

### Rationale

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting - National Curriculum 2013

Writing is important in everyday life. It is integral to all aspects of life and therefore we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them for life. Writing enables pupils to communicate with people around the world. Building on experiences, it encourages thinking and communication skills to grow.

We aim to provide a high-quality writing curriculum that teaches children how to speak and listen effectively and to write and communicate ideas effectively for a variety of audiences and purposes in order to fully prepare them for the next step of their learning journey. We are determined that every pupil will learn to write with fluency and automaticity which enables them to flourish in all aspects of the school curriculum.

### Progression

In line with our curriculum design across MSA, our writing curriculum is diligently sequenced to ensure knowledge gained is cumulative. This aids progression as well as frequently allowing children to draw on previously acquired knowledge through retrieval strategies. Learning is sequenced so that established ideas can be linked to new learning, supporting pupils in developing their abilities as a writer through understanding the coherent and connected nature of the subject. Writing is carefully sequenced to allow for progression across the lessons.

### By the end of Key Stage 1, a Mount Street Writer will ...

form the letters of the alphabet accurately in Reception, developing fluency in Year 1. In Year 2 and beyond children learn cursive writing in order to write with speed and consistency

structure sentences correctly, learning a range of grammatical conventions as stated in the National Curriculum

write clear and sequenced pieces of writing in both past and present tense, with correct spelling for their age, correct use of punctuation, using my knowledge of connectives and conjunctions and of prefixes and suffixes



enjoy writing and the joy of influencing those who read their writing

be an increasingly accurate spellers through their use of their developing knowledge of their phonic phase knowledge and spelling rules and patterns, learnt in EYFS and KS1

apply their handwriting, grammatical and spelling knowledge to write creatively for a range of different audiences and purposes

Understand the importance of being able to write as a vital life skill and for being able to communicate successfully with others

## Intent

At Mount Street we recognise and celebrate that writing is not only a crucial part of our English curriculum, but also a significant element across the whole curriculum. All children from Nursery to Year 2 are provided with daily opportunities to develop and apply their oral composition and writing skills. We use Development Matters to support our delivery of the EYFS learning and development requirements, and the English programmes of study for Key Stage 1 from the National Curriculum. Scribble Club and Drawing Club in EYFS and Literacy Tree in KS1 are book-based approaches that we use to developing writing. This is to ensure a consistent and systematic approach to the teaching of writing based on rich oral traditions and quality texts. Our children are surrounded by and immersed in a rich linguistic environment where the spoken and written word are highly valued and promoted.

*"...it is impossible to write a sentence pattern without being able to say it - and you cannot say it, if you haven't heard it." Corbett & Strong*

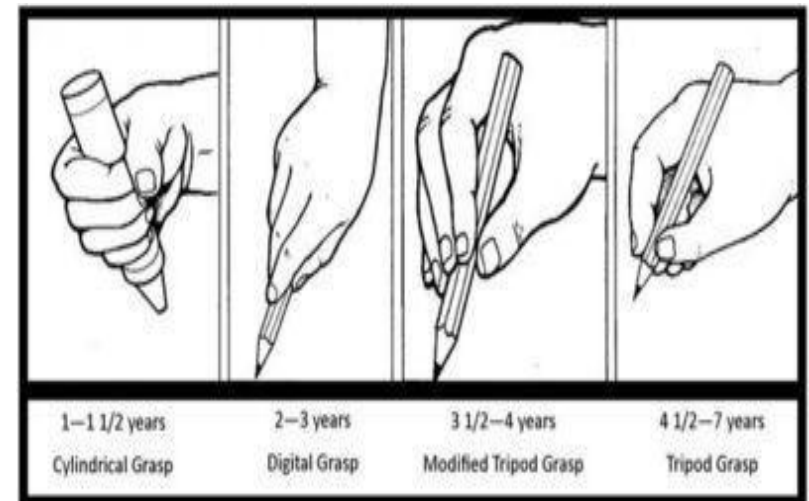
We listen to and learn rhymes, stories and other patterned texts to provide children with the ideas and vocabulary needed to inspire writing. Writing is prioritised throughout school to enable pupils to succeed in all areas of the curriculum. We are passionate about the teaching of writing and strive for all our children to be able to write independently and to wish to do so. We are ambitious for all our children and aim for them all to be confident writers, fully prepared to move forward to the next stage of their education. In line with the national curriculum for English, Mount Street Academy aims to ensure that all pupils: write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

## Implementation

As soon as children join us in Nursery, we begin to develop their writing skills in 3 distinct ways:

1. Exposure to a range of rhymes, songs, poems and high-quality texts, which are read to the children on a daily basis, and they are encouraged to take home and share with parents and carers.
2. Activities to raise children's awareness of the sounds around them and to develop their listening and communication skills and oral blending skills. This is planned from the Little Wandle 'Foundations to Phonics' programme.
3. Opportunities to make marks in a range of media and situations.
4. Scribble club - Time planned every week for the children to create with a pen/pencil. They are taught the correct pencil grip and make marks to music/stories and are encouraged to give meanings to their marks and begin to tell a story using their mark as a starting point.

Early writing skills begin with physical development. Our EYFS provision includes opportunities to develop upper body strength, shoulder pivot, elbow pivot and wrist pivot. Children have access to fine motor skills activities and a range of writing implements to give them the dexterity to manipulate a pencil using the correct, effective grip for writing. The indoor and outdoor provision offers opportunities to write and make marks for meaning; this may include writing labels, lists or messages. Children will have a variety of starting points which begin with giving meaning to their marks and emergent writing, moving onto writing using letter shapes and their phonological knowledge. We believe it is important to create a culture which excites the children to write and to get enjoyment from it. We recognise the vital role parents play in engaging and supporting their children in the writing process and share this through the use of Tapestry and our EYFS phonics and writing workshops provide parents with appropriate ways to support their children's love of writing. A key aspect of the effectiveness of developing our children's writing is that parents and carers will be enabled to have a good understanding of how they can support writing at home, and we will create a culture where staff, parents/carers and children will share a passion for quality texts and love of writing.



Throughout Nursery the children engage in a range of adult and child-initiated activities within 'Foundations to Phonics' before starting to match letter shapes and sounds in phase 2 when they move into Reception. In Reception children's pencil grip is very closely monitored, assessed and corrected in line with their physical development in order that they leave the year with a tripod grip, ready to write for a sustained period.

We have a sharp focus on phonics teaching at Mount Street Academy, and this is rigorous and consistent across every class in each year group ensuring our young children quickly gain phonic skills (see also our Phonics & Reading QED documents for further information). The focus in the 20-minute daily phonics lessons is on rapid acquisition of grapheme/phoneme correspondences and blending phonemes to read words and sentences. In Reception there is also a daily session dedicated to segmenting for writing. Throughout school, teachers model the process of wanting to share an idea, forming a sentence, sounding out the words or selecting a tricky word and then reading their work back to check for meaning. At Mount Street Academy we have writing mantra that every adult will use with our children to help them with the process of writing.



### Segmenting Mantra

#### EYFS

"Say the word"  
 "Stretch the word"  
 "Segment" (use flicking fingers)  
 "The first sound is...the next sound is etc"  
 "Read it back"

#### KS1

"Say the word"  
 "Stretch the word" (drop when confident)  
 "Segment" (use flicking fingers)  
 "The first sound is...which grapheme do we need...the next sound is..." etc  
 "Read it back"




### Writing a Sentence

"Say the sentence" (flick on fingers)  
 "What is the first word" – then use segmenting mantra  
 "Finger space"  
 "What is the next word" – then use segmenting mantra  
 "Finger space"  
 Repeat  
 "How do we end?"  
 "Read it back"

Alongside the daily phonics lesson with the focus on word level work, teachers are also committed to developing composition skills, initially through sharing quality texts followed by text discussion. Through Scribble Club in Nursery, and Drawing club in Reception, children in EYFS are given daily opportunities for mark making and oral and pictorial composition.

### Reception

	Session 1	Session 2	Session 3	Session 4
Mini Moment 1 (2mins)	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Mini Moment 2 (5mins)	Share Story	Share Story	Share Story	Share Story
Mini Moment 3 (3mins)	Modelled Drawing Character	Modelled Drawing Setting	Adventure Time 1	Adventure Time 2
Mini Moment 4 (Provision)	Childrens Turn	Childrens Turn	Childrens Turn	Childrens Turn

In Reception the children learn to write a letter using the Little Wandle mnemonics and rhymes (see next page for image). This letter is then rehearsed throughout the day and used during their drawing club session, segmenting for writing session and during writing opportunities throughout the day. Drawing club happens every Monday, Tuesday, Thursday and Friday afternoon. A text will have a focus of two weeks and the children will have sessions to draw and write about the setting, character and then have two adventure times where they are given the space and opportunity to orally compose their own story, draw it and begin to write it down according to their next steps.

KS1

Daily opportunities and inspiration for writing continue in KS1 based on quality (often award winning) texts and Literacy Tree Writing Root plans.

*“Literacy tree is a complete book-based platform for primary schools that covers all requirements of the Primary English Curriculum... The books we choose help children to grow ideas and expand their minds. We only choose significant and important children’s literature to create our book-based resources. It starts at the roots. We provide book-based planning sequences, writing roots, which embed complete curriculum coverage and engage children to write with clear audience and purpose. Our teaching through a text pedagogy is the backbone of each sequence”*

[Literacy Tree Website](#)

We follow the Curriculum Maps for Year One and Year Two (see below):

Suggested Curriculum Map – Year 1				
Theme/ Term	Journeys & exploration – Autumn 1			
Writing Root	Cave Baby Julia Eccles and Emily Gravett	Nighty Night Julia Eccles and Jerry Cole	Acro cat Neil Wilson and Lisa	Golly Golly and the Emerald Valtell
Length	10 sessions, 2 weeks	10 sessions, 3 weeks	11 sessions, 2 weeks	11 sessions, 2 weeks
Outcomes	Narrative retellings Labels and captions, informal letters	Own adventure stories Letters, diaries, sequels, non-chronological reports	Fact files about being astronauts Writing in role, commands, form to guide	Fact files about the moon ‘Look’ posters, labels, glossaries
Theme/ Term	Heroes & villains – Autumn 2			
Writing Root	I Want My Hat Back Jan Frawley	Billy and the Bean Nicola Brown	Hermit Superhero Jan Frawley	Gand for a Superhero Jan Frawley & Katharina McEwan
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Outcomes	Story sequels Questions, speech bubbles, letters, lists	Own version ‘what a monster’ narratives Wanted posters, summaries, emails, character descriptions, recipes	Own version superhero narratives Wanted posters, letters, speech bubbles, diaries, emails, character descriptions	
Theme/ Term	Similarities & differences – Spring 1			
Writing Root	The Comet Tara Todd-Stanton	BEEGU Celia Cline and Alison Deacon	Milk Tara Todd-Stanton	The Owl and the Pussycat Emily Gravett
Length	11 sessions, 3 weeks	10 sessions, 2 weeks	10 sessions, 2 weeks	11 sessions, 3 weeks
Outcomes	Own version narrative Diaries, letters of advice, poems, descriptions, writing in role, recipes	Own version ‘letter’ narratives Descriptions, commands, letters, persuasive word, dictionary games, non-fiction reports	Egg-speller’s guides (non-fiction reports) Thought and speech bubbles, diaries, labels, certificates	Fact file ‘This is a fact’ posters, letters of advice, factual descriptions, logos, songs
Theme/ Term	Nature & environment – Spring 2			
Writing Root	Stanley’s Block John Hegley and Neil Lagan	Dinosaurs and all that Rubbish Michael Freeman	The Sea Can Tom Percival	The Bear and the Piano David Litchfield
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Outcomes	Own version narratives Descriptions, descriptions	Pamphlets Letters, writing descriptions, instructions, narrative retellings, pamphlets, posters	Own version narrative Writing in role, letters of advice, missing posters, diary entries, letters of thanks	
Theme/ Term	Friendship & kindness – Summer 1			
Writing Root	Lost and Found Chris Riddell	Lulu and Wendy Weather Marilyn Hill	YETI BIRD Neil and the Bird Nicola Brown	Pig-Pug Julia Eccles
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	10 sessions, 2 weeks
Outcomes	Own version ‘finding/losing’ narratives Letters, descriptions, retellings, advice, instructions, non-chronological reports	Own version ‘gifting’ narratives Letters, diaries, poems, speech bubbles, whiteboards, instructions	Own version narrative about unlikely friendships Letters, diaries, poems, character descriptions	‘New to’ guides Character comparisons, fact cards, own version narrative
Theme/ Term	Imagination & creativity – Summer 2			
Writing Root	Doodles Neil and the Bird Nicola Brown	The Magic Bed John Birmingham	The Picnic Architect Andrew Beech and David Roberts	Julian and the King of Love Julia Eccles
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	10 sessions, 2 weeks
Outcomes	Own version narrative Letters, diaries, character comparisons, character descriptions, building descriptions, posters	Fact files Letters, character comparisons, character descriptions, building descriptions, posters	Own version fantasy stories Letters, diaries, character comparisons, descriptions of magical place of funniness, lists	Three-verse poems Instructions, writing in role, advertisements

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Suggested Curriculum Map – Year 2				
Theme/ Term	A twist in the tale – Autumn 1			
Writing Root/ Spelling Seed Text	Goldilocks and the Three Bears Laura Child and Lisa	Wolves Emily Gravett	Jim and the Beanstalk Raymond Briggs	The Boy Who Swam to America David Almond
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Outcomes	Sequel stories Wanted posters, letters, retellings from another point of view, list of rules, character descriptions	Non-chronological texts Captions, information writing, character descriptions and comparisons	Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters	
Literary Leaf Text	The Spider and the Fly Mary Howett and Tony O’Riordan	After the Fall Jan Frawley	Cecilia Julia Eccles and David Roberts	Dive City in the East Shirley Hughes & Clare Walby
Length	11 sessions, 2 weeks	11 sessions, 3 weeks	10 sessions, 2 weeks	10 sessions, 2 weeks
Theme/ Term	Creation & conservation – Autumn 2			
Writing Root	The Boy Who Swam to America David Almond	The Boy Who Swam to America David Almond	Dear Earth Neil and the Bird Nicola Brown	The Magic and Mysterious of Trees Jan Frawley
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Outcomes	Persuasive letters Posters, lists, proposals, varied genres, information reports, short stories	Environmental campaign Letters, posters, non-chronological reports (diaries, notes), travel itineraries, life cycles, character descriptions, protest signs	Informative leaflets Follow-up questions, a set of instructions, posters, travel itineraries, life cycles, character descriptions, protest signs	Factual reports Factual descriptions, short-forms, explanations, poetry
Literary Leaf Text	There’s a Boy in the Girls’ Bathroom James Galtsoff	Lost Species Sean French	The Magic and Mysterious of Trees Jan Frawley	The Magic and Mysterious of Trees Jan Frawley
Length	10 sessions, 2 weeks	12 sessions, 2 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Theme/ Term	Bravery vs. fear – Spring 1			
Writing Root/ Spelling Seed Text	The Bear Under the Stars Helen Cooper	The Miggins Road Date David Almond	The Bear and the Piano David Litchfield	The Boy Who Swam to America David Almond
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Outcomes	Information texts Letters, retellings, own version narratives	Own version adventure narratives Change posters, letters, descriptions, character descriptions, information reports, posters	Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information reports	
Literary Leaf Text	Robbin and Bear Julia Eccles & Jan Frawley	BEARS Kasia Sigvers	Hazel Flamingo Alex Howley	The Boy Who Swam to America David Almond
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Theme/ Term	Change & relationships – Spring 2			
Writing Root	The Owl and the Pussycat Emily Gravett	Tobacco Julia Eccles	Goulding’s Comet Harry Woodgate	OR IF ALL THE STARS WERE... Joseph Coelho
Length	11 sessions, 2 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Outcomes	Rhyming poems Letters, interviews, lists, instructions	Own version narratives Simple explanations, speech and thought bubbles, writing descriptions, retellings	Social narratives Letters, memories, poems, proposals, advice, short captions, posters	Non-narrative poems Writing in role, diaries, letters of advice, short explanations, captions, posters, diary entry
Literary Leaf Text	Two Small Tails Archie	Functious about Frogs Caren Dewey	The Magic Finger Roald Dahl	The Magic Finger Roald Dahl
Length	12 sessions, 2 weeks	12 sessions, 2 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Theme/ Term	Fictional Worlds & fantasy – Summer 1			
Writing Root/ Spelling Seed Text	The Dragon Machine Helen Ward	Queen Meets Sky Elia Tan and Terry Fan	OR Lost Stay on Mount Doom Matti de la Parra	The Boy Who Swam to America David Almond
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Outcomes	Own version dragon stories Design guides & descriptions, letters of advice, dragon machine explanations, shopping lists, descriptions, letters	Own version fantasy world narratives Setting & character descriptions, labels, diaries, posters, captions’s logs, proposals	Own version fantasy world narrative Found posters, diary entries, speech bubbles, lists of advice, space logs, proposals, letters, setting descriptions	
Literary Leaf Text	Eric Sharon Tan	Caleb in Space Philip Baines	Vide Nights Walker de la Mare	The Boy Who Swam to America David Almond
Length	12 sessions, 2 weeks	11 sessions, 3 weeks	10 sessions, 2 weeks	11 sessions, 3 weeks
Theme/ Term	Urban metropolises – Summer 2			
Writing Root	The Ghost of London Emma Adams	OR Lost Stay on Mount Doom Matti de la Parra	Lily and the Candy The Fan Brothers	A Walk in... Neil and the Bird Nicola Brown
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks
Outcomes	Information booklets Personalised poster, writing posters (with formal writing), proposals, letters, letters of advice, cards/posters	COMING SOON	Guidelines Classroom advice/ market stall pitches, letters of advice, proposals in role	‘A Walk in...’ four guide Illustrations, personal poster, setting descriptions, captions, short explanations, diary entry
Literary Leaf Text	The Boy Who Swam to America David Almond	The Street Bunch my Feet Charlotte Guillen	The Boy Who Swam to America David Almond	The Boy Who Swam to America David Almond
Length	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks	11 sessions, 3 weeks

© Literacy Tree

We use the schemes of work from Literacy Tree for each text, but we adopt and adapt this planning to suit the needs of our children. Children learn to respond to texts and experiences in a range of ways with focussed word and sentence level work as well as short burst and longer writing activities. Children work in collaboration with, and supported by their teachers in whole class, group and individual tasks – with teaching approaches rooted in our pedagogical approach to teaching and learning as outlined in our KS1 QED.



## Editing

At Mount Street Academy we recognise that making mistakes is part of the learning process and aim to instil in the children the resilience to keep trying when something isn't quite right. Where possible we avoid the use of rubbers and instead ask the children to leave their mistakes and only put a line through them so teachers can see where a child has struggled and may need further direct teaching or support. Children are encouraged to regularly read their work to check for meaning as well as errors. Teachers model correcting mistakes in their own and shared work and demonstrate improving word choice or sentence structure where there isn't a mistake, only a desire to make the work as good as it can be. These skills are modelled throughout school and begin to be taught directly in key stage one. In Y2 children may use a 'purple polishing pen' to edit their work.

## Spelling

From Reception to Y2 children are taught to read and spell the tricky words according to the Little Wandle Letters and Sounds Revised progression, as well as using phonic skills for spelling. In key stage 1 the children are also taught the common exception words and key subject specific vocabulary. These are taught primarily through a look, cover, write check approach with regular opportunities for practising in class and lists sent home for weekly spelling tests. We also use memory for learning strategies and the use of mnemonics to help children remember how to spell words that don't follow a spelling rule. As the children are taught the tricky words, they are added to the phonics display within each classroom. These resources are the same throughout Reception, Year One and Year Two so that children recognise these in their transitions between year groups, this common resource approach also works to reduce cognitive load for the children.









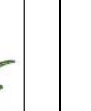

















## Handwriting

The children are taught the correct way to form each letter as they are introduced to the phonemes in Phonics, starting in week three of Reception. The formation of letters follows the Little Wandle Letters and Sounds revised mnemonics (see image above) and the order these are taught in follows the progression for the delivery of phonics teaching.

Once the children have been introduced to all 26 letters, the Little Wandle mnemonics continue to be used to help children remember how to form letters correctly. Children in KS1 have formation cards in their writing books (on the opposite side to the hand they write with) to flip out and refer to whenever they are writing, as well as table mats available for when writing across the curriculum.

Handwriting lessons continue to refer to the mnemonics, but with letters also grouped into family groups, based on the key strokes and shapes within the letters when forming them.

All classes have the 26 letters displayed in alphabetical order with the family groups highlighted by colour and the start and finish points marked, as a permanent reference point for the children.

								
Around the astronaut's helmet and down into space.	Down bear's back, up and round his big tummy.	Curly around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and down its trunk.	Down the flamingo's neck, all the way to its foot, then across its wings.	Round the goat's face, up to his ear, down and curl under his chin.	Down, up and over the helicopter.	Down the iguana's body, then draw a dot at the top.
								
All the way down the jellyfish; dot on its head.	Down the kite, up and across, back and down to the corner.	All the way down the lollipop.	Down, up and over the mouse's ears, then add a flick on the nose.	Down the stick, up and over the net.	All around the octopus.	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end.	From the cloud to the ground, up the arch and over the rainbow.
								
Under the snake's chin, slide down and round its tail.	From the tiger's nose to its tail, then follow the stripe across the tiger.	Down and around the umbrella, stop at the top and down to the bottom and flick.	Down to the bottom of the volcano and back up to the top.	From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box.	Down and round the yo-yo, then follow the string round.	Zip across, zag down and across the zebra.	

For any child who continues to struggle with any aspect of writing and are not making progress within Quality First teaching, there is support through intervention as an individual or as part of a small group with a common need. These sessions are delivered by teachers or teaching assistants following the direction of the class teacher as a short burst catch up, or through a set evidence-based programme by a trained teaching assistant and the impact of this is reviewed termly by the SENDCo. Early identification of EAL and SEND pupils leads to focussed support including precision teaching and individual phonics interventions (courtesy of the programme from the English Hub).

Through quality first teaching and prompt interventions good outcomes are achieved for all children. This relentless focus on writing outcomes for all means there is an equity in the offer of writing that all pupils receive.

## Impact

We expect that when we have implemented all of the above, by the time the children leave us in Year Two they will:

- enjoy writing across a range of genres.
- have succeeded in all writing lessons regardless of their ability.
- have developed the pre-writing physical skills needed, in order to be ready to hold and use a pencil with control and increasing stamina.
- use an effective and accurate pencil grip, leading to legible neat handwriting.
- accurately form lowercase and uppercase letters of the correct size relative to one another, leading to legible and neat handwriting.
- have a good knowledge of a range of authors and quality texts.
- be able to say what they want to write before writing it.
- know the difference between a letter and a word.
- write sentences or a series of sentences independently.
- check and edit their work to improve it.

Assessment and Feedback:

- Assessment informs the teaching and learning sequence, and children work on the objectives assessed as their next steps
- Feedback is given on children's learning in line with our feedback policy
- Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome, and who are ready for the next step
- Summative assessments are completed at the end of each large term and data inputted onto our school data tracking system, Target Tracker, as well as at the end of the academic year and reported to parents in the end of year report.

The Writing subject leader has a clear role and overall responsibility for the progress of all children in writing throughout school. Regular book looks, learning walks, planning scrutiny and child interviews provide the overall picture of Writing across school and supports the monitoring and evaluation of the intent and implementation outlined above, allowing for exploration and challenge.

The key focus for this is to seek:

<b><u>PUPIL VOICE</u></b>	<b><u>EVIDENCE IN KNOWLEDGE</u></b>	<b><u>EVIDENCE IN SKILLS</u></b>	<b><u>BREADTH AND DEPTH</u></b>
Through discussion and feedback, children talk enthusiastically about their writing lessons and speak about how they love learning about writing. They can articulate the context in which writing is being taught.	Pupils know how and why writing is used in the outside world and in the workplace. They know about different ways that writing can be used to support their future potential.	Pupils use acquired vocabulary in writing lessons. They have the skills to use methods independently and show resilience when tackling problems.	Teachers plan a range of opportunities to use writing both inside and outside school.

Key data drops are also analysed and regular feedback is provided, to inform on progress and future actions through SEFs. These then provide the basis for the chosen actions which are then outlined on the action plan, in order for this monitoring and evaluation cycle to continue to drive improvement.