

### Year 2 – Year 6

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear and fluent style and by the end of Key Stage 2.

Handwriting will be taught on a weekly basis. When children have developed a cursive style in pencil, they can use a handwriting pen. In Years 4, 5 and 6, children will 'earn' the right to use a pen. The teacher and Literacy Lead decide when a child is ready to use a handwriting pen in handwriting and literacy lessons or when publishing pieces of work. **Handwriting rules are therefore displayed in Year 2 – Year 6 classrooms.**

Whenever possible, teachers should ensure that writing in the classroom e.g. marking in books, mirrors the agreed style and provides a model for the children to aspire to. At Frome Vale Academy we subscribe to [www.letterjoin.co.uk](http://www.letterjoin.co.uk), an on-line resource for teaching cursive handwriting. It provides teachers with interactive animations to demonstrate letter formation and joins and can generate worksheets. Log in information for this is available on the shared drive.

### Handwriting Display and Supporting Documents

A handwriting display showing cursive letters A-Z and numbers 0-9. The letters are written on a four-line grid. Callout boxes provide additional information:

- My 'short' letters come up to the middle of the line. I use 'lead in' strokes consistently.
- My ascenders are the same height and are in proportion to the lines in all of my books including my Love of Learning book.
- My descenders are the same length and are in proportion to the lines in all of my books including my Love of Learning book.

A handwriting display showing a paragraph of cursive text. The text is written on a four-line grid. Callout boxes provide additional information:

- My ascenders are the same height and are in proportion to the lines in all of my books including my Love of Learning book.
- My descenders are the same length and are in proportion to the lines in all of my books including my Love of Learning book.
- My letters join up.
- My presentation (including underlining, diagrams and maths markings) is consistently outstanding.
- My writing is always of an appropriate size.
- I begin my writing at the margin. My writing is on the line and I use finger spaces.
- My 'short' letters come up to the middle of the line. I use 'lead in' strokes consistently.
- I use the FVA agreed handwriting style in all of my books and hold my pencil/pen correctly.



### THE CORRECT HAND POSITION

This is relaxed position:



The pen rests on the thumb side halfway along the distal end of the middle finger, balancing on that patch of skin at the web space between thumb and index finger when the whole hand is resting on its ulnar border. Then the slightly bent thumb touches the pen and the less slightly bent index finger completes the soft grip by resting on the pen now held in the triangular grip between thumb, index and middle finger.



### Pen Licence Contract

Thank you for your dedication to our presentation expectations and your commitment to consistently outstanding handwriting! You will be awarded a Pen Licence when:

1. You have demonstrated that you are able to use our FVA agreed handwriting style.
2. You have been able to show that you follow **all** handwriting and presentation rules for 5 consecutive academic weeks (or 25 days). Remember that consistency is key when it comes to penmanship!
3. You have been able to demonstrate these standards **every time you write** and in **all** of your school books, including the Love of Learning book.
4. You are able to produce outstanding work without being reminded by your teacher, thus not having to rub work out, unless undergoing editing work.

You will be able to keep your Pen Licence if:

1. You are able to look after your handwriting pen, issued by a member of FVA staff. No other pens can be used under any circumstances and new pens will not be issued if lost.
2. You **continue** to demonstrate that you are able to use our FVA agreed handwriting style and follow **all** handwriting and presentation rules **every time** and in **all** of your school books, including the Love of Learning book. Your Pen Licence will be retracted if an outstanding standard of presentation is not sustained.
3. You are using your notebook to draft before recording work in your school books to avoid having to cross out your work. If you must correct your work, you will use a ruler and a single line every time.

Miss Cerepanova

Signed: \_\_\_\_\_

Pupil: \_\_\_\_\_

Signed: \_\_\_\_\_

### SPEAKING AND LISTENING

We recognise the key role oral language has in teaching and learning and how children's understanding and imagination can be engaged and fostered by discussion and interaction. At Frome vale Academy we want to develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening. Teachers consider the four aspects of speaking and listening when planning and look for opportunities in all curriculum areas to support children's development.

All classroom will have oracy displays which include the Discussion Guidelines and sentence stems for effective talk.

The Power of Reading teaching sequences provide teachers with a range of techniques to raise confidence and enjoyment, and improve communication skills whilst both exploring and composing texts. Teaching approaches (details of which can be found on the website <http://por.clpe.org.uk/teaching-approaches> ) include;

- Drama and role play – hot seating, mime, freeze framing, conscience alley, performance
- Role on the wall – considering a character's feeling, responses etc.

- Reader's theatre
- Debate and argument
- Story telling
- Reading aloud

### **EARLY YEARS FOUNDATION STAGE**

At Frome Vale Academy our Literacy curriculum is taught through the three PRIME areas of learning identified in the Early Learning Goals. The Early Learning Goals provide the basis for planning adult led activities which is balanced with child-initiated activities. The planning is based upon termly enquiry questions with discrete phonics and literacy directed teaching. Planning responds to the learning needs, the achievement and the interest of the children. Literacy planning follows the whole school approach sometimes using texts from The Power of Reading and we combine this with other stories which lend themselves to teaching in the way of 'a story making project'. During the course of the year, we aim to introduce our Reception children to a wide range of high-quality text, spending a week on immersion and exploration of each text. This gives our children the story language to be able to use in their writing.

Please refer to the Writing Long Term Plan for EYFS for a comprehensive guide to coverage, evidencing and stimulus for writing.

#### **Termly Overviews**

|        | <b>Independent Learning</b><br>We will be able to see in the learning environment                                                                                                                                                                                                        | <b>Adult Lead Learning</b><br>We will be able to see during Adult Lead time                                                                                                                                                                                                                                                                                                                                       | <b>High Quality Texts</b>                        | <b>Phonics</b>           | <b>Development matters</b>                                                                                                                  | <b>AFL</b>                                                     | <b>Vocabulary</b>                                       |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------|
| Term 1 | All linked to the class text:<br>Giving meaning to marks<br><br>Children are beginning to use phase 2 sounds in their writing during Independent Learning time<br><br>Rehearsal of letter formation – indoor and outdoor environment<br><br>Tapestry Observations of independent writing | <b>Phonics sessions taught 9 – 9.30</b> (Letters and Sounds Phase 2)<br><br>Casey the Caterpillar Letter Formation sessions during Phonics<br><br><b>Writing focus-</b><br>• Sometimes gives meaning to marks as they draw and paint.<br>• Ascribes meanings to marks that they see in different places.<br><br><b>Is beginning to write some Phase 2 sounds, especially the beginning sounds of known words.</b> | <b>Let's make faces</b><br>– <u>Hanoch Piven</u> | Initial sounds – Phase 2 | Can play in a group, extending and elaborating play ideas.<br><br>Uses vocabulary focused on objects and people that are important to them. | Mark making<br><br>Speaking and listening<br><br>Understanding | Face<br>Eyes<br>Mouth<br>Ears<br>Nose<br>Smile<br>teeth |
|        |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Marvellous me</b>                             | Initial sounds – Phase 2 | Engages in imaginative role play. Uses available resources to create props to support role play (Being imaginative 30 – 50)                 | Mark making<br><br>Speaking and listening<br><br>Understanding | Imagination<br>Role play<br>Feelings<br>Superheroes     |

Writing LTP:

|                                                                          | Term 1                                                                                                                                                                                                                                                                              | Term 2            | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Term 4                                                                                                                                                                          | Term 5                                                                                                                                                                                                                                                                                                               | Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phonics Phase (See Phonics LTP)                                          | Phase 2                                                                                                                                                                                                                                                                             | Phase 2           | Phase 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Phase 3                                                                                                                                                                         | Phase 4                                                                                                                                                                                                                                                                                                              | Phase 3 and Phase 4 used and applied, including the key and tricky words (L & S)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Development matters:<br>Expected Progress and Outcomes (end of the term) | 30 – 50<br>Developing                                                                                                                                                                                                                                                               | 30 – 50<br>Secure | 40 – 60<br>Emerging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 40 – 60<br>Developing                                                                                                                                                           | 40 – 60<br>Secure                                                                                                                                                                                                                                                                                                    | Early Learning Goal<br><br>Writing ELG<br>Children at the expected level of development will:<br>- Write recognisable letters, most of which are correctly formed;<br>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;<br>- Write simple phrases and sentences that can be read by others. Some words are spelt correctly and others are phonetically plausible.<br><br>Children use their phonic knowledge to write words in ways which match their spoken sounds. This includes writing with Phase 3 and Phase 4 used and |
|                                                                          | <ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul> <p>Is beginning to write some Phase 2 sounds, especially the beginning sounds of known words.</p> |                   | <ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul> | <ul style="list-style-type: none"> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> | <p>Is able to write short sentences in meaningful contexts.</p> <p>This includes writing with Phase 3 and Phase 4 used and applied, including the key and tricky words (L &amp; S)</p> <p>They are beginning to write short sequences of sentences (2-3) based on familiar narratives and practical experiences.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                          |          |     |                                                                                         |     |     |                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------|----------|-----|-----------------------------------------------------------------------------------------|-----|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          |          |     | Is beginning to write words by segmenting with familiar sounds learned so far (Phase 2) |     |     | <p>applied, including the key and tricky words (L &amp; S)</p> <p>They also write some irregular common words. Phase 3 and Phase 4 key and tricky words (L &amp; S)</p> <p>Children are able to write a short sequence of linked sentences, given an appropriate stimulus. They demonstrate an understanding of sentence boundaries and are occasionally able to use CL and FS correctly.</p> |
| Assessment                               | Yes      | Yes | Yes                                                                                     | Yes | Yes | Yes                                                                                                                                                                                                                                                                                                                                                                                           |
| Phonics Sounds covered so far            |          |     |                                                                                         |     |     |                                                                                                                                                                                                                                                                                                                                                                                               |
| Reception data submitted (CLF Data Drop) | Baseline | Yes | Yes                                                                                     | Yes | Yes | Yes                                                                                                                                                                                                                                                                                                                                                                                           |

