



## Writing

# Southville Primary School



## Intent

Our writing curriculum is designed to inspire and empower pupils to become confident, articulate, and effective communicators. We aim to equip children with the skills to write for a variety of purposes, including to entertain, discuss, persuade, explain, and inform. By fostering a love for language and developing a strong foundation in written communication, we prepare our pupils not only for academic success but also for the demands of their future working lives and beyond.

Our approach emphasizes creativity, precision, and purpose in writing, ensuring that every child has the tools to express themselves clearly and compellingly. We achieve this by:

- Providing a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued.
- Developing children's ability to use language to think, to explore and to communicate their ideas, both orally and in writing.
- Inspiring their appreciation and enjoyment of literature, sharing high quality texts as models of good writing.
- Providing opportunities to write for a variety of purposes and audiences in a variety of styles and forms appropriate to the situation.
- Encouraging children to use their imagination and inventiveness in their writing, as well as teaching them the subject content they need to draw on.
- Helping children to communicate effectively, both verbally and non-verbally, through a variety of dramatic activities, including the communication of their ideas, views and feelings.
- Cultivating an interest in words and their meanings, developing a growing and explorative vocabulary in both spoken and written forms.
- Developing children's critical awareness and strategies for self-monitoring, editing and improving their own work.
- Setting high expectations of standards in literacy across the curriculum, recognising its importance for communicating and learning in all subjects.

## Early Years Foundation Stage (EYFS)

In **EYFS**, writing begins with the foundational development of gross and fine motor skills alongside phonics knowledge, enabling children to transition from mark-making to writing meaningful words, phrases, and sentences.

### Physical Development and the Mark-Making Journey

Writing is a complex physical task that relies on a chain of postural and fine motor skills. Children need to build core strength, shoulder stability, elbow control, and hand strength before they are ready to write fluently. Mark-making begins as a physical journey and is celebrated at every stage.

- **Large-scale movements:** painting, floor chalking, ribbon dancing, fabric play.
- **Sensory exploration:** foam, sand, gloop, finger marks.
- **Fine motor play:** dough disco, Crocodile Snap, finger rhymes, Squiggle While You Wiggle/Write Dance.
- **Adult modelling:** showing meaning in marks ("I've drawn a cat, and this says cat"), encouraging children to talk about and value their own marks.

### Developing Writing Across the Curriculum

Writing is integrated across the curriculum and tied to the themes of each unit of work, ensuring it feeds into other areas of learning and development. Children are not expected to produce extended written pieces until they have developed sufficient fluency in transcription. From the start, there is an emphasis on oral composition, sentence building, and handwriting, taught explicitly and cumulatively. High-quality talk underpins early writing by modelling and extending spoken language into writing. Key aspects of writing in EYFS include:

- **Language Development:** Communication is central to writing. Language skills are nurtured through exploring ideas, strengthening talk, and widening writing opportunities. Listening, attention, and understanding are prioritized, with children encouraged to respond to stories with questions, comments, and actions.
- **Phonics and Word Reading:** Phonics knowledge is applied to writing tasks, with children decoding and constructing simple words and phrases. Activities include creating rhyming word lists, crafting descriptive poetry, and composing simple sentences linked to themes or stories.
- **Vocabulary and Comprehension:** Vocabulary-building is a key focus, with children encouraged to use new words in conversations, storytelling, and writing. Retelling narratives in their own words and predicting events helps develop comprehension and storytelling skills.
- **High-Quality Texts:** Inspiring books form the backbone of writing activities, providing rich models that spark creativity and build vocabulary. Children retell and anticipate key events in stories, using recently introduced vocabulary in both spoken and written tasks.
- **Speaking and Listening:** Children participate in group discussions and storytelling, using new vocabulary. Role play and drama provide creative contexts for children to explore language, develop their ideas, and engage in purposeful writing.
- **Drama and Role Play:** Role play immerses children in creative scenarios, helping them connect spoken language to writing. Activities such as writing letters, menus, or maps during play extend their use of vocabulary in context.
- **Rich Learning Environment:** Carefully designed spaces offer engaging opportunities for mark-making, talking, and writing. These include writing areas stocked with thematic materials and props, story maps, and creative tools to inspire independent exploration.
- **Integration Across Learning:** Writing is seamlessly woven into wider learning themes. For example, children may create rhyming pairs during a poetry unit, write letters to story characters, or record findings from a science investigation.
- **Celebrating Writing:** Children's writing is celebrated through displays, sharing with peers, and creating class books. This fosters a sense of achievement and motivates children to engage with the writing process.

- **Individual Targeted Support:** Ongoing teacher assessments provide clear next steps for each child, ensuring focused support and challenge.

By combining high-quality texts, rich language opportunities, and purposeful writing activities within an engaging learning environment, the EYFS writing provision lays the foundation for confident, enthusiastic young writers.

## Key Stage 1 and Key Stage 2

Writing units in KS1 and KS2 are often integrated into broader curriculum themes or supported by high-quality texts. Structured lessons provide children with the building blocks needed to master various genres and text types, focusing on transcription, composition, and age-appropriate grammar, spelling, and punctuation.

### Narrative Writing

Narrative writing at our school is guided by elements of Jane Considine's "The Write Stuff" approach, particularly the "Sentence Stacking" method. This approach focuses on the mechanics of writing, helping children develop a deeper understanding of sentence structure while linking their sentence-level learning to independent writing. By using varied and purposeful examples, children are given clear, actionable feedback, enabling them to improve and elevate the quality of their work. Scaffolding plays a crucial role in this process, as it ensures that all children are supported and guided effectively through each stage of their writing journey.

- **Learning Chunks:** Writing is divided into **Initiate**, **Model**, and **Enable** sections, each targeting a specific aspect of sentence construction:
  - **Initiate** (Stimulus): A prompt or idea designed to spark creativity and capture the children's imagination, setting the scene for the sentence.
  - **Model** (Teacher Demonstration): The teacher explicitly demonstrates how to construct the sentence, focusing on the features, techniques, and structures needed to write effectively.
  - **Enable** (Independent Practice): Children use the model to write their own sentences, applying the demonstrated techniques and structures to create their own work.

This approach ensures that children build their writing skills step by step, with clear guidance and opportunities for independent application.

- **Cohesion and Sequencing:** Emphasis is placed on the importance of coherence within the narrative. Children are taught how to sequence events logically, use conjunctions to link ideas, and maintain clear connections between sentences and paragraphs to improve cohesion.
- **Sentence Variety:** As part of Sentence Stacking, there is a focus on helping children vary sentence structures to create more engaging and dynamic writing. This could include experimenting with different sentence openers, lengths, and punctuation for effect.
- **High-Quality Models:** Children are provided with high-quality examples of narrative writing, such as model texts or teacher-written WAGOLLS ('What A Good One Looks Like'), allowing them to see the key features and examples of effective storytelling techniques they are working towards.
- **Deepening Understanding:** Children are encouraged to independently apply previously learned skills during the "Deepen the Moment" challenge.
- **Plot Points:** Plot points structure the narrative, guiding children to break the story into key events. This approach ensures each section is developed step-by-step, with clear, logical connections between ideas and events to create a cohesive and engaging story.
- **Jottings:** brief notes or sketches that children generate to brainstorm, organize, and experiment with ideas, sentence structures, and key language features before beginning their full narrative.
- **Presentation:** Children begin a new double page with their *chottings* on the left-hand side, where they record key ideas, grammar, and sentence structures. The extended writing is then placed on the right. Clear subheadings for *chottings* help children refer back to their learning, aiding in sentence stacking and content generation.
- **Publishing:** Children often publish all or part of their narrative. This may be celebrated in a variety of ways. This can include displaying their work, sending it home to parents, compiling class books, or sharing their writing aloud with their peers.

## Non-Fiction Writing

To foster engagement and systematic skill development, non-fiction writing units follow a clear and structured sequence. This approach provides children with opportunities to refine their writing, while maintaining a strong focus on audience and purpose throughout the process. The sequence is designed to develop skills progressively:

1. **Identify TAP:** Define the *Text Type, Audience, and Purpose* (TAP), ensuring clarity about the writing's intent.
2. **Explore Models:** Use rich, high-quality examples, including WAGOLs (What A Good One Looks Like), to identify key features, vocabulary, and structure. Engage children in discussing the models to deepen their understanding of how they work.
3. **Immersion:** Engage children with hooks, such as drama, role-play, or meaningful real-world scenarios, to bring the writing topic to life and inspire creativity.
4. **Chunked Writing:** Break writing into manageable chunks, focusing on specific sentence structures, grammar, and vocabulary tailored to the specific paragraph and aligned with the text, audience, and purpose of the writing.
5. **Sentence stacking** techniques can be used in non-fiction writing too in order to systematically develop sentences with clarity and coherence, ensuring strong cohesion between ideas.
6. **Drafting and Revising:** Plan, draft, edit and improve work with ongoing feedback from teachers, peers and self-assessment. Use targeted peer review, "learning stops" and verbal feedback to address common areas for development and share high-quality examples to motivate and inspire.
7. **Provide time to edit and improve ideas**, ensuring pupils respond to verbal feedback and strengthen accuracy, vocabulary and structure with red pens.
8. **Publishing:** Provides opportunities for children to share final pieces through displays, presentations, or with parents. This can include digital sharing or inviting the community to view work, reinforcing the importance of the audience.
9. **Reflection and Evaluation:** Encourage children to reflect on their work, identifying strengths and areas for improvement. Use success criteria and peer evaluations to help children gauge their progress.

## Teaching Strategies

We use a range of tools and strategies to ensure high-quality writing outcomes:

- **Planning and Progression:** Lessons are planned using the [progression overview](#), with a clear focus on genre-specific aspects of writing.
- **Chunked Writing:** Writing is broken into manageable chunks (e.g. paragraph by paragraph or sentence by sentence) to reduce cognitive overload. This approach ensures each section is modelled explicitly and that feedback is precise, actionable and manageable for pupils.
- **SPaG Skills:** Spelling, punctuation, and grammar are integrated into lessons and tailored to the specific paragraph or learning outcome. In addition, discrete SPaG sessions are used to explicitly teach, consolidate, and retrieve key skills, as well as provide focused practice on areas identified through assessment.
- **Effective Teacher Talk:** Teachers use clear metalanguage, explaining processes and modelling writing, including sentence extension and scaffolding.
- **Working Walls:** Used effectively with bold, visible key information placed under relevant sections for easy reference by children.
- **Focus Groups:** Targeted support with clear objectives and outcomes to address individual and group needs.

## Medium Term Planning

Our planning for each year group is structured around the TAP framework—Text, Audience, and Purpose—to ensure focused and purposeful writing. Each unit links or builds on previously learnt objectives, with a clear Key Text(s) or Stimulus to guide the exploration of the genre. The Success Criteria for the final Outcome outlines the expectations for student work, and there is a detailed overview of the Key Content/Building Blocks that will be taught, ensuring progressive development of writing skills aligned with the curriculum.

Our whole school writing overview, outlining outcomes and success criteria, can be found [here](#).

See below for an example from our overview document:

Year Group	Text Audience Purpose (TAP)	Key Text (s) or Stimulus	Success Criteria for Outcome
3	<p><b>T:</b> Instructions</p> <p>Specifically a set of instructions for washing a woolly mammoth, as well as creating a mammoth model.</p> <p><b>A:</b> Year 3 class themselves, as they will be writing instructions for their peers to follow.</p> <p><b>P:</b> To instruct clearly and effectively how to to complete a task, using time conjunctions, imperative verbs, prepositions and adjectives.</p>	<p><i>How to Wash a Woolly Mammoth</i> by Michelle Robinson – a book that provides a fun approach to instructional writing.</p> <p>WAGOLL</p> <p>YouTube video links for visual and practical guidance</p>	<p>These are taken from the <a href="#">progression overview</a>.</p> <p><b>Must</b></p> <ul style="list-style-type: none"> <li>• Bold, eye-catching title</li> <li>• A list of what you need introduced with a colon (:) and bullet points</li> <li>• Numbered steps</li> <li>• Time conjunctions</li> <li>• Bossy imperative verbs</li> <li>• Introduction, including rhetorical questions</li> <li>• Final concluding sentence</li> </ul> <p><b>Should</b></p> <ul style="list-style-type: none"> <li>• Pictures/diagrams</li> </ul>
3	<p><b>T:</b> Narrative (Adventure Story)</p> <p><b>A:</b> Classmates, parents (for Parents' Evening), and the wider school (when published as a class book).</p> <p><b>P:</b> To entertain by creating an engaging time-travel adventure story set in the Stone Age, incorporating descriptive techniques and historical context.</p>	<p><i>Stone Age Boy</i> by Satoshi Kitamura – inspiration for plot, setting, and descriptive language.</p> <p>Sounds: Audio of campfire cooking and other sensory stimuli for descriptive tasks.</p> <p>BBC History video on life in the Stone Age</p> <p>Images: Stone Age clothing and tools, visuals from <i>Stone Age Boy</i></p>	<p><b>Must:</b></p> <ul style="list-style-type: none"> <li>• 5 star sentences (capitalisation, handwriting, spelling, vocabulary, punctuation)</li> <li>• Fronted adverbials</li> <li>• Use precise adjectives to describe</li> <li>• Use precise verbs</li> <li>• Clear story structure: beginning, middle and end</li> </ul> <p><b>Should:</b></p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Onomatopoeia</li> </ul> <p><b>Could:</b></p> <ul style="list-style-type: none"> <li>• Direct speech punctuated correctly</li> </ul>

## Genres

At the heart of our writing curriculum is the principle of **TAP: Text Type, Audience, and Purpose**. Teachers and children use this framework to ensure writing is intentional and tailored to its goals.

### Genres:

Children learn to write effectively across a wide range of genres, progressively mastering the unique features and styles of each. These are categorized into four overarching purposes:

- **Inform:** Recount, letter, instructions, explanation, biography, newspaper, essay.
- **Persuade:** Advert, letter, speech, poster, campaign.
- **Entertain:** Narrative, retell, poetry, description.
- **Discuss:** Balanced argument, newspaper article, review.

A carefully selected mix of genres is introduced across the year, ensuring that as children progress from EYFS to Year 6, they build skills and knowledge on solid foundations. This progression helps children develop a comprehensive understanding of different writing styles, preparing them for a wide range of writing tasks and real-world applications. This can be viewed in our writing overview document.

### Audience:

Writing is tailored to diverse audiences, including classmates, other year groups, teachers, parents, school leaders, community members, and even wider audiences. This helps children understand the real-world relevance of their writing and determine the appropriate level of **formality** for the task.

## Progression Overview

Our writing curriculum is carefully developed to ensure children build on their knowledge and skills year by year. It begins in EYFS, where children secure foundational skills, and progresses systematically throughout the school.

- The **progression overview** ensures grammar, punctuation, vocabulary, and structure are taught in a sequential and systematic way, aligned with the National Curriculum.
- Children master the skills of each genre over time, progressively deepening their understanding of its key features.
- Each genre includes age-appropriate objectives for text structure, sentence construction, word classes, vocabulary, and punctuation.
- These objectives serve as the foundation for planning, teaching, and assessment, ensuring lessons are focused and purposeful.
- Teachers use the progression overview to build on prior learning and ensure clear foundations are in place.
- Planned opportunities allow children to revisit, consolidate, and extend their knowledge, avoiding gaps and supporting long-term retention.
- Teachers understand what children have been taught previously and what lies ahead in future years. This insight supports careful scaffolding and enables children to confidently tackle increasingly complex writing tasks.

Our **Progression Overview** can be viewed [here](#). See below for an example:

### Instructions

#### Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials, e.g. When the glue dries, attach the paperclip.</p>	<p>Afterwards...</p> <p>After that...</p> <p>To begin with...</p> <p>Begin by...</p> <p>Secondly...</p> <p>The next step is to...</p> <p>With a slow movement...</p> <p>With a quick pull...</p> <p>Try to...</p>	<p><b>Noun</b> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><b>Verbs</b> Present perfect forms of verbs instead of 'the'.</p> <p><b>Adjectives</b> Choose appropriate adjectives.</p> <p><b>Connectives/conjunctions</b> Express time and cause (when, so, before, after, while, because).</p> <p><b>Tense</b> Correct and consistent use of past and present tense.</p> <p><b>Adverbs</b> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

### Instructions

#### Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice, e.g. Be careful not to over whisk, as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Variation in sentence structures, e.g. While the pastry cooks...</p> <p>As the sauce thickens...</p> <p>Include adverbs to show how often, e.g. additionally, frequently, rarely.</p>	<p>Continue</p> <p>by... Carry</p> <p>on...</p> <p>Do this</p> <p>until... Stop</p> <p>when...</p> <p>When you have done this...</p> <p>Try not to...</p> <p>Avoid...</p>	<p><b>Noun</b> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><b>Verbs</b> Standard English forms for verbs.</p> <p><b>Adjectives</b> Choose appropriate adjectives.</p> <p><b>Connectives/conjunctions</b> Use a wide range of connectives.</p> <p><b>Tense</b> Correct use of past and present tense.</p> <p><b>Adverbs</b> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

## Grammar and Punctuation

Grammar and punctuation are essential components of the writing process, and a strong understanding of these elements is crucial for effective writing. We teach grammar in line with the National Curriculum, ensuring that children develop the skills needed to use grammar correctly and understand word classes and sentence types. Grammar is taught explicitly within the context of writing. It is also taught discretely through starters or short focused tasks, where key concepts are revisited through spaced practice and consolidation to support long-term retention, with additional teaching provided where assessment identifies areas that require further reinforcement.

Our [Genre, Grammar, and Punctuation Progression Overview](#) ensures that grammar learning is progressive and aligned with the National Curriculum, while also being tailored to the relevant genres of writing. This document outlines the specific grammar and punctuation areas to be taught in each year group, guiding teachers to build on prior knowledge and skills while planning for future learning.

To support explicit grammar instruction, we use **"Planpanion"** as a key resource. This approach reinforces the mastery of grammar and punctuation, helping children apply their knowledge effectively across different genres and writing tasks.

### 5 Star Sentences

Each year group has their own age-appropriate "5 Star Sentences" poster which focuses on handwriting, grammar and punctuation and vocabulary objectives that teachers expect to see in all writing across the curriculum. Specific objectives may be added, amended or developed throughout the year. These are in addition to the genre specific grammar, punctuation and composition elements that are included when planning for a specific piece of writing. The 5 Star Sentences are a key part of our feedback process as they enable staff to constantly recap, revisit, remind and refer children to these expectations when writing. Staff ensure there are regular opportunities for a '5 star edit' during extended writing tasks.

**5 Star Sentences**

★ ★ ★ ★ ★



★	Capitalization	
★	Handwriting	
★	Spelling	
★	Vocabulary	
★	Punctuation	

## Handwriting

Handwriting is a skill which affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style, when mastered, allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

In EYFS, we place emphasis upon fine motor skills and we use a range of resources to practise these basic skills and provide a range of experiences which focus on hand-eye coordination, gross and fine motor skills in order to develop the control necessary for mark making using a variety of resources. This moves into correct letter formation with a focus on both upper and lower case letters. In Reception and Year 1, letter formation is taught alongside phonics using the [Little Wandle](#) phonics programme. In year 2, cursive handwriting is introduced, using [Teach Handwriting](#) (Route D, Letter Choice 3) to teach the correct letter formation and then specific letter joins. Our progression document is matched to the National Curriculum expectations (2014). Throughout KS2, children are expected to join their handwriting and handwriting sessions are timetabled to help children develop a confident, legible and personal style.

All children and staff are expected to write using the font and display it as much as possible across the school to further promote high standards of handwriting, presentation and pride in work. All staff writing on boards, in books and on displays should model this font for the pupils at the level that is expected for their class. i.e. Year 3 onwards should model a joined script.

Good handwriting and careful presentation are valued and celebrated across the school. Children who consistently show neat, high-quality handwriting—or who make significant progress through effort and practice—may be awarded a Gold Handwriting Sticker by a member of the Senior Leadership Team.

[Click here](#) to see the progression grid(below) for handwriting and [click here](#) for our handwriting guidance document.

### Handwriting: Phase Foci

Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gross and Fine Motor Skills							
Tripod pencil grip – ‘frog on a log’							
		Individual letter formation					
		Pre-cursive to joining					
			Joining				
				Joining – school script			
				Pens available			
						Pens encouraged	

### Handwriting: Provision

Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Available in the provision: Large scale painting and drawing. Mops and brushes available. Climbing equipment in the garden. Dough disco. Pegs, tweezers, inset puzzles to support pincer grips.		HW lesson 1 per week - focus on tripod grip Daily Letter Formation practise during Little Wandle sessions	HW lesson 3 per week	Teachhandwriting lessons 3 per week – handwriting books	Teachhandwriting lessons 3 per week – handwriting books	Morning challenge 2 per week	Morning challenge 2 per week
	Daily mark making and opportunities to improve gross and fine motor skills during morning starters and free flow, child initiated play Daily, explicit teaching during Little Wandle T2 - weekly class HW	Focus on letter family per term  Early identification and support for children who have not yet mastered the tripod grip.	Number and cursive letter formation modelled	Adapted booklets for identified children		Built into writing lessons and modelled 1:1 when needed	
							Small group focus with CT Set as homework agreed with parents

## Spelling

### EYFS

From Nursery, children are introduced to the concept that words are broken down into sounds. Little Wandle Letters and Sounds visuals are visible, showing images to remind children of trickier digraphs they want to write. Children learn sounds and letters rigorously through the **Little Wandle Letters and Sounds** progression, which supports sounding out, segmenting and blending. Children having a go at writing by sounding out words and recording the sounds they hear. They have lots of practice at doing this, both in phonics sessions and at other times of the day.

### KS1

Pupils in the early stages practise writing, through dictation, using the knowledge already acquired through phonics. Additional spellings (as set out in the National Curriculum English appendix) are introduced alongside the use of taught GPCs. In Year 2, we use the **Little Wandle Letters and Sounds** Spelling programme which builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence. The programme provides a seamless link from the core Little Wandle programme to teaching spelling in Year 2. It starts with five weeks of planning to review and secure Phase 5, then a "Bridge to spelling" with five weeks of planning to teach foundational skills for spelling. The spelling units then consist of 20 weeks of planning to create confident spellers and provide complete coverage of the Year 2 spelling requirements.

### KS2

In KS2, children are explicitly taught spellings every week, using the **Spelling Shed** scheme of work. Children will engage in active, purposeful inquiry to identify and notice critical features and patterns in the sound - spelling relationship. This approach encourages word consciousness and awareness and includes a combination of phonics knowledge, etymological knowledge and morphology. The scheme is research informed; utilising the large body of Science of Reading research to implement evidence-based best practices and strategies to teach spelling. The spellings and their foci have been taken from the National Curriculum and include statutory learning focuses, suggested common exception words and high frequency words.

At the start of the year there is a diagnostic assessment to determine the correct level of spellings the children need to learn and children will be streamed for spelling in KS2. At the end of each term, there is an assessment of around 20 words, made up of key words taught throughout the term.

Spelling lists are sent home each term and children are expected, as part of their weekly homework, to practise these. They will also be practised during morning starters and during handwriting sessions ready for a quiz at the end of the week.

The Spelling Shed Progression Overview can be found by clicking [here](#).

## Feedback

Most often, feedback will be verbal and children will respond in red pen to show this has happened. When this takes place, no additional written comments or marking codes are required.



Teachers use a **black pen** when providing written feedback. This will take place during the lesson 'in the moment'.



Children use a **red pen** to respond, correct, revise, edit or improve their work following individual, group or class feedback / prompts.



If the child has tried particularly hard or completed a task particularly well the teacher may award them a hand-drawn or stamped '**Mini Southville Star**'. These should be genuine, sparing and, where appropriate, based on 'Personal Bests', encouraging a growth mind-set. The teacher may acknowledge this in front of the class.

### 'Meaningful, manageable and motivating'

**Planning:** Feedback that offers only general and vague remarks is less likely to be effective (EEF). It should be clear to the child which aspect of the learning they have been successful in and which aspect they could do better in. For this to happen, at the initial planning stage, it is important that teachers carefully consider what to include in the **Success Criteria** for the final outcome and that they include examples of each in the **WAGOLL** (What A Good One Looks Like). The Success Criteria should include genre specific, age appropriate objectives linked to text and sentence structure, word classes, vocabulary and punctuation. These should be taken from the [progression overview](#). The Success Criteria may also include transcriptional skills. Importantly, all aspects of the Success Criteria should be taught explicitly during the build up to the extended writing outcome (or have been taught during a previous year and consolidated). During the build up to an independent outcome, the WALT should specifically relate to one or more of these objectives.

**Individual lessons:** There should be explicit teaching which scaffolds the children's learning leading up to the final outcome. There should be evidence of children editing, improving or correcting their writing in red pen during these lessons as a result of verbal feedback. No written feedback, highlighting or marking should take place after the lesson. Instead, teachers should spend time looking at books (during and after the lesson) to consider whether the children have demonstrated a secure understanding of the new learning. This may lead to amendments in the planning of the next lesson.

**Extended writing:** During the build up to an independent outcome, there should be opportunities for more extended pieces of writing (e.g. writing a section for a non-fiction piece or few paragraphs for a narrative piece). When appropriate, a Success Criteria should be used which includes the knowledge and skills that have been explicitly taught. This allows the teacher to assess and evaluate against specific learning gaps, which feedback and adaptation to the next lesson will aim to fill. No written feedback or marking is required, but staff may wish to highlight 'in the moment' or after the lesson. There should be evidence of children editing, improving or correcting their writing in red pen during these lessons as a result of verbal feedback. There should always be a '5 star edit' during this piece of learning.

<b>WALT: write the opening of a newspaper report</b>		<b>(write GW if guided work)</b>
<b>Success Criteria:</b>		<b>Child</b>
<b>5 STAR SENTENCES:</b> Finger spaces, Capital Letters, Handwriting, Punctuation, Spelling		
Include the 4Ws (who, what, where, when)		✓
Use formal vocabulary		✓
Use prepositional phrases (time and place)		✓
Use parenthesis (brackets) to add extra information		✓

Teachers should carefully consider when best to use self, peer and teacher assessment. All three columns are not always needed. Self and peer assessment needs to be planned for in advance and explicitly modelled in order to be most effective.

### Independent final outcome:

Teachers should follow the highlighting process in every child's book after the *final* outcome has been completed (including an opportunity for the child to self-edit and improve). No written marking is expected.

Teachers should not highlight more than one area of the Success Criteria as it may confuse or overload children and make it difficult for them to know which aspect of the learning they have done well in. The exception is when the Success Criteria includes the '5 Star Sentences' and teachers can then highlight an additional area.



**Green highlighting indicates where the child has been successful.** Where possible, this should directly link to the Success Criteria. The teacher highlights in green the part of the Success Criteria where the child has been successful. The teacher may then decide to pick out good examples in their work, also highlighting them in green. If the area of improvement does not link to the Success Criteria, the teacher will need to write it underneath and highlight it green.



**Blue highlighting indicates where the child could improve.** Where possible, this should directly link to the Success Criteria. The teacher highlights in blue the part of the Success Criteria where the child *could* improve or *needs* to review. The teacher may then decide to pick out examples of this in their work, also highlighting them in blue. If the area of improvement does not link to the Success Criteria, the teacher will need to write it underneath and highlight the example in blue.



If the area of improvement is complex and very specific to the child, the child may need to speak directly to the teacher during the next lesson (or at a convenient time before the next lesson) for a '**mini conference**' / verbal explanation. No additional written marking is required.

<b>WALT: write a diary entry</b>		<b>(write GW if guided work)</b>
<b>Success Criteria:</b>		<b>Teacher</b>
<b>5 STAR SENTENCES:</b> Finger spaces, Capital Letters, Handwriting, Punctuation, Spelling		✓
<b>Must:</b>		
Write in the first person (I, me, we, my....)		✓
Write in the past tense		
Use my sense to describe (SEE, HEAR, SMELL and FEEL)		✓
Use paragraphs to order events in chronologically		✓
<b>Should:</b>		
Include feelings and emotions		✓
Include a range of conjunctions		✓
<b>Could:</b>		
Include fronted adverbials with a comma (time and manner)		

In the above example, the teacher may pick out good examples of where the child has included feelings and emotions in their work, highlighting them in green.

The teacher may pick out examples of where the child did not write in the past tense, highlighting them in blue. The 5 star sentences should be included at the top of every final outcome Success Criteria. Individual objectives may also be highlighted green or blue (e.g. 'Handwriting' could be highlighted as blue if identified as an area of improvement). There should be at least one '5 Star edit' during a final written outcome.

## Assessment

### Assessment for Learning (AFL)

Assessment for learning is embedded within daily teaching. When giving individual verbal feedback or improvement prompts, teachers focus on the most significant area for development relative to the child's current stage. This often requires teachers to OWL (Observe, Wait, Listen) whilst circulating the class. Feedback is precise, actionable and manageable, ensuring pupils understand exactly how to improve. Teachers prioritise addressing key misconceptions before moving pupils forward. Improvement prompts are targeted so pupils refine one meaningful aspect of their work rather than being overloaded with corrections.

### Summative Assessment:

As pupils develop their literacy skills, teaching should respond to their changing needs. This requires teachers to collect accurate and up-to-date information about pupils' current capabilities, so that they can adapt their teaching accordingly to focus on exactly what the pupil needs to progress. This approach can be used to identify appropriate support for struggling pupils, but can also be used to ensure that high attaining pupils continue to make good progress.

- Data drop three times a year with teacher assessment
- Spelling and grammar assessments - three times a year during assessment fortnight
- Moderation in year groups (with support from leaders to ensure secure judgements) - assessing writing using key year group objectives
- Moderation across the school using the same stimulus across a Key Stage.

### Use of Assessment Information

A key purpose of assessment is to identify gaps in pupils' knowledge and understanding. Teachers are encouraged to make notes or use whole-class feedback grids when marking grammar and spelling assessment papers and reviewing writing outcomes to identify common strengths and areas for development. These are shared across the year group to inform professional discussion and future planning. Professional dialogue within teams is essential. As planning is shared, assessment findings directly inform priorities, key knowledge and content that needs to be revisited, retrieved and overlearned.

Assessment outcomes are used to inform decisions about weekly timetables, morning starters and retrieval practice. Findings may also lead to adjustments in medium-term planning – for example, refining a writing outcome to address key gaps or introducing recap weeks to revisit core concepts such as addition and subtraction. Using assessment in this way helps year group teams prioritise which objectives pupils need to consolidate and which objectives they should focus on next to further develop learning.

<b>Whole class successes / praise</b> Include specific examples	<b>Whole class areas of improvement</b> Include specific examples or objectives to use as teaching points / to inform future planning
<b>Individual praise - be specific</b> Could be shared with whole class	<b>Group concerns</b> See above. These child may form a focus group during future lessons
<b>General concerns / areas of improvement</b> To note in feedback & to focus on in future planning (e.g. presentation / SPAG/ a specific '5 Star' objective)	<b>Individual areas of improvement</b> See above. This child may need a 1:1 conference / to work with a member of staff outside the lesson at a separate time

## Moderation:

The school moderates writing across the year with other schools in the area. When moderating writing, staff consider children’s writing using end of Key Stage frameworks and end of year group checklists.

Moderation ensures consistency and accuracy in teacher judgements, strengthens shared understanding of standards, and supports high expectations across the school.

Year 1 Writing Checklist							
Working Towards the Expected Standard:							
Pupil(s) are beginning to meet the following aims with support:							
	A	B	C	D	E	F	Collection
To use their own simple story ideas or retell a familiar story using short, simplistic sentences.							
To reread their writing aloud to check that it makes sense.							
To use adjectives that have been modelled.							
To use simple sentence structures (which may often be repetitive).							
Have an awareness of:	capital letters for names, places, the days of the week and the personal pronoun I.						
	finger spaces.						
	full stops to end sentences.						
To spell some words containing previously taught phonemes and GPCs accurately.							
To spell some Y1 common exception words accurately (from English Appendix 1).							
To write lower case letters in the correct direction, starting and finishing in the right place.							

Year 6 Writing Checklist	
Working at the expected standard:	
The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):	
in narratives, describe settings, characters and atmosphere	
integrate dialogue in narratives to convey character and advance the action	
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
use verb tenses consistently and correctly throughout their writing	
use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	
spell correctly most words from the year 5 / year 6 spelling list,^ and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
maintain legibility in joined handwriting when writing at speed.^	

## Impact

### Monitoring:

Through triangulating discussions, monitoring of teachers’ medium term planning & looking at books, the subject leader and members of the SLT ensure there is:

- Clear, coherent sequencing of content which builds on prior learning
- There is progression and challenge appropriate to the year group
- A range of genres covering the national curriculum
- Regular teaching of spelling, punctuation and grammar appropriate and linked to the genre
- Consistency in the writing approach outlined in CPD
- Teachers are consistently following the feedback and marking policy
- Consistency in the use of “working walls” to assist children’s writing

### This may lead to:

- Review of pupils’ writing outcomes, resulting in adaptations to short- and medium-term planning to ensure teaching remains accessible, supportive and appropriately challenging for all pupils.
- Targeted CPD or professional support for staff where needed.
- Adaptations to provision to better support specific pupils or groups of pupils.
- Consideration of wider refinements to the overall writing approach where necessary.