

# Sir Edmund Hillary Primary School



Inspiring Minds and Nurturing All

## Writing Policy and Practice

Adopted:

Review date:

# Writing Policy and Practice

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## Introduction

At Sir Edmund Hillary Primary School we recognise that English underpins all elements of the school curriculum. Considering the fundamental importance of Speaking, Listening, Reading and Writing in everyday life, we are driven by the need to develop each learner's writing ability. We encourage children to write in creative and imaginative ways, developing confidence and independence alongside a love of words. Children should experience a range of purposes and will be supported in the exploration of different genre. This policy provides the school's policy and practice with respect to the teaching and development of writing, including the attendant and necessary functions of handwriting and spelling.

## Aims

To foster the enjoyment of writing amongst pupils and the recognition of its value through:

- Providing a stimulating curriculum and language rich school environment
- Pupils need much experience of a variety of reading materials and writing styles in order to develop confidence and control, appreciate and understand the purpose of writing.
- Pupils should be provided with the opportunity to write for real reasons, for different purposes and for a range of audiences.

## Writing & the National Curriculum and Foundation Stage

We are guided by what the statutory documents say about writing but we aim to go beyond these statements and adapt and improve our curriculum using a blend of new and older approaches. It is essential that teachers know and use the school's document "Text Types – Guidance and Progression" when planning and delivering writing. It provides information on language and structural features specific to every genre of writing we use within the school and the stages at which we introduce structural and stylistic compositional features. It will prove essential in the development of appropriate Learning Intentions and Success Criteria.

### Teaching & Learning Opportunities- Technique and Strategy

The following outlines the main principles of the writing strategy used in school. Our writing process is a blending of the principles found within 'The Power of Reading' and the 'Reading as a Writer' by Jason Wade. We are also heavily influenced by Pie Corbett's work in Talk for Writing.

In order for children to produce high quality writing, they need to be introduced to and immersed in high quality texts and stimuli. Within Power of Reading, reading aloud, book talk role-play and drama, reader's theatre, mapping and art are all embedded and are effective in supporting the composition prior to writing. At SEH we have blended the Power of Reading teaching sequences with the following writing sequence before a piece of writing: boxing up, modelling, drafting, editing and publishing.

### *Success Criteria and Learning Intentions*

\_'... success criteria summarise the key steps or ingredients the student needs in order to fulfil the Learning Intention – the main things to do, include or focus on.' - Shirley Clarke








- Success criteria for application objectives usually were once separate skills, concepts or knowledge. They tend to consist of all the things learnt so far and are usually in the form of a list or

menu with no order. Using them usually ensures the learning objective has been met, although quality is not ensured.

- Success criteria are to remind children of those aspects of the task on which they must need to focus. They are not a simple fix-it list and they do not ensure quality – this must be done through modelling, feedback, questioning etc. during or prior to the lesson.
- Asking children to reflect back on the success criteria and steps to success during and at the end of the lesson gives the children ownership.

Success Criteria for writing should include both grammatical and compositional features. In order to support the generation and consistency of success criteria, teachers should refer to the ‘Text Types Guidance & Progression’ document which outlines the progression of the features of different text types.

For extended writing piece of writing, the Kitbag will include the success criteria (not too many that the children are overwhelmed) each of which will have been a focus for learning in the sequence leading up to this piece of writing. Each success criteria will be in a different colour; after the writing is completed, children will use the success criteria to identify where it has been applied in their own work highlighting them in some way using a coloured pencil. This allows pupils to assess their own work and allows the teacher to perceive misconceptions and understanding.

<b>LI -</b>				 <b>B. S. G</b>	<b>P I G S</b>
<b>Our Values:</b> 	<b><u>C</u>ourage</b> 	<b><u>L</u>earning</b> 	<b><u>I</u>ncluding</b> 	<b><u>M</u>indful</b> 	<b><u>B</u>uilding</b> 
<b><u>Success Criteria</u></b>					

*Boxing up –*

This involves - analysing the audience and purpose of the whole and parts of the text or video clip. This would involve identifying how the text is structured and looking at how the language features deliver the desired effect on the reader

-Text interrogation, where grammatical and vocabulary features of the genre are identified.

This process can be completed whole class, in pairs or individually. During this process the success criteria and/or steps to success are generated with the children and referred to throughout. The success criteria needs to be a balance of language features and structural features. See Appendix C for a summary of possible features to include, further exemplified within the Text Types Progression Guide.

This process can be modelled to the children and the children may then analyse a different example.

## Modelling

The modelling aspect of the process can take different forms and can be a mixture of all three of the following techniques:

- **Teacher modelling** – where the teacher demonstrates, by talking aloud while writing, new and difficult aspects of the writing. The teacher rehearses, rereads, and evaluates what they have written.
- **Teacher scribing** – where the teacher acts as editor for the children's ideas. The focus is maintained on the purpose and audience. Suggestions are taken from the class, rehearsed and evaluated until an agreed phrase or sentence is created.
- **Supported writing** – the teacher hands over responsibility to the class to create the next sentence, phrase or line. Children work individually or in pairs. Classes often use small whiteboards to record their suggestions. This provides an opportunity for the teacher to assess the learning before the children work independently, and to intervene as necessary.

It maybe that a paragraph or whole text is modelled or that the example used in the boxing up is reworked focussing on sentences, punctuation or the whole text.

During modelling '*The Seven Ects*' are used in order to demonstrate to the pupils the decisions that a writer makes.

Collect- a wealth of words and ideas with which to work

Reject –and abandon ideas that don't make the grade

Select – the best ideas to take forward into the writing

Correct – by reading and re-reading for errors

Perfect – and refine the quality, editing and polishing sentences

Direct –the reader through the writing so they understand (structure)

Connect – ideas within and between sentences to create cohesion

## Planning for Writing and 1st Draft

The children can use a range of planning frames depending upon the genre of writing or the preference of the teacher or pupil.

Paired writing could be used prior to the children's first individual draft. This is particularly useful when the children are meeting a new genre, when embedding new skills/techniques or if peer teaching would be useful. This involves the children writing on one piece with two different coloured pens and it is important to refer to the school's values around collaborative working.

### *Be kind, Be helpful, Be specific*

The best way to evidence this work would be to complete it on paper and the photocopy for each child.

If a paired write is completed, the children will need a further opportunity to write a first draft individually.

When completing a first draft, paired or individual, it is vital that regular reference is made to the SC and LI generated during the boxing up and modelling.

### *Editing*

This is best done through modelling with the use of a visualiser. The teacher needs to use AFL to model the aspects of writing that need improvement, or use editing as a way of consolidating new techniques, vocab etc. or to ensure that all the success criteria has been included.

Editing should be completed in response to a mixture of self-assessment, peer and teacher feedback.

Reading their work aloud to either a peer or themselves supports children in identifying errors particularly grammatical mistakes or issues with cohesion.

For small changes, children edit through the use of purple pen or for 'chunks' of text by adding an editing slip and writing in pencil or the child's normal pen.

Children are required to prove their use of SC through underlining, with coloured pencils, examples within their work. The SC will be written on the kitbag for these extended pieces.

The children will use a mixture of peer and self-editing - where work is peer edited this will be indicated with the annotation PA at the end.

### *Publishing*

Each class will produce one end of unit piece which should be published and where appropriate performed or read aloud. Prior to publishing a handwriting activity should be completed in order to communicate high expectations or the children should be given the opportunity to practise if they are performing or orally presenting their work. The published piece should have an intended audience, this could be parents, an outside audience, another class or display and could take the form of a collaborative or individual piece. Be creative and make this of high importance, the purpose and audience should have been a focus throughout.

## Planning Expectations

In order to support high quality writing the following non-negotiables are in place:

- Teachers will work from long term planning to create a half termly 's' plan which maps out the English coverage for each week.
- A narrative will be completed every ½ term and a poetry unit every term
- Children will regularly practice handwriting.
- Children should complete a long write every week. This can be in literacy or through cross curricular lessons.
- A high quality, published piece of work will be completed at the end of every unit of work.
- Writing will be assessed at least twice every half term using agreed writing statements.
- Children in Foundation and Key Stage one will receive daily phonics teaching

## Assessment – Age Related judgements

We principally report children's progress to parents with an Age Related judgement. In order to make this judgement, teachers assessment of writing is done continuously and progress is tracked using the school's 'in-house' writing statements, which are put in the front of each individual's English book. These are in line with statements and Early Learning Goals in the EYFS and National Curriculum. Y6

and Y2 use the Writing Statements that are developed annually for End of Key stage Moderation purposes. The other Year Groups within a Key Stage use statements that a) feed down from these end of Key Stage Statements, b) reflect the National Curriculum CO contain statements we have generated that help support and describe good writing. Termly moderation sessions take place amongst teaching staff either within the school or between schools, to ensure judgements are robust and are standardised across the school. These are led by the English team and Deputy Head teacher.

## Handwriting Policy & Practice

The fundamental purpose of handwriting is to enable all pupils to equip themselves with a basic life-skill. In order to prepare children for the adult world and contribute to their personal development, they must learn to write clearly and legibly.

### AIMS

We aim to teach children to:

- Correctly hold a pen or pencil.
- Write from left to right with attention to the margin and line length
- Start and finish letters correctly.
- Put regular spaces between words.
- Correctly form both lower and upper case letters.
- Write legibly and fluently in a cursive script.
- To use different handwriting styles for different purposes (e.g. Jottings for KS2).
- After learning the basics of handwriting, develop their own personal style.

### KEY POINTS

- All staff model the correct techniques for handwriting, both when providing feedback to pupils in books and when writing on the board. When modelling directly to the child, it is important that an appropriate letter making narrative is used. (See Appendix B- use of the image of a clock)
- Teachers are aware that some left handed children have greater difficulty handwriting than a right handed preference. (see further notes)
- Handwriting will be taught as a discrete subject in order to maintain high standards- timings will vary depending on the age of the child. (aiming for 10 mins daily from F2 to Y3)
- Good handwriting depends on far more than just the position of the hand; the way children hold their entire body plays a part. The best posture for handwriting involves:
  - Sitting with a straight, extended back: tell them to imagine someone is pulling upwards on a string connected to the top of their head
  - Sitting with their feet flat on the floor, not dangling. If their feet can't comfortably reach the floor, put a box just in front of the chair for them to rest their feet on
  - Sitting with their ankles, knees and hips all at 90 degrees
- Hand position. In addition to how the pencil is held, where the hand is positioned on the pencil is important. The fingers should not be too low so they cover the sharpened part of the pencil as this prevents the child seeing clearly what they are writing. Pencil shafts can be used to encourage the correct position or a simple dot or mark on the pencil.

- Using the correct penhold. Writing involves fine movements of the fingers as well as the hand. One of the best ways of holding a pencil to allow the fingers to move freely and regulate the amount of pressure exerted, is called the tripod grip. Once established, any pencil grip, unusual or not, is hard to change so correct teaching at an early stage is vital. A pencil grip can be used for those who find this grip difficult or who have already learned an awkward grip. (Note differences for left handedness below)
- There should be different paper positions for right and left-handers. In each case, the paper should be tilted until it is parallel with the writing arm.
- Children will be taught using the script to be found in the Collins Treasure House scheme. (see Appendix A).
- Joined handwriting should not take place until a pupil has mastered correct letter formation. This should be achieved within **Key Stage One**.
- Children will be taught correct formation before they are expected to practise it. Handwriting practise will be in exercise books, handwriting books or lined paper depending upon the needs of the child.
- All handwriting practice undertaken in the Foundation Stage and Key Stage 1 will be in pencil (although children should have experience of using a variety of writing tools as part of the general curriculum).
- In Key Stage Two, once a child has developed fluent cursive handwriting, a pen may be used (ideally by Year Four). A pen should generally be given to children who regularly demonstrate in certain cases however exceptions can be made to motivate a pupil.).
- Once awarded a pen, children may still use a pencil when they feel it is necessary for certain tasks, this is the children's choice. This is at the class teacher's discretion.
- Teachers remember that handwriting can be a very enjoyable activity for children – appeal to their creativity, get them to challenge themselves and teachers will celebrate good examples.
- Jottings are not assessed as part of hand writing and presentation, a note will be made on work that is **exempt** from our regular standard of presentation. Jottings are used as part of life-long learning e.g. quick calculation and notes at speed.

## AGE SPECIFIC GUIDELINES

### Early Years Foundation Stage

A variety of approaches will be used to encourage dexterity, pincer movement, finger and core strength. These could include:

- \*Skywriting
- \*Using a variety of mark-making tools and surfaces such as writing in sand/water on white boards.
- \*Using sticks etc. to make marks with paint, feathers and so on.
- \*Modelling with plasticine
- \*chopping
- \*sewing and weaving
- \*painting etc.



-Handwriting will focus is on the direction and movement, not neatness. Correct letter formation from starting point to outstroke is more important than equivalence of size and spacing.

The handwriting script to use is the Precursive Upright (Collins Treasure House) Outstrokes may be taught for some letters if appropriate. (It can aid in differentiating u,v,w and m,n)

#### *Resources*

Collins Treasure House Foundation Resources pack

### Key Stage 1

- During the Autumn Term in Year 1 children will continue to focus on the correct letter formation, sizing and including an outstroke. Year 1 will then introduce the Cursive Upright script. By the end of Year 1 most children will be able to use correct letter orientation and proportion in a style which encourages connections of letters as a precursor to cursive writing. (lead in and out strokes).

- By the end of Key Stage 1, it is anticipated that most children will have developed a cursive handwriting style.

#### *Resources*

Y1 Collins Treasure House Resources

Y2 Collins Treasure House Resources

### Key Stage 2

- By the end of Year 4 it is anticipated that all children will use cursive handwriting for all writing except where other special forms are required. Children will start to use a pen during the course of the year.

- Children should build up speed and ensure consistency in size and proportions of letters, and spacing between letters and words.

- Children will be shown alternative letter style options for letters such as x,z,f.

-Y5 and Y6 will be encouraged to develop their own personal style principally by experimenting with slant.

#### *Resources*

Y3 Collins Treasure House Resources

### Left Handed Children

At least 10% of the population is left-handed – a slightly higher proportion of males. There is no need for left-handed children to be disadvantaged when writing, if a few simple strategies are employed:

- Model letter formation, sky writing, etc. specifically for left-handed children with your left hand.

- Make sure that left handed children sit on the left of right handed children.

- Left -handed children usually need to have the paper slightly to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.

- Experiment with the seat height – some left handed children may need a higher seat to view their work clearly and to prevent the elbow locking into their side as they work across the paper.

-To avoid smudging their work Left handed children should be encouraged to position their fingers about 1.5cm away from the end of their writing implement. The pencil should sit in the 'V' between the thumb and the forefinger, sitting parallel to the thumb. The wrist should be straight.

- Writing from left to right is more difficult for left-handed children. They should, therefore be given more attention in the classroom to ensure that they do not learn bad habits of position, posture and pen hold which will deter a fast, fluent and legible hand.

## Spelling Policy & Practice

At Sir Edmund Hillary Primary School we believe that spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary we are enabling them to become effective communicators.

### Aims

By adopting a consistent approach to spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enable children to write independently
- Promote confidence and positivity in spelling
- Enhance proof reading and editing skills
- Help children recognise spelling is a lifelong skill

### Rationale

We follow a systematic sequence for teaching, practicing or attempting any spelling. This approach is taken from 'Jason Wade – Sounds and Syllables training' which is:

- Evidenced-founded on the principles of how English spelling works
- Simple-just 4 steps to remember
- Universal-works with any word and students of all abilities
- Developmental-builds on what student already know
- Independent-supports children when writing independently

### Teaching & Learning Opportunities

The teaching and learning of phonics and the correspondence between letters and sounds underpins the spelling strategies taught across school.

All children learn that spelling starts with phonics which is a code for speech. These speech sounds are represented with a letter or combination of letters.

- Alphabetic code
- Spoken word
- Speech sounds g/oa/s/t
- Spellings gh o s t
- Written word ghost

### *Foundation and KS1*

Specific sessions following the Letters and Sounds programme are taught daily in the Foundation Stage and Key Stage One.

Staff plan effective and high quality lessons in phonics to ensure progression. A range of interactive resources are available for teaching staff and staff are encouraged to use whiteboards so that children can write quickly during the sessions and 'show me' to provide effective and regular assessment for learning.

### *Key Stage 2*

In Key Stage 2 spelling is taught based on the National Curriculum Framework. Throughout KS2 small groups of children may work with TA's continuing with the appropriate letters and sounds if skills are not embedded.

A daily spelling session will take place across KS2 where spellings are introduced using the 'Jason Wade approach' to learning and locking in spellings. (See Appendix D for the summary of Strategies)

- Children are encouraged to read the words and listen to the words being spoken in a 'spelling voice'.
- Children are encouraged to snip the words into syllables and draw the syllable lines within each word.
- Children are then encouraged to focus on one syllable at a time and draw the sound buttons.
- Children are to say the sounds and write down the corresponding letters for each sound.
- Children are to then review the word highlighting any part they have misspelt using this as a learning opportunity by targeting tricky spellings.
- The children then lock in spellings by comparing and contrasting words, finding other words with the same spelling pattern.

Children will have access to the Sounds and Syllables resource sheet (Appendix E) to support them throughout the day in all topic areas.

## Roles and Responsibilities within the Writing Curriculum

Phase leaders will identify areas for development, resource needs and support the moderation of standards across the school.

A Curriculum Team will monitor standards across school and facilitate communication back to year groups the best practice

## Supporting documents

Teaching and Learning Policy- which includes the Marking and Feedback policy

Revised Framework for Literacy Support for Writing –

Text Types Guidance & Progression

Letters and Sounds- phonic progression and teaching sequence and guidance

**APPENDIX A: HANDWRITING SCRIPT**

**Precursive Upright (Unit 2)**

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m  
n o p q r s t u v w x y z  
The quick brown fox jumps  
over the lazy dog.

**Cursive Upright (Units 3-4)**

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m  
n o p q r s t u v w x y z  
The quick brown fox jumps  
over the lazy dog.

**Cursive Slanted (Units 5-9)**

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m  
n o p q r s t u v w x y z  
The quick brown fox jumps  
over the lazy dog.

## Appendix B- Teacher's Script for letter formation **Year 1 Onwards**

### C shaped letters

Children will need to have it explained that these letters are likened to a clock, it starts with a clockwise movement to 'one o'clock' and then an anticlockwise movement.

c = start on the line, swing over to one, swing back and round.

a = start on the line, swing over to one, swing back round, up and down and join.

g = start on the line, swing over to one, swing back round, up and right down and loop.

d = start on the line, swing over to one, swing back round, right up and down and join.

o = start on the line, swing over to one, swing back and round and join across.

q = start on the line, swing over to one, swing back round, up and right down and join

### n shapes

n = start on the line, sweep up, straight down, back up, bridge over and join.

m = start on the line, sweep up, straight down, back up, bridge over and over and join.

h = start on the line, sweep right up, straight down, half back up, bridge over and join.

b = start on the line, sweep right up, straight down, half back up, circle round and back, join up.

p = start on the line, sweep up, straight right down, back up, right round, back under, join up.

### L shapes

L = Start on the line, sweep right up, straight down, join up.

i = Start on the line, sweep half way up, straight down, join up. Dot your i when you have finished your word.

t = Start on the line, sweep right up, straight down, join up. Cross your t when you have finished your whole word.

u = Start on the line, sweep half way up, straight down, under and up, back down and join.

y = Start on the line, sweep half way up, straight down, under and up, right down, loop and up.

v = start on the line, sweep up, slant down, slant up, join across.

w = start on the line, sweep up, slant down, slant up, down, up and join across.

### Left over letters

k = Start on the line, sweep right up, straight down, half back, loop over and round, slant down and join up.

r = start on the line, sweep up, straight down, straight back up and over and join.

s = start on the line, sweep up and over, snake back, bulge over, trace back and join.

e = start on the line, diagonally up, over down and round and join.

z = start on the line, sweep up, straight across, slant down, straight back.

x = start on the line, sweep up, diagonally across, pencil off to the line, slant up and join at the top.

j = start on the line, sweep up, straight right down, loop round, join up.

f = start on the line, sweep diagonally up, loop over, straight right down, loop and up.

## Appendix C -Handwriting Sequence

Autumn	FS2	Y1	Y2	Y3
1	Practising patterns and letter like shapes	Small letters í l	sh ch	aí ar un
2		Small letters t u	wh th	er ír ur
3		Small letters y j	bl cl gl	aír are
4		Practising small letters l t and u y j	cr dr tr	aer eír ear
5		Small letters r n	sm sn sp	ore oor
6		Small letters m h	cl sl	Silent letters K w g
7	Small letters í	Small letters b k	initial letters days	Silent letter h
8	Small letters l	Practising small letters r n m h b k	initial letters months	Silent letters b t
9	Small letter t	Small letters c o	numbers one- ten	Double letters tt mm
10	Small letters u	Small letters a g	numbers eleven - twenty	Double letters dd bb
11	Small letter y	Small letters d q	wh bl tr	Double letters bb tt dd gg pp zz
12	Small letter r	Practising small letters c o a d g q	ack ike oke	ou ví wí
13	Small letter n	Small letters p e	ade ide ode	Prefixes un dí

Spring	FS2	Y1	Y2	Y3
1	Small letters m	Small letters s f	ate íte ute	Prefixes de re
2	Small letters h	Small letters v w	Aí ay	Prefixes pre

3	Small letters b	Small letters x z	igh ea ey a aigh	Letter joins ab ul it
4	Small letter k	Practising small letters s f v w and z x	ee ea e-e	Prefixes mis non
5	Small letter c	Rhyming words it, ill	le ey e	Prefixes ex co
6	Small letter o	Rhyming words in ip	i-e igh	Prefix anti
7	Small letter a	Rhyming words ick ing	le y ye	Letter joins ol wh ot
8	Small letter g	Rhyming words ig	ode ai ee igh	Suffixes ful ly
9	Small letter d	Building words ab ack	o-e oa	Suffixes less
10	Small letter q	Building words ad ag	old	ar ai ab un
11	Small letter p	Building words all am	ow ou ough	ou vi wi it
12	Small letter e	Building words amp an	oo ew	al ul ot wh
13	Small letter s	Building words and ankle	oa old ou oo	ph

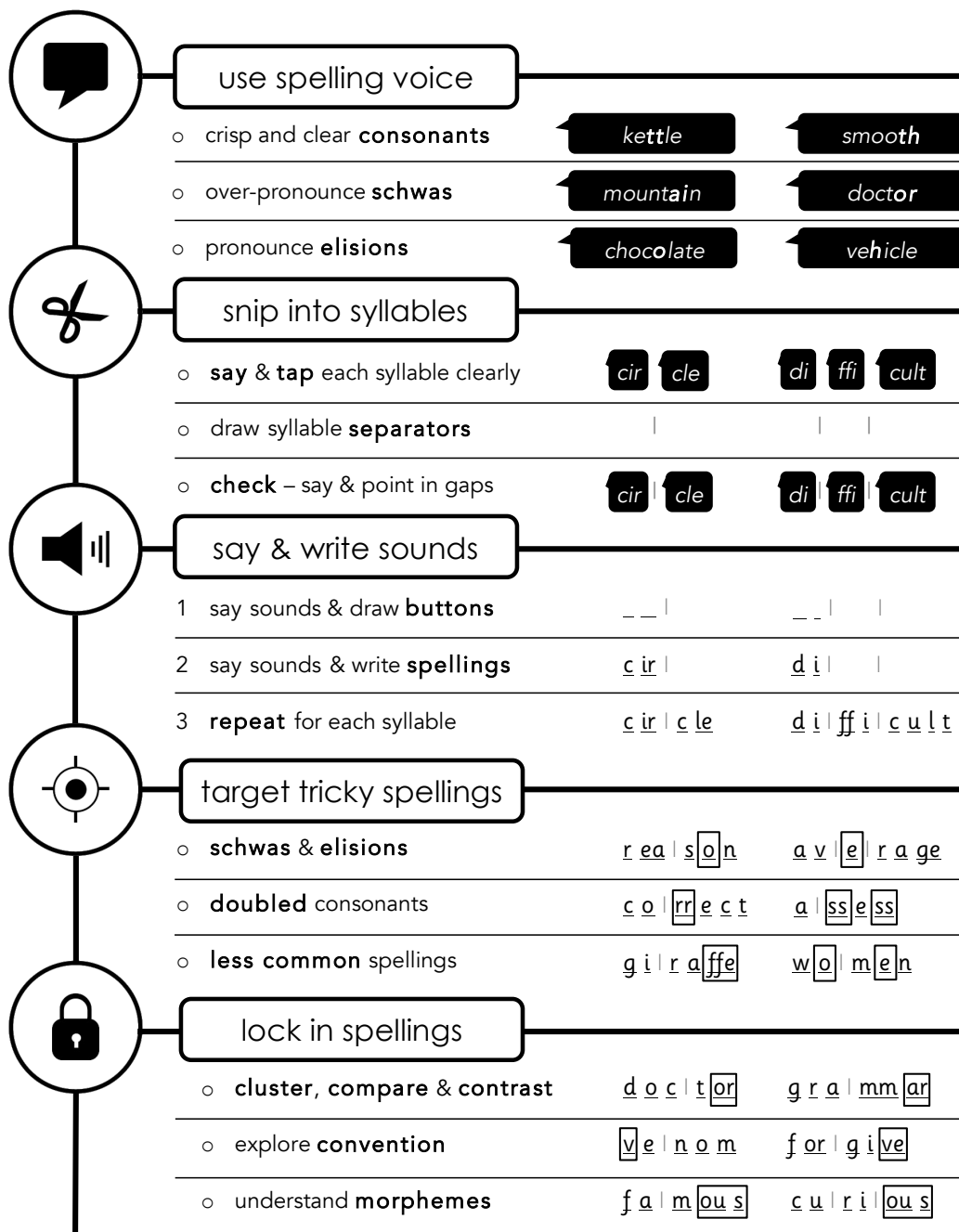
Summer	Rec	Y1	Y2	Y3
1	Small letter f	Building words ar ash	u-e ue	
2	Small letter v	Building words atch	u ou ui	
3	Small letter w	Building words	ar or er	

		aw ay		
4	Small letter x	Building words et ell	ue ou ar er	
5	Small letter z	Building words en est	compound words	
6	Capital letters ABCD	Building words ick iff	prefixes un dis	
7	Capital letters EFGH	Building words lg in	letter joins vi wi	
8	Capital letters IJKL	Building words it ob	Multisyllabic words ab ul ot	
9	Capital letters MNOP	Building words ock og	High frequency words a -f	
10	Capital letters QRST	Building words op ot	High frequency g - m	
11	Capital letters UVW	Building words ub uck	High frequency n - s	
12	Capital letters XYZ	Building words ug um	High frequency t - y	
13		Building words un ut		



# sounds & syllables

the sensible spelling system



# sounds & syllables

the sensible spelling system

<b>a</b> 	<b>e</b> 	<b>i</b> 	<b>o</b> 	<b>u</b> 
a apple	e egg ea bread ai said a many	i igloo y myth a cottage e pretty	o octopus a watch au sausage	u umbrella o glove ou young oo book oul could
<b>ai</b> 	<b>ee</b> 	<b>ie</b> 	<b>oi</b> 	<b>ow</b> 
ai train ay play a-e game a paper ea break ei vein ey grey eigh eight aigh straight et ballet	ee bee ea seat e me y baby ey monkey e-e theme i alien ie thief ei ceiling ae algae	ie pie i find i-e time y fly igh night	oi coins oy boy	ow crown ou house ough plough
<b>oa</b> 	<b>oo</b> 	<b>yoo</b> 	<b>ar</b> 	
oa boat ow slow o-e hope o go oe toe ough dough	oo moon ew chew u-e rude u truth ou soup ue blue	ui fruit o move oe shoe ough through eu sleuth	u-e cube ew few ue value u unit ar car a father ai half	
<b>air</b> 	<b>eer</b> 	<b>or</b> 	<b>oor</b> 	
air chair are care ear bear ere where a parent ai hairy	eer beer ear near ere here ier fierce e hero ee eerie	or horn ore more aw draw a ball au haunt our four	ar warm o story oar board al walk ough bought augh caught oor door ure sure our tour u jury	
<b>yoor</b> 	<b>ur</b> 	<b>uh</b> 		
ure cure u fury	ur burger er her ir bird or worm ear earth our journey	er spider a along e oven o lesson u circus ar collar or doctor our flavour ure treasure ou famous re metre ai captain		

# sounds & syllables

the sensible spelling system

<b>b</b>  b butterfly bb rubbish bu build	<b>k</b>  c cat k kitten ck sock ch school cc soccer	<b>ch</b>  ch cheese tch catch t nature	<b>d</b>  d dog dd teddy ed turned	<b>f</b>  f fish ff sniff ph photo gh laugh
<b>g</b>  g go gg wiggle gu guess gue league gh ghost	<b>h</b>  h hot wh whole	<b>j</b>  j jar g giant ge fringe dge fudge gi region dg badger dj adjust	<b>l</b>  l leaf ll pull	<b>ul</b>  le bottle al petal el label il evil ol symbol
<b>m</b>  m mouse mm summer me some mb thumb mn autumn	<b>um</b>  m prism	<b>n</b>  n nail nn funny kn knot gn sign ne engine	<b>ng</b>  ng king n wink	<b>p</b>  p pan pp happy
<b>qu</b>  qu queen	<b>r</b>  r rabbit rr carry wr wrist rh rhyme	<b>s</b>  s sun ss hiss se horse c cell ce dance sc scent st castle sw answer	<b>sh</b>  sh shoe ch chef fi fiction ci special si mansion ssi mission ss pressure s sugar	<b>zh</b>  s treasure si vision g genre ge collage
<b>t</b>  t tree tt bottle ed tipped tle rosette bt doubt pt receipt	<b>th</b>  th thumb	<b>th</b>  th feather	<b>v</b>  v van ve love f of	<b>w</b>  w water wh why u penguin
<b>ks</b>  x box	<b>gz</b>  x exit	<b>y</b>  y yarn	<b>z</b>  z zombie zz buzz s his se nose ze freeze ss dessert	

## Appendix F-Spelling Sequence

Foundation and Y1 follow the sequence as specified within the Letters and Sounds Plan. Y2 begin to blend this with grammatical structures pertinent to the genre being covered.

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Aut 1	Adding the suffix ed	Adding the suffix ed doubling rule	Adding the suffix ed. Drop the e	Adding the suffix ed. Change the y to an i	Adding suffix ing.	Adding the suffix ing doubling rule	Adding suffix ing words ending in y
Aut 2	Adding the suffix ing. Drop the e	Adding the suffix ment/ness	Adding the suffix ful and less	Adding the suffix ly	Adding the suffix er	Adding the suffix est	Contractions
Spring 1	Possessive apostrophe	/l/ sound spelt le and el	al or all	adding s or es	/o/ spelt with 'a' after w	/n/ spelt kn and gn	Common Exception words
Spring 2	Prefix un	Homophones	Prefix dis	/j/ spelt dge and ge	/r/ spelt wr	g or j	/igh/ spelt with a 'y' at the end
Sum 1	/or/ spelt 'a' before l and ll	Singular and plural	tion	/ee/ spelt ey	/u/ spelt with an 'o'	/zh/ spelt 's'	Common Exception Words
Sum 2	Months of the year/time	Months of the year/time	Revision of spelling rules for adding 'ed'	Revision of adding ing	Revision of er	Revision of est	Revision of ment and ness

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Aut 1	long e sound spelt ei	long e sound spelt ey	long e sound spelt ai	long e sound spelt ear	Homophones and near homophones	Homophones and near homophones
Aut 2	Creating adverbs adding the suffix ly	Creating adverbs adding the suffix ly	Creating adverbs adding the suffix ly, root le	Creating adverbs adding the suffix ly, root ic or al	Creating adverbs adding the suffix ly, exceptions	Statutory spelling challenge words
Spring 1	short l sound spelt with a y	Adding suffixes er/ed/ing	Adding suffixes er/ed/ing, doubl e last consonant	Using the prefix mis	Using the prefix dis	Words using a k sound spelt ch
Spring 2	Homophones and near homophones	Homophones and near homophones	Adding the prefix bi and re	Words ending in a g sound spelt gue and a k sound spelt que	a sh sound spelt ch	Statutory spelling challenge words
Sum 1	Words ending in ary	a short u sound spelt o	a short u sound spelt ou	Word families	Word families	Word families
Sum 2	Adding the suffix al	Words ending in a zher sound spelt sure	Words ending in a cher sound spelt ture	Words ending in a cher sound spelt ture	Silent letters revision	Silent letters revision

Year 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Aut 1	aw spelt augh and au	Adding the prefix in	Adding the prefix im	Adding the prefix il and ir	Homophones and near homophones	shun spelt sion
Aut 2	shuhn sound spelt sion	shuhn sound spelt ssion	shuhn sound spelt tion	shuhn sound spelt cian	ough to make a long o	Statutory spelling challenge words
Spring 1	Homophones and near homophones	Homophones and near homophones	Nouns ending ation	Nouns ending ation	Adding the prefix sub and super	Plural possessive apostrophes
Spring 2	s sound spelt sc	soft c spelt ce	soft c spelt ci	Word families	Word families	Statutory spelling challenge words
Sum 1	Adding the prefix inter	Adding the prefix anti	Adding the prefix auto	Adding the prefix ex	Adding the prefix non	Words ending in ar/er
Sum 2	Adding the suffix ous	Adding the suffix ous	Adding the suffix ous (words ending in y become i and our become or)	Adding the suffix ous (words ending in e drop the e except ge)	Adverbials of frequency and possibility	Adverbials of manner

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Aut 1	endings that sound like/shuhs/spelt with cious	endings that sound like/shuhs/spelt with iouts or -ious	the short vowel sound /i/ spelt with y	the long vowel sound /i/ spelt with y	Homophones & near homophones	Homophones & near homophones
Aut 2	'silent' letters	'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility and frequency	Statutory Spelling Challenge Words
Spring 1	Creating nouns using -ity suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones & Near Homophones	Homophones & Near Homophones	Homophones & Near Homophones
Spring 2	an /or/ sound spelt 'or'	/or/ sound spelt 'au'	Convert nouns or adjectives into verbs using the suffix -ate	Convert nouns or adjectives into verbs using the suffix -ise	Convert nouns or adjectives into verbs using the suffix -ify	Convert nouns or adjectives into verbs using the suffix -en
Sum 1	Words containing the letter string 'ough'	Words containing the letter string 'ough'	Adverbials of time	Adverbials of place	an /ear/ sound spelt 'ere'	Statutory Spelling Challenge Words
Sum 2	Unstressed vowels in polysyllabic words	Adding verb prefixes de- and re-	Adding verb prefix over-	Convert nouns or verbs into adjectives using suffix -ful	Convert nouns or verbs into adjectives using suffix -ive	Convert nouns or verbs into adjectives using suffix -al

Year 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Aut 1	Ambitious Synonyms: Adjectives	Homophones & Near Homophones: Nouns that end in - ce/-cy and verbs that end in -se/-sy	Adjectives ending in -ant into nouns ending in -ance/ - ancy	Adjectives ending in -ent into nouns ending in -ence/ - ency	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel	Hyphens: To join compound adjectives to avoid ambiguity
Aut 2	Words ending in - able	Words ending in - able	Words ending in - ably	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Creating diminutives using prefixes micro or mini
Spring 1	Adding suffixes beginning with vowel letters to words ending in -fer	a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory Spelling Challenge Words
Spring 2	endings which sound like /shuhl/ after a vowel letter	endings which sound like /shuhl/ after a consonant letter	a 'soft c' spelt /ce/	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory Spelling Challenge Words
Sum 1	Word families based on common words, showing how words are related in form and meaning	Words that can be nouns and verbs	Words that can be nouns and verbs	a long /o/ sound spelt 'ou' or 'ow'	Words ending in - ible	Words ending in - ibly
Sum 2	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms

## Appendix G-Generic language and structural features with explanation of terminology

Terminology	Definition	Example
<b>Language Features</b>		
Simile	A comparison using 'like' or 'as' to create a vivid image.	As big as a whale; float like a butterfly, sting like a bee
Metaphor	A comparison made without using 'like' or 'as'.	'Sea of troubles' and 'drowning in debt'
Personification	A type of imagery in which non-human objects, animals or ideas are given human characteristics	The jaws of the cave, the leaves danced in the breeze
Pathetic fallacy/ sympathetic background	The environment (usually the weather) reflects the mood of the character or scene	The fog crept evilly through the streets as he stalked his victim.
Onomatopoeia	The sounds of words to express or underline their meaning, sensory imagery.	Crunch, pop, screech
Alliteration	The repetition of the same sounds usually at the beginning of words.	Reuse, renew, recycle
Assonance	The repetition of vowel sounds in a series of words.	Harsh bark, moonlit pool
Rule of three	Repetition in a group of three to strengthen an idea or argument.	Freedom, equality, and justice
Connotations	Implied meanings suggested by a word rather than its literal meanings.	Red is a colour - but can imply danger, anger and stop.
Hyperbole	Over-the-top exaggeration for effect	I have ten tonnes of homework to do.
Repetition	Words, phrases or ideas that are repeated for effect	This is serious, incredibly serious.
Rhetorical questions	A question asked for effect with no answer expected.	Do you think that I'm made of money?
Emotive language	Words chosen to bring an emotional response.	Defenceless, hard-hearted
<b>Structural Features</b>		
Openings	The start of a text must interest the reader.	Comment on how the writer introduces ideas and raises questions.
Focus	This is what the writer focuses on as the text develops.	Analyse what is implied, eg a gloomy landscape implies an unhappy situation - what is causing that unhappiness? What will happen next?
Shifts	Changes in ideas and perspectives, eg outside to inside.	Comment on how this change is effective, eg creates contrast.
Contrast	The differences between two things.	Comment on the effect a drastic or subtle difference produces.
Repetition or patterns	When words, phrases or ideas are repeated for effect	Repetitive features can highlight key meanings, indicate a development or show a lack of change.

Pace	The feeling of speed in the writing – are events and ideas revealed to the reader slowly or quickly?	Ask what effect is created by altering the pace, eg a slow pace builds tension or suggests boredom, a quicker pace may suit a piece about things happening at speed
Temporal references	References to time.	Comment on how time is used to speed up or slow down the pace of the text.
Order of events	This could be chronological or writers might choose to start at the end, in the middle, or with flashbacks / flash forwards.	Comment on how the order of events introduces and prioritises key ideas – and how this engages the reader.
Endings	The conclusion of a text may be neat or leave us with questions	Think about how the reader feels at the end. Have their feelings changed since the opening?
Withholding information	Clues and hints are given without revealing everything at once.	Analyse what is implied by hints – how does this build the reader's expectations?
Dialogue	Conversations and speech.	How does dialogue move the text forward?
Headings, subheadings and questions	Divides the content of texts into topics and sub topics, can signal the start of new points.	How do they guide readers through a text?
Bullets	Bullets can summarise and simplify a range of ideas.	Why does the writer summarise certain points?
Sentence structures	Varied types of sentences, eg simple, compound and complex.	Comment on how sentence structures affect the fluency of the text, eg a sudden short sentence could reveal shocking information.
Paragraph lengths	These vary like sentences eg, to highlight significant points or to provide a detailed account.	Comment on how paragraph lengths affect the development of the text,



## Appendix H-Writing Assessment Moderation statements



Year Five

Blue = National Curriculum	Child's Initials							
School								
<b>Transcription - Handwriting</b>								
Writing is legible and fluent.								
<b>Composition</b>								
Varied stylistic features may support both purpose and effect, e.g. alliteration, metaphors, puns, emotive phrases.								
Vocabulary predominantly appropriate to text type and genre. Precise word choice may create impact and augment meaning.								
Purpose of writing is clear and generally maintained with some effective selection and placing of content to inform / engage the reader								
Features of selected form are established and maintained throughout the text.								
Viewpoint is established. Contrasting attitudes / opinions may be presented. Some use of expert comment may be used to suggest credibility (rabbits are popular pets because they can live outdoors in all weather).								
Content is balanced, e.g. between action and dialogue; fact and comment.								
<b>Organisation of Text and Use of Paragraphs</b>								
Sequencing of paragraphs and / or sections contributes to overall effectiveness of text.								
Devices are used to build cohesion within a paragraph [for example, then, after that, this, firstly]								
Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]								
Information / events developed in depth within some paragraphs and / or sections.								
<b>Vocabulary, Punctuation and Grammar</b>								
Includes complex sentences using relative clauses								
Use of who, which, where, when, whose to introduce a relative clause								
Relative clauses introduced by the use of an implied (omitted) pronoun eg (The woods, both dark and dangerous, versus The woods, which were both dark and dangerous)								
Appropriate use of a range of adverbials to link sentences or clauses eg (on the other hand, in contrast, as a consequence)								
Sentences punctuated accurately including use of inverted commas/speech marks and apostrophes.								
Commas used within sentences to clarify meaning or avoid ambiguity.								
Brackets, dashes or commas used to indicate parenthesis								
A range of verb forms develops meaning, and appropriate tense choice is maintained including use of modals (should, might, could, will, must) (it will probably leave of its own accord...we could catch a later train, but will we arrive on time?).								
Adverbs used to indicate degrees of possibility [for example, perhaps, surely]								
Modifiers are used to qualify, intensify or emphasise (exceptional result, insignificant amount)								
<b>Spelling</b>								
Apply taught Y5/6 spelling rules to spell some of these words correctly.								
Spelling some Y5/6 common exception words correctly.								
Continue to spell most common homophones correctly								


Continue to spell most words with contracted forms correctly								
Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals.								
Spell some words with silent letters								
Begin to use the first 3 or 4 letters in a word to check its spelling in a dictionary								
Begin to use dictionaries to check the spelling and meaning of words								
Begin to use a thesaurus								
Adding taught prefixes and suffixes (Y5/6) to words and spelling many of them correctly								



Year Four

Blue = National Curriculum	Child's Initials							
	School							
<b>Transcription - Handwriting</b>								
Letters are consistent in size and proportion with both letters and words evenly spaced								
Letters are joined using diagonal and horizontal strokes only where appropriate								
Writing is showing increasing legibility and fluency.								
<b>Composition</b>								
Ideas and events developed through some deliberate selection of phrases and vocabulary, e.g. technical terminology; vivid language; word choice for effect or emphasis.								
Some use of stylistic features support purpose, e.g. formal / informal vocabulary; appropriate use of similes.								
Writing is clear in purpose and incorporates relevant content to inform / engage the reader.								
Features of text type / genre are appropriate to the task , e.g. choice of tense / verb form; layout; formality.								
Viewpoint is expressed and maintained throughout text.								
<b>Organisation of text and the use of paragraphs</b>								
Organisation through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings.								
An appropriate opening and closing, which may be linked.								
Fronted adverbials contribute to linking of text.								
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition								
Paragraphs are used to organise ideas around a theme								
<b>Vocabulary, punctuation and Grammar</b>								
Extend variation in sentence structure through a range of openings, e.g. fronted adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech.								
A wider range of conjunctions used throughout and across texts to join sentences with more than one clause.								
Commas used after fronted adverbials.								
*Apostrophes used to denote both singular and plural possession								
*Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]								
*Tense choice appropriate and consistent with verb forms varied and grammatically accurate in terms of Standard English.								

*Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair								
*Adjectives used for precision, clarity and impact eg difference between hot, warm , tepid, lukewarm etc (shades of meaning)								
*Sometimes deletes words in sentences to see which are essential to retain meaning and which are not. (e.g. over use of adjectives)								
*Apply taught Y3/4 spelling rules to spell most of these words correctly.								
*Spelling most Y3/4 common exception words correctly.								
*Spell most common homophones correctly.								
*Continue to spell most words with contracted forms correctly.								
* Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals.								
*Use the first 2 or 3 letters in a word to check its spelling in a dictionary								
*Adding taught prefixes and suffixes (Y3/4) to words and spelling most of them correctly								

 Year Three Blue = National Curriculum	Child's Initials							
School								
<b>Transcription - Handwriting</b>								
Letters are consistent in size and proportion with both letters and words evenly spaced								
*Letters are joined using diagonal and horizontal strokes only where appropriate								
*Writing is showing increasing legibility and fluency.								
<b>Composition</b>								
Some detail / description of events or ideas expanded through vocabulary (simple adverbs, adjectives) or explanation. Some vocabulary selected for effect or appropriateness to task.								
*Some awareness of purpose through selection of relevant content and an attempt to interest the reader.								
* Features of writing generally appropriate to the selected task, e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions.								
* Viewpoint (opinion, attitude, position) is expressed, but may not be maintained.								
<b>Vocabulary, Punctuation and Grammar</b>								
*A variety of sentence types are used appropriately.								
Using sentences with more than one clause, which are mostly grammatically accurate., e.g. correct subject / verb agreement; security of tense and person; correct use of subordination								
*.Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].								
*Boundaries correctly identified and demarcated between separate sentences. (Be wary of comma splicing!)								
*Meaning clarified through the use of exclamation marks eg Jack took off his heavy coat because it was so warm!								
*Apostrophes used to denote singular possession.								
*Inverted commas/speech marks used to punctuate direct speech.								
*Tense choice generally consistent, mainly grammatically accurate and appropriate to task including use of present perfect where appropriate.								

*Some evidence of adjectives being used for precision, clarity and impact (beginning to understand that adjectives can be compared on a scale of intensity)									
*Expanded noun phrases add relevant and meaningful detail.									
<b>Organisation of text and the use of paragraphs</b>									
* Ideas and events are sequenced using adverbs of time or manner or place.									
*A simple opening and ending ( <i>Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...</i> )									
*Simple adverbials / pronouns may link sentences, sections or paragraphs ( <i>when we got there, after that</i> ).									
*Some linking of ideas / events – flow may be disjointed or abrupt									
*Simple text structure with an attempt to organise related ideas into paragraphs.									
*Headings and sub-headings aid presentation where appropriate.									
<b>Spelling</b>									
*Apply taught Y3/4 spelling rules to spell some of these words correctly.									
* Spelling most common Y2 exception words correctly.									
*Spelling some Y3/4 common exception words correctly									
*Spell many common homophones correctly									
*Spell most words with contracted forms correctly.									
*Place the possessive apostrophe accurately in many words with regular and irregular plurals.									
*Begin to use the first 2 or 3 letters in a word to check its spelling in a dictionary									
*Adding taught prefixes and suffixes (Y3/4) to words and spelling many of them correctly									



Year One

Blue = National Curriculum	Child's Initials									
	School									
<b>Vocabulary, grammar and punctuation.</b>										
Independently written simple sentences.										
Beginning to use compound sentences										
Word and clauses are joined using and										
Spaces left between words										
Sentences sometimes demarcated with capital letters AND full stops.										
Sentence boundaries sometimes demarcated with an exclamation or question mark.										
Capital letters used for names of people, places, days of week and personal pronoun I.										
<b>Organisation of text and use of paragraphs.</b>										
Sentences within simple texts are sequenced.										
A simple opening and/ or ending ( <i>Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...</i> )										

Some ideas/events linked by connecting vocabulary, e.g. through repetition of a connective, subject or pronoun relating to the main idea (I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on; my dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire).									
<b>Handwriting</b>									
Lower case letters are formed correctly									
Capital letters and digits are formed correctly									
<b>Writing Composition</b>									
Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary (the policeman wore a helmet and a badge); simple description (the giant has red hair).									
Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions.									
<b>Spelling</b>									
Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly.									
Apply taught Y1 spelling rules to spell many words correctly.									
Spelling many Y1 common exception words correctly.									
Spell the days of the week correctly (ensuring capitalisation).									
Name the letters of the alphabet in order.									
Use letter names to distinguish between alternative spellings of the same phoneme.									
Adding Y1 suffixes to spell some words correctly in their writing									