

Shawlands Primary School
Writing Policy
Created by Hannah Darrington
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Statement of intent:

At Shawlands Primary, we intend to create confident writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we use a Gather, Skills, Apply approach. This allows our pupils to understand and explore the importance of each part of their writing journey. We ensure the children of Shawlands are immersed in a range of genres and have a clear understanding of purpose. Our learners will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our learners are challenged and encouraged to take risks and view mistakes as another part of the learning process. Our learners will always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

Shawlands Primary School:

- 🍀 Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- 🍀 Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- 🍀 Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- 🍀 Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- 🍀 Ensures that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- 🍀 Ensures that all pupils understand all elements of English, as per the national curriculum.

Implementation

Our school provides daily English lessons that are progressive and support skill development. Pupils are given a range of writing opportunities including the use of paired, group and independent writing tasks. This is developed across Key Stages, so that the pupils learn to respond appropriately and supportively to each other.

Writing Learning Journey and lesson timings

Each unit of writing will consist of learning done through roughly a 2-3 week learning journey and will be done through 1 hour lessons during the morning from Monday to Thursday. This is in order to ensure that the build-up of knowledge and skills is progressive and clear. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. This being said, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).

Foundation Stage

The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Nursery, moving through the Foundation Stage and then through to the National Curriculum in KS1 and KS2. The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication and Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication and Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading & writing. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

Key Stage 1 and Key Stage 2

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills. Teachers model these skills on regular basis and planning, editing, publishing and ICT based tasks can be planned in as part of the teaching sequence.

At Shawlands Primary School we teach a discrete Spelling and Handwriting session on a Friday (ref Handwriting section). These skills are then applied in pupil's writing. We provide opportunity for pupils to write in a range of context across the curriculum. Planning these writing opportunities help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts. This provides our pupils with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage pupils and to illustrate how their writing skills can be applied to real life contexts. Editing work is an essential skill when writing. Pupils will be taught how to edit and improve their work as an integral part of the writing process. When writing pupils are expected to incorporate all the features set out in our agreed 'non-negotiables'. Pupils are expected to do this when writing in English lessons and all writing across the curriculum. (ref English Non-Negotiables)

Key Stage 1 timetable

Shawlands Primary School

KS1 timetable 2022-2023

Day	8.50 – 9.00 Early bird	9.05- 9.15	9.15 - 10.15	Morning break – 10:15-10:30	10:30-11:10	11:10-12:00	Lunchtime 12:00-1:00	1:00-1:15	1.15-1.30	1.30-2.30		3.00-3.30
Monday	Diaries	Readers /compre hension	Fluent in 5 Maths		Phonics	Literacy		Speed sounds/ Story	Handwriting /Guided Reading	Topic	Class read	Assembly
Tuesday	Number	Readers /compre hension	Fluent in 5 Maths		Phonics	Literacy		Speed sounds/ Story	Handwriting /Guided Reading	Topic	Class read	Assembly
Wednesday	Read	Readers /compre hension	Fluent in 5 Maths		Phonics	Literacy		Speed sounds/ Story	Handwriting /Guided Reading	PPA	Class read	Assembly
Thursday	Writing	Year 1 PE			Phonics	Literacy		Speed sounds/ Story	Handwriting /Guided Reading	Fluent in five Maths	Topic	
Friday	Spelling practise	Readers /compre hension	Fluent in 5 Maths Weekly skills tests	Phonics	Literacy Spellings SPAG	Speed sounds/ Story	Handwriting /Guided Reading	Topic		Star of the week		

Key Stage 2 timetable

KS2 2 week timetable: Week 1/Week 2 Term 1/Term 2

		30m	5m	60mins	15 m	5	60mins			15	40min	10m	40 mins	3:00
Moving MONDAY	Daily Activity	Guided Reading	SPAG	English	MORNING BREAK	Fluent in Five	Maths	Handwriting	LUNCH	READING FOR PLEASURE	P.E. (Teaching and Learning Time!)			w/School Assembly
CREATIVE TUESDAY		Guided Reading	SPAG	English		Fluent in Five	Maths	Times Table			ART/DT	Daily Mile/Go Noodles	ART/DT	Story Assembly
SCIENTIFIC WEDNESDAY		Guided Reading	SPAG	English		Fluent in Five	Maths				Science	Daily Mile/Go Noodles	Science	Teacher Assembly
THOUGHTFUL/TECHNO THURSDAY		Guided Reading	SPAG	English		Fluent in Five	Maths	Handwriting			(PPA) RE & PSHE/COMPUTING			
Formal FRIDAY		Maths Skills	Grammar Hammer Spelling Test (handwriting) Teach Spellings			Fluent in Five	Speed Tables Comprehension - extract/ Writing/Maths CERTIFICATES!				Geography/ History/ French /Music	Daily Mile/Go Noodles	Geography/ History/French /Music	Celebration Assembly

The Shawlands writing learning journey

<u>Gather</u>		
<u>Type of lesson</u>	<u>What does this look like?</u>	<u>Example activities</u>
Hooks	Children will begin their learning journey with a hook or experience to engage them in their learning.	Letters Videos Mock-ups (e.g. crime scene) Role-play Artefacts / resources to investigate Research
Exposure	Children will be study and complete tasks linked to a variety of text types within the chosen genre to fully understand the style, purpose and audience.	Inference grids Role on the wall Freeze frames Guided reading style activities
Text analysis	Children will deconstruct texts by discussing its key features.	Analysing WAGOLs
Vocabulary	Children should unpick the vocabulary in the text and the impact it has upon the reader.	Shades of meaning Magpie activities Zones of relevance Vocabulary sentence building

<u>Skills</u>		
<u>Type of lesson</u>	<u>What does this look like?</u>	<u>Example activities:</u>
Practising	Children will complete sentence level tasks that allow them to practise skills that they have been taught in that lesson. It is vital that children understand the purpose of the tool they are using and its desired impact on the reader for this text type.	<ul style="list-style-type: none"> • Using stimulus to write descriptive sentences. • Chopped up sentences to explore sentence structure / cohesion / punctuation. • Using stimulus to write sentences with a single skill focus.
Consolidating skills	Children to complete activity to consolidate learning around the skills and vocabulary they have learnt so far. This should be related to the stimulus where possible but should not be in the form of the	<ul style="list-style-type: none"> • Mini writing tasks linked to the stimulus to practise using multiple features.

	writing you expect to do as the end piece. This is so that children have the opportunity to apply their learning in a different context.	
Planning	Children to plan their piece of writing based on the stimulus. Here, children are given a planning frame where they are guided into using the skills taught as part of the learning journey as well as the words of the learning journey.	<ul style="list-style-type: none"> • Boxed up plans. • Planning frames. • Note taking.

<u>Apply</u>		
<u>Type of lesson</u>	<u>What does this look like?</u>	<u>Example activities:</u>
Up levelling	Children will be given the opportunity to re-write an example of the end piece which is not to a high standard. The purpose of this is to give the children the chance to up-level writing, apply the use of the skills taught and apply the use of the words of the learning journey without being distracted by the content and context as this will already be within the WABOLL. Your WABOLL should show a poor example of use of vocabulary and use of writing tools but otherwise should not contain mistakes or sentences that do not make sense.	
Shared writing	The class teacher must lead a shared write with the children, prior to drafting, so that they will have an idea of where to lead their own writing. During the shared writing session, it is vital that you 'think out loud', purposefully referring to the skills/writing tools and spelling rules you are focusing on.	
First draft	Children will complete a first draft using their plans, working walls, previous work that has been marked with feedback and the shared writing done with the class teacher.	
Editing	<p>Children will read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in blue pen. Once they have done this, they will then use a footnote system in order to improve/add sentences or sections to their work for their final draft.</p> <p>Explain that the expectation is that they add/change at least 3 sentences of sections of writing as a minimum.</p> <p>NOTE: Corrections or edits, where one word is being changed or if there is a punctuation mark being added, should be done in the body of the text. Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be done as a footnote. Ensure that pupils understand that during this process</p>	<ul style="list-style-type: none"> • Self-assessment • Peer assessment • Whole class assessment by screen sharing

	they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.	
Final draft with continuous improvements	To be completed, where the class teacher feels necessary, at the end of a unit and must include all the edits and improvements that have been made during these sessions. This should be done in children's Literacy books or on a writing frame and then stuck in. It is vital that children understand that this is not just an exercise in writing up the first draft with improvements in our best handwriting. Model to the children how we should continue to improve our work as we write mentally. When modelling how to make continuous improvements, it is important to think out loud so children can 'see' your and understand why you are making these changes.	<ul style="list-style-type: none"> • Teacher modelled editing – WABOLL to WAGOLL
Post consolidation activities	After assessment of the learning during the learning journey, a follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a stand-alone lesson, can be linked to the context of the unit or linked to a new context. Think about how children who have secured all skills can be challenged here. For example, if a child has secured their use of relative clauses, can they apply this to different forms of writing? Can they use the relative pronoun 'whose'? Depth Writing challenges at this point would be highly suitable for children who were secure in their understanding.	<ul style="list-style-type: none"> • SATS style questions • Discrete application tasks • Mini writing challenges • Depth writing tasks

Overview of a unit

1
Gather

Hook – There must be a hook into the learning journey in order to make the writing engaging and purposeful. These hooks can be small and simple or as extravagant as you want. You may stage a break-in, show the children a letter from the Prime Minister, dig up a time capsule, put forward a request form the Police for the children to write a description of a suspect etc.

New vocabulary of the learning journey – Children are to be introduced to the words of the learning journey here. These must be explained to the children with examples given and the use of these words should be modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. Children will then be given the opportunity at this point to compile sentences using these words. In their toolkits, children should copy these words into their vocabulary banks to refer to throughout the year. New vocabulary should also be added to the working walls as discussed further below. (See example)

Introduction to text type through WAGOLL - Looking at features within the genre including which writing tools are best suited and why with focus on purpose – this shows the children the expectation of what they themselves are aiming for by the end of their unit of work. This should include:

- Features of the genre you are covering (e.g. if you are writing an autobiography it should have key dates, be written in chronological order, first person pronouns etc.)
- New vocabulary of the learning journey
- Evidence of the skill(s) that you will be covering (writing tools).

Where possible, the WAGOLL is written by yourselves, this way you can easily show the above expectations.

Shawlands Ambitious Vocabulary



A	
Word	Definition
B	

Peculiar – Adjective



Definition – A word to describe something as strange or unusual

Example – The shop window, that filled the shop front, displayed a peculiar object.

Synonyms – abnormal, odd, strange, weird.

2 Skills	<p><u>First skill of the learning journey</u> - Here, you will focus on one of the two skills children will be applying in this unit of work. These must be related to the National Curriculum and should be referred to as 'Writing Tools'. It is vital that children understand the purpose of the tool they are using and its desired impact on the reader. E.g. I will use contrasting conjunctions as this will help add detail for the reader in relation to an opposite point. This is an opportunity for the children to fully understand the writing tool/s they will be using. At this point you will produce a guide to place on your working walls for children to refer to. These working wall guides may stay up for as long as they are required beyond a unit of work, as children may need to refer to these when applying tools to other writing independently.</p> <p>Based on the first skill you taught the children, they will complete sentence level work in the context of the stimulus they are using to form their own writing. E.g. For the video Alma, if you were focussing on the skill of using relative clauses, the children would produce sentences that apply this skill...</p> <ul style="list-style-type: none"> • Alma, who was a carefree girl, skipped through the icy streets of the city. • The workhouse, that was notorious amongst the desolate children of London, was the last place I wanted to go.
3 Skills	<p><u>Second skill of the learning journey</u> - Here, you will repeat the process of teaching a skill but focussing on a different skill/writing tool. Again, produce a guide for the working wall that will aid children's understanding and independence.</p>
4 Skills	<p><u>Consolidation of skills</u> - Children to complete activity to consolidate learning around the two skills they have learnt so far. It is important that they aim to include vocabulary for the learning journey in their application. Following the second input of a skill/writing tool, here children are expected to produce writing where they are applying the use of both skills learnt during this unit so far. The may be in the form of a character/setting description, a short extract, a different POV etc. but should be related to the stimulus where possible. This should not be in the form of the writing you expect to do as the end piece. This is so that children have the opportunity to apply their learning in a different context.</p>
5 Apply	<p><u>Re-writing a WABOLL</u> - Children here will be given the opportunity to re-write an example of the end piece which is not to a high standard. The purpose of this is to give the children the chance to up-level writing, apply the use of the skills taught and apply the use of the words of the learning journey without being distracted by the content and context as this will already be within the WABOLL. Your WABOLL should show a poor example of use of vocabulary and use of writing tools but otherwise should not contain mistakes or sentences that do not make sense. Before children are sent to re-writing the WABOLL, there should be discussion, modelling and scaffolding on how the WABOLL can be improved. It is important that in addition to the skills of that particular learning journey being discussed, other writing tools appropriate to the learning journey are also talked about and used as a way of improving the WABOLL.</p>

<p>6 Apply</p>	<p>Planning stage - Children to plan their piece of writing based on the stimulus. Here, children are given a planning frame where they are guided into using the skills taught as part of the learning journey as well as the words of the learning journey. Please see examples:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="526 191 967 651"> </div> <div data-bbox="1198 199 1937 643"> </div> </div>
<p>7 Apply</p>	<p>First draft preparation with focus on SPAG skills – Before a first draft is complete, the class teacher must lead a shared write with the children so that they will have an idea of where to lead their own writing. During the shared writing session, it is vital that you ‘think out loud’, purposefully referring to the skills/writing tools and spelling rules you are focusing on. When children write their first draft, it is important that they are reminded to refer to their plans and refer to the working wall to help them in their writing.</p>
<p>8 Apply</p>	<p>Edit and Improve using the annotation and footnote system – Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in blue pen. Once they have done this, they will then use a footnote system in order to improve/add sentences or sections to their work for their final draft. Explain that the expectation is that they add/change at least 3 sentences of sections of writing as a minimum. NOTE: Corrections or edits, where one word is being changed or if there is a punctuation mark being added, should be done in the body of the text. Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be done as a footnote. Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.</p>
<p>9 Apply</p>	<p>Final draft with continuous improvements - Must be completed at the end of each unit and must include all the edits and improvements that have been made during these sessions. This should be done in children’s Literacy books or stuck in when completed –It is vital that children understand that this is not just an exercise in writing up the first draft with improvements in our best handwriting. Model to the children how we should continue to improve our work as we write mentally. This is so that self-improving and on-going editing becomes second nature to children. When modelling how to make continuous improvements, it is important to think out loud so children can ‘see’ your and understand why you are making these changes.</p>

10 Apply	Post consolidation lesson – After assessment of the learning during the learning journey, a follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a stand-alone lesson or can be linked to the context of the writing done. Think about how children who have secured all skills can be challenged here. For example, if a child has secured their use of relative clauses, can they apply this to different forms of writing? Can they use the relative pronoun 'whose'? Depth Writing challenges at this point would be highly suitable for children who were secure in their understanding.
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Working Walls

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. These should be written on clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision. These should remain on the walls for as long as the children need and should remain after a learning journey so children are reminded and encouraged to use these skills in other writing. New vocabulary (see below) should be changed regularly with the learning journey and words left up to continue to use throughout the year. The Gather, Skills, Apply process should be used on working walls to show children the journey their writing has taken.

New Vocabulary for our Journey

For each journey, children will be introduced to new words. These words should be relevant to the work being produced within the English learning journey. As part of our work on continuous provision across the school, children will expand their vocabulary and knowledge of vocabulary, encourage children to improve their writing and spelling and allows independent learning. There must be a minimum of 6 new words introduced to the children during each learning journey.

These words should be displayed in classrooms on working walls and should include the definition of the word, what type of word class it is and an example of the word within a sentence (related to the stimulus). Where possible, the example sentences should be created using the skills being taught for the learning journey. So, if one skill being taught is fronted adverbials, the example (some, not all) sentences should include fronted adverbials.

These could be premade and printed either on A4 or A3 so that they are visible by ALL children. (See example adjacent) or could be written directly onto the working walls. These should include the word, word class, definition, an example of the word used in a sentence and synonyms for that word.

Peculiar – Adjective



Definition – A word to describe something as strange or unusual

Example – The shop window, that filled the shop front, displayed a peculiar object.

Synonyms – abnormal, odd, strange, weird.

Spellings

Each week, children will be taught a spelling rule/pattern based on the curriculum explicitly as part of Friday's lesson. Children will then be expected to apply this rule in sentences based on the context of their learning. Spelling will be sent home via Spelling Shed and certificates are awarded in Friday's assemblies for children that have accessed this at home throughout the week.

Throughout the year, children are also asked to spell and identify the common exception words for their year group. These words are displayed around the classroom for them to practise.

Dictation

Dictation should be done weekly as part of the national curriculum requirements. These should test the spellings given out for that week and punctuation as well as punctuation rules for your year group. These could be in the form of sentences or a paragraph. Once these have been read out and the children have written these, they are to mark their own work. As much as possible, these sentences/paragraphs should be written using the skills that are being taught in that week's learning journey and should, where possible, link to the context of the writing for that learning journey too. These lessons will be taught on a Friday during the discrete SPAG sessions.

(See example adjacent.)



1. Alma, who was not at all **cautious**, found the lure of the doll **infectious**.
2. Alma's **ambitious** personality meant she would not give up however **facetious** her actions may have been.
3. The demonic presence was **aggressive** and wanted Alma's **nutritious** soul.
4. The eerie shop wasn't an **amateur** at capturing children.
5. One can only hope this story is **fictitious** but it's true.
6. That morning, Alma was not **conscientious** in her decision making.
7. If she were more **superstitious**, she wouldn't have entered the monster's mouth.

Text types covered



Shawlands Text Type Coverage

	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
Narrative	Stories with predictable phrasing Contemporary fiction Traditional tales Myths	Fables Traditional tales: Alternative versions Adventure Stories Myths and Quests Story Settings Writing and performing a play Stories with a theme	Traditional tales: Legends Fiction genres Stories with a theme Suspense and mystery Fiction from our heritage Fantasy
Poetry (See poetry progression)	Songs and repetitive poems Concrete Rhyming Diamante Acrostic	List Clerihew Kennings Free verse	Haiku Blackout Spoken word Narrative
Non-fiction	Labels, captions and lists Reports Instructions Explanations	Recount Instructions: Giving directions Reports Explanations Persuasion: persuasive letter writing	Biographies Evaluation Persuasion Discussion Instructions Reports Explanations

Equal spread of coverage of genres

Genres of writing should be covered with an equal spread throughout the year and progression should be apparent in each year group. The text types taught in each year group can be found on our [writing curriculum](#) policy. We use a progression of genre skills document ([see below for examples](#)) to ensure the correct skills are taught and to allow for challenge for higher ability pupils.

Instructions

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	1, 2, 3, 4, 5	<u>Noun</u> What a noun is. Regular plural nouns with 'er'	Use spaces to separate words.
Written in the imperative e.g. sift the flour.	Imperative verbs start sentences e.g. spread, slice, cut.	First	<u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'	Begin to use full stops.
Use of numbers or bullet points to signal order.	Sentences do not include pronouns and are written impersonally	Next	<u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.	Begin to use exclamation marks.
		After	<u>Connectives/conjunctions</u> Join words and sentences using and/ then.	Capital letters for start of sentence, names, personal pronouns.
		Cut	<u>Tense</u> Simple past tense 'ed'.	Read words with contractions.
		Move		
		Fold		
		Stir		
		Colour		
		Paint		

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A goal is outlined – a statement about what is to be achieved.	Imperative verbs are used to begin sentences.	First of all	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.	Use spaces that reflect the size of the letters.
Written in sequenced steps to achieve the goal.	Use simple adverbs e.g. slowly, quickly.	To start with	<u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.	Use full stops correctly.
Diagrams and illustrations are used to make the process clearer.	Use simple noun phrases e.g. long stick.	Firstly	<u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.	Use question marks correctly.
		Lastly	<u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.	Use exclamation marks correctly.
		Finally	<u>Tense</u> Correct and consistent use of past and present tense.	Use capital letters correctly.
		Carefully	<u>Adverbs</u> 'ly' added to adjective to form adverb.	Apostrophes for contractions.
		Gently		Possessive apostrophes for singular nouns.
		Slowly		Commas to separate items in lists.
		Softly		

Writing Assessments


At Shawlands, we assess writing in a number of ways. We assess daily during lessons, giving verbal feedback and asking children to make instant changes and improvement to their work, through marking and feedback, children are given time to check back on this at the start of the next lesson, at the end of each week/unit, using our unit objectives (see example below) and also through independent writing assessments.

At the start of each unit/week each child will have an objectives sheet stuck into their books. They will be made aware of the objectives at the start of each lesson and will then focus on these individually throughout the unit of work. At the end of the unit/week, the teach will be able to check off whether any of these objectives have been met. This will then support children's writing levels and planning for future writing assessments.


Key Stage One's Unit Objective sheets



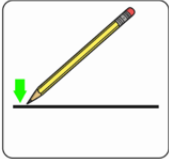

WC – 5.9.22

Helping Hands – Fact File (2 Weeks)



Objectives for the unit	Working towards	Met
To use adjectives and some expanded noun phrases for description.		
To use <i>and</i> for joining words and clauses		






Key Stage Two's Unit Objective sheets

WC - Monday 4th July

Narrative (3 Weeks)



Objectives for the unit	Working towards	Met
To use adjectives and some expanded noun phrases for description.		
To use <i>and</i> for joining words and clauses		
To apply phonic knowledge to their writing, making appropriate choices.		

As part of our assessment and internal moderation, we judge writing with a holistic view looking at a range of writing across the curriculum. Following the objectives as they are set out in the national curriculum, we make our assessments using the following assessment frameworks (See [example](#) below).



Shawlands Primary School
Writing Assessment: Year 1



A:	B:	C:
D:	E:	F:

Working towards Year 1 Expected Standard						
	A	B	C	D	E	F
Can write the correct letter in response to hearing each sound of the alphabet*.						
Can name the letters of the alphabet in order.						
Can segment spoken CVC, CCVC, CVCC words into sounds and write the letters corresponding to those sounds.						
Can form most lower-case letters in the correct direction, starting and finishing in the right place.						
Can use spacing between words with support from the teacher to remind the pupil to do this.						
Can compose a short sentence and communicate it orally or using the pupil's usual method of communication to convey meaning with support from the teacher through questioning.						

* Where a pupil is physically unable to write, they can point to the correct letter for the sound.

Working at Year 1 Expected Standard						
	A	B	C	D	E	F
Writes simple texts about self and others eg narrative, recount, instructions and captions.						
Can write from memory simple sentences directed by the teacher that include words using the GPCs and common exception words taught so far.						
Can sometimes use past and present tense correctly.						
Can correctly use spacing between words						
Can sometimes write in grammatically accurate single-clause sentences, generally using a subject/noun – verb structure.						
Shows some use of:						
capital letters to demarcate sentences						
full stops to demarcate sentences						



Shawlands Primary School Year 5 Writing Assessment – 2021/2022



A:	B:	C:
D:	E:	F:

Criteria	A	B	C	D	E	F
WORKING BELOW THE EXPECTED STANDARD						
1 Beginning to write for a range of purposes using appropriate form						
2 Beginning to use paragraphs to organise ideas						
3 In narrative, beginning to describe setting and characters						
4 In non-narrative, I am beginning to use simple devices to support the structure and reader (subheadings, bullet points etc.)						
5 I can use some of the punctuation taught at KS2, mostly correctly:						
capital letters						
full stops						
question marks						
commas for lists						
apostrophes for contractions						
6 I can spell correctly most words from the y3/4 spelling list						
7 I can spell correctly some words from the year 5/6 spelling list						
8 I can write legibly (joining not necessary)						

WORKING AT THE EXPECTED STANDARD						
1 I can write effectively for a range of purposes, using appropriate grammar, structure and organisation						
2 I can integrate dialogue into narrative						
3 I can use modal verbs						
4 I can use relative clauses with a relative pronoun						
5 I can use a range of devices to build cohesion (conjunctions, adverbials) within and across sentences and paragraphs						
6 I can use verb tenses consistently and correctly throughout paragraphs						

Within their phases, staff are free to be creative and choose the genres and text types for their own writing assessments. We encourage staff to select genres and topics that are be engaging and will allow the pupils to show their full writing potential. There is however an expectation regarding the amount of assessments throughout the year.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
One shorter piece	One piece	Two pieces	Two pieces	Two pieces	One piece

Handwriting

Throughout Shawlands Primary School, we follow the 'Teach Handwriting Scheme'. We expect to see pupils using or developing their gross and fine motor skills during handwriting sessions through warm-up activities at the start of sessions. These activities will allow pupils to develop their pencil grips and then improve their handwriting. We follow a print into cursive route throughout school, starting with print in Year 1 and moving onto cursive in Year 2 and above.

Handwriting is taught at least three times a week and constantly monitored in all pupils' books. Children that are struggling with their handwriting will be placed in an intervention to help support them.

KS2 Handwriting letter formation - Order of letters taught

