



Mountford Manor

**Curriculum Policy**

**Writing**

"You can make anything by writing."

C.S. Lewis

### Whole School curriculum Intent:

At Mountford Manor Primary School, children are supported, guided and inspired through our excellent teaching practises, to achieve academic success through a [knowledge-engaged](#) approach to the curriculum, which centres around a key stimulus.

Developing the whole child is at the centre of everything we do and our intention is that the curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

Through our values based approach, the curriculum encourages children to become kind, considerate and accepting individuals who make positive contributions to their community and beyond.

At Mountford we aspire for children to **Make the Most** of their **Potential**.

To do this, we strive for children to;

- Be **Motivated** Learners
- Seek **Meaningful** futures
- Become **Proud** citizens

In order for us to ensure our pupils "Make the Most of their Potential" 5 instrumental **Golden Threads** underpin and weave through everything we do at the school. We believe these threads enable children to have the essential knowledge and skills that they need to be educated citizens.

1. **Embed values** and a sense of community
2. **Develop oracy** through immersing pupils in a language rich environment
3. **Cultivate a sense of value** in the love of reading
4. **Enable and facilitate opportunities and experiences** to accumulate advantage; inspiring ambition and aspiration.
5. **Encourage curiosity**; pupils want to pupils do more, to know more; and therefore, remember more.

How the **5 Golden Threads** are embedded in our Writing Curriculum

Golden Thread	How this is embedded in Writing
<b>Embed Values</b>	Children are given opportunities to show various values through their writing for example writing a letter of thanks or writing a poem about a friend. During the writing process; children are also given the opportunity to demonstrate values such as persistence; resilience and cooperation.
<b>Develop Oracy Skills</b>	To support the writing process, children are encouraged to talk and discuss their ideas with their peers. At school we value the role oracy plays in developing and expanding ideas. We use language frames to first encourage the children talk and then write like an expert.
<b>Cultivating a culture of readers</b>	Where possible Writing units are linked to and/or inspired by a key text including poetry, myths and legends, fiction, fantasy and fairy tales.
<b>Giving exposure to real life opportunities and experiences</b>	Where possible, the school encourages real-life authors to come into the school and talk about what it is like to write and publish a story. The school works closely with the National Literacy trust to give the children opportunities to write for a range of purposes and audiences.
<b>Encourage curiosity</b>	By gaining a widening knowledge and understanding of different writing skills; children develop a good sense of how to write for a variety of purposes. By knowing more; gives children the confidence to

	write. This inspires them to seek more opportunities to write more in the future.
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### **Writing Curriculum Intent**

At Mountford Manor the writing intent is for all children to develop the knowledge and skills to develop their writing so they have the opportunity to communicate their ideas and learning effectively, both orally and in writing. We want all children to be exposed to a breadth of genres, quality texts and vocabulary which ensures they are equipped to succeed in written outcomes.

### **Aims and Objectives:**

The writing curriculum at Mountford Manor aims to ensure that all pupils:

- Are given the opportunity to write for a wide range of purpose and audiences.
- Are exposed to high quality models within their writing lessons.
- Write in response to high quality, age appropriate texts which are diverse and representative of the children within our school.
- Build upon their prior learning and writing experiences to ensure children continue to progress.
- Write with an increasing level of skill and accuracy as a result of robust planning.
- Develop their vocabulary and use effective and precise word choices in their writing as a result.

### Writing Progression

The following writing progression documents; supports the development of writing across the school. This ensures children are building upon prior knowledge and skills from previous years.

### Spelling Progression

For 2022-23, the school have decided to use Spelling Shed as its scheme of work to support the development of spellings across KS2. In EYFS and KS1, children will follow the school's SSP (Little Wandle) to develop spellings alongside the development of phonics for reading. The Spelling Shed scheme of work gives an organised progression through the Spelling and Grammar objectives outlined in the English National Curriculum.

For an outline of the progression of spelling knowledge and skills taught in year group please read the Spelling Shed MTP document.

### Genre (Purpose for Writing) Progression

To ensure children are taught the features of various genres and also have experience in different purposes for writing the school has mapped out what genres will be taught when for each year group. In Term 6; teachers are given flexibility to reteach or further cover genres where Assessment for Learning has shown their maybe potential weaknesses or misconceptions.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Re-tell a traditional tale	A diary entry	Postcard from fictional character.	Character description.	Alternative ending.	TBC – Based on gaps.
	Invitation (To argue -persuade)	A set of rules (To explain – instruct)	Fact File (To inform- report)	Wanted Poster (To argue -persuade)	Recount based on experience (To inform – recount)	Processes or cycles.
Year 2	Re-tell a traditional tale.	A diary entry.	Postcard from fictional character.	Character description.	Alternative ending.	TBC – Based on moderation needs.
	Invitation (To argue -persuade)	A set of rules (To explain – instruct)	Fact File (To inform - report)	Wanted Poster (To argue -persuade)	Recount based on experience. (To inform – recount)	TBC – Based on moderation needs.
Year 3	Re-tell a traditional tale from the perspective of a different character.	Fictional diary writing	Informal letter from fictional character.	Setting and character description.	New chapter.	TBC – Based on gaps.

	Persuasive letter (To argue -persuade)	Recipe (To explain – instruct)	Non-chronological report (To inform – report)	Persuasive leaflet (To argue -persuade)	Diary in role (To inform – recount)	Explanation – cross curricular
<b>Year 4</b>	Re-tell a traditional tale from the perspective of a different character.	Fictional diary writing.	Informal letter from fictional character.	Setting and character description.	New chapter.	TBC – Based on gaps.
	Persuasive letter (To argue -persuade)	Recipe (To explain – instruct)	Non-chronological report (To inform – report)	Persuasive leaflet (To argue -persuade)	Diary in role (To inform – recount)	Explanation cross curricular.
<b>Year 5</b>	Fracture a traditional tale.	Fictional diary writing from contrasting points of view.	Informal letter and response from two contrasting views.	Story opening – with a focus on atmosphere created through character and setting.	Prequel or sequel.	TBC – Based on gaps.
	Persuasive Speech (To argue -persuade)	Survival Guide (To explain – instruct)	Newspaper Report (To inform – report)	Balanced argument (To argue -discuss)	Letter in role (To inform – recount)	Explanation cross curricular.
<b>Year 6</b>	Fracture a traditional tale.	Fictional diary writing from contrasting points of view.	Informal letter and response from two contrasting views.	Story opening – with a focus on atmosphere created through character and setting.	Prequel or sequel.	TBC – Based on moderation needs.
	Persuasive speech (To argue -persuade)	Survival guide (To explain – instruct)	Newspaper Report (To inform – report)	Balanced argument (To argue -discuss)	Letter in roles (To inform – recount)	TBC – Based on moderation needs.

### **Writing Key Performance Indicators (every time I write)**

To ensure children are building upon prior knowledge and skills; children are made aware of KPI's for writing. These are elements teachers want to see in writing every time a child (who is on track) writes. These are also used to identify specific targets for those children who fall off track.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Capital letters are used to begin a sentence.</li> <li>A full stop is used to end a sentence.</li> <li>Finger spaces are between words.</li> <li>Phonics is used to spell unknown words</li> <li>Letters are formed correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters are used to begin a sentence and for a proper noun.</li> <li>A full stop is used to end a sentence.</li> <li>Linked sentences are coherent and cohesive.</li> <li>Phonics is used to spell unknown words</li> <li>Year 1 words are spelt mostly correctly.</li> <li>Handwriting is beginning to join.</li> <li>Finger spaces are in between words.</li> <li>Upper and lower- case letters are formed correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters are used to begin a sentence and for a proper noun.</li> <li>Punctuation is used accurately: a full stop, question mark or exclamation mark is used to end a sentence.</li> <li>Consistent use of tense</li> <li>A variety of coordinating and subordinating conjunctions are used</li> <li>Work is edited to ensure it makes sense.</li> <li>Year 1/ 2 words are spelt mostly correctly.</li> <li>Handwriting is neat and mostly joined with letters the same size.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters are used to begin a sentence and for a proper noun.</li> <li>Punctuation is accurate: inverted commas, full stops, exclamation marks, question marks, apostrophes in contracted words.</li> <li>Paragraphs are used for linked ideas.</li> <li>A variety of coordinating and subordinating conjunctions are used</li> <li>Consistent use of tense</li> <li>Work is edited to ensure it makes sense.</li> <li>Year 3 words are mostly spelt correctly.</li> <li>Handwriting is joined and legible consistently</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters are used to begin a sentence and for a proper noun.</li> <li>Punctuation is accurate – inverted commas, full stops, exclamation marks, question marks, apostrophes for contractions and possession.</li> <li>Writing is organised into paragraphs in fiction and non-fiction.</li> <li>There are a variety of sentence types used, accurately punctuated.</li> <li>Consistent use of tense</li> <li>Work is edited to ensure it makes sense.</li> <li>Work is improved considering impact on the reader (word choice, sentence structure, punctuation...)</li> <li>Year 3/ 4 spellings are mostly correct.</li> <li>Handwriting is joined and legible consistently</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters are used to begin a sentence and for a proper noun.</li> <li>Punctuation is accurate – inverted commas, full stops, exclamation marks, question marks, apostrophes for contractions and possession.</li> <li>Commas punctuation clauses.</li> <li>Writing is organised into paragraphs in fiction and non-fiction.</li> <li>There are a variety of sentence types used, accurately punctuated. (including simple, compound, complex sentences including relative clauses)</li> <li>Writing is cohesive within and between paragraphs considering tense, person and maintaining audience and purpose</li> <li>Work is edited to ensure it makes sense.</li> <li>Work is improved considering impact on the reader (word choice, sentence structure, punctuation...)</li> <li>Previous year groups' spellings are mostly accurate.</li> <li>Handwriting is joined and legible consistently</li> </ul>

## Grammar Progression

### Year 1

On entry to Year One, children should be able to:							
Use finger spaces	Use story language in oral re-telling	Form upper and lower case letters correctly	Show some awareness in their writing of full stops and capital letters				
At the end of Year One, children should be able to:							
Start sentences with a capital letter	Finish sentences with a full stop	Use capital letters for proper nouns	Use capital letters for the days of the week (spelt correctly)	Separate words with finger spaces	Sequence sentences to form short narratives	Begin to use question marks	Begin to use exclamation marks
Use a capital letter for 'I'	Write a compound sentence using the conjunction 'and'	Use a regular simple past tense verb in a sentence: <i>He <u>walked</u> to school.</i>	Add -es and -s to make plurals where no change to the root word is needed	Add -ed or -ing where no change to the root word is needed	Add -er and -est where no change to the root word is needed	Use the prefix 'un' to create antonyms: Happy – unhappy Kind – unkind	Orally rehearse sentences before writing
Children achieving the greater depth standard should also:							
Use vocabulary from across the curriculum in their writing	Use because and but to join clauses	Use noun phrases: <i>adjective + noun</i>					

## Year 2

On entry to Year Two, children should be able to:							
Spell the year one common exception words	Accurately read and write using the year one phonemes	Add –er, -est, -ing, -ed where there is not change to the root word	Form lower case letters, capital letters and digits 0-9 correctly and understand which letters belong to each family	Proof read and edit their work using word banks, displays, guided work and response to marking			
At the end of Year Two, children should be able to:							
Write a statement that starts with a capital letter and finishes with a full stop consistently	Write a sentence that ends with an exclamation mark	Form a question and use a question mark accurately	Use commas to separate items in a list:  <i>He had a bag, ball and racket.</i>	Use apostrophes for omission:  <i>He didn't</i> <i>He couldn't</i> <i>It wasn't</i>  To mark singular possession in nouns:  <i>The girl's coat.</i>	Form a command using the imperative form of a verb:  <i>Give</i> <i>Take</i> <i>Put</i>	Write expanded noun phrases: <i>Determiner + adjective + noun = the red balloon.</i>  <i>Determiner + noun + prepositional phrase = The cat in the basket.</i>	To understand compound nouns:  <i>Noun + noun = football</i>  <i>Adjective + noun = whiteboard</i>
To use coordinating conjunctions to form a compound sentence:  <i>Or</i> <i>And</i> <i>But</i>	To use subordinating conjunctions to create a complex sentence:  <i>When</i> <i>If</i> <i>That</i> <i>Because</i>	Form simple past tense sentences by adding –ed:  <i>He play<u>ed</u> at school.</i>	Use simple present tense showing subject-verb agreement:  Infinitive ( add 's' to the third person)  <i>I like</i> <i>He/she likes</i> <i>We like</i> <i>They like</i> <i>You like</i>	Use past continuous (progressive) tense:  <i>He was playing at school.</i>	Suffixes – forming adjectives by adding – 'ful'  <i>Care = Careful</i>	Suffixes – forming adjectives by adding – 'less'  <i>Help = Helpless</i>	Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding –er and –est:  <i>big – bigger - biggest</i>
Children achieving the greater depth standard should also:							



Consistently use vocabulary from across the curriculum in their writing	To be able to consistently and independently use apostrophes in their writing.						
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## Year 3

On entry to Year Three, children should be able to:							
Spell the year two common exception words.	Add –er, -est, -ing, -ed applying year two spelling rules	Proof read and edit their writing	Use simple and progressive verb forms	Accurately read and write using the year two phonemes	Write accurately punctuated, coherent sentences.	Use expanded noun phrases	Use the past and present tense consistently.
Use expected punctuation from year two.							
At the end of Year Three, children should be able to:							
Create compound sentences with coordinating conjunctions:  <i>FANBOYS</i>	Create complex sentences using subordinating conjunctions:  <i>Because Until Although If</i>	Inverted Commas:  <i>Place the spoken words between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</i>	Use a comma after a fronted adverbial phrase, prepositional phrase or an adverb ending in –ly.	Use an apostrophe for possession, singular:  <i>The boy's hat was blue.</i>	Pronouns:  <i>To know the difference between the subject and object with the personal pronoun.</i>	Knowing when to use 'a' (preceding consonant) and 'an' (preceding a vowel or vowel sound)	Expressing time, place and cause using adverbs:  <i>Then Next Soon</i>
Expressing time, place and cause using conjunctions: <i>When Before After While So Because</i>	Expressing time, place and cause using prepositions:  <i>Before After During Because of</i>	Verbs: Present Perfect –  Has/have + past participle:  <i>She has gone to the shops instead of she went to the shops.</i>	Formation of nouns using prefixes:  <i>Auto Anti Super Under</i>	Be able to identify and discuss word families based on common words:  <i>Fear, feared, fearful, fears, fearfully.</i>	Word families for meaning, word class and spelling:  <i>Solve, solution, solving, solved, solver, dissolved, soluble, insoluble.</i>		
Children achieving the greater depth standard should also:							

Consistently use vocabulary from across the curriculum in their writing.	Understand the concept of a main and subordinate clause	Begin to use commas to separate main and subordinate clauses					
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## Year 4

On entry to Year Four, children should be able to:							
Spell the year three words from the word list	Use all year three punctuation consistently and accurately	Use a range of adverbs for time, cause and place	Consistently use a range of coordinating and subordinating conjunctions	Meet expectations of the year three spelling programme	Use simple paragraphs	Use simple, progressive and perfect forms of verbs	Use direct speech, correctly punctuated.
At the end of Year Four, children should be able to:							
Using inverted commas where the speech is preceded by the speaker:  Mary yelled, "Sit down!"  Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.	Possessive apostrophes for regular singular and plural nouns	Possessive pronouns:  <i>Yours</i> <i>Mine</i> <i>Theirs</i> <i>Ours</i> <i>His</i> <i>Hers</i> <i>Its</i>	To understand the grammatical difference between a plural and possessive 's'.	To use fronted adverbials of time, manner or place separated with a comma.  <b>Time:</b> <i>Later that morning, they attacked the dragon.</i>  <b>Manner:</b> <i>With fear in their eyes, they attacked the dragon.</i>  <b>Place:</b> <i>Under the drawbridge, they attacked the dragon.</i>	To understand and use expanded noun phrases with modifying adjectives:  <i>The teacher becomes the strict English teacher with the grey beard...</i>	To understand and use expanded noun phrases with modifying nouns:  <i>Sea serpent, demon dragon.</i>	To understand and use expanded noun phrases with modifying prepositional phrases:  <i>The cottage in the middle of the woods.</i>
To be able to identify the main and subordinate clause.	Can use either a pronoun or noun in sentences for cohesion and to avoid repetition.						
Children achieving the greater depth standard should also:							
Consistently use vocabulary from across the curriculum in their writing.	To demonstrate secure use of commas to separate the main and subordinate clause.	Effective use of formal or informal language to maintain the chosen level of formality throughout the piece.					

## Year 5

On entry to Year Five, children should be able to:							
Spell the year three and four words from the word list	Identify main and subordinate clauses	Use fronted adverbials with commas	Meet expectations of the year four spelling programme	Use all year four punctuation consistently and accurately – including ALL speech punctuation,	Organise paragraphs around a theme		
At the end of Year Five, children should be able to:							
Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause	Use brackets, commas and dashes for parenthesis	Use a dash for an afterthought: <i>Tom knew it was all over this timer- without a doubt.</i>	Use defining and non-defining relative clauses.  *We always use a relative pronoun ( <i>who, which, whose</i> or <i>whom</i> ) to introduce a non-defining relative clause	Relative clauses to add detail beginning with:  <i>Who</i> <i>Which</i> <i>Where</i> <i>When</i> <i>Whose</i> <i>That</i>	Use embedded clauses  <i>Tom knew, as he stared in to the darkness, that his fate was sealed.</i>	Linking ideas across paragraphs using adverbials of time (later) place (nearby) and sequence (secondly)	Developing fronted prepositional phrases for greater effect:  <i>Throughout the stormy winter...</i>  <i>Far beneath the frozen soil...</i>
Correct identification and use of relative pronouns:  <i>Who</i> <i>Which</i> <i>That</i> <i>Whom</i> <i>Whose</i>	Indicating degrees of possibility using adverbs:  <i>Perhaps</i> <i>Surely</i>	Indicating degrees of possibility using modal verbs:  <i>Might</i> <i>Should</i> <i>Will</i> <i>Must</i>	Suffixes:  Converting nouns or adjectives into verbs using –ate –ise or -ify	Verb prefixes:  <i>Dis- de- mis- over- and re-</i>			
Children achieving the greater depth standard should also:							
Begin to use semi colons to separate main clauses	Begin to manipulate clauses for effect	Begin to experiment with using passive voice					

## Year 6

On entry to Year Six, children should be able to:							
Spell the year five words from the word list	Use relative and embedded clauses	Use commas to punctuate clauses	Use modal verbs and adverbs to express possibility	Meet expectations of the year five spelling programme	Use all year five punctuation consistently and accurately	Maintain cohesion within and between paragraphs	
At the end of Year Six, children should be able to:							
Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning or the end of the inverted commas	Use dashes to mark the boundary between clauses: <i>It's raining – I'm fed up'</i>	Use semi colons to demarcate items within a list and to mark independent clauses	Use colons to mark the boundary between clauses: <i>It is sunny: I am going out to play.</i>	Use colons and bullet points accurately for a list	Hyphens for compound words to avoid ambiguity: <i>Man-eating shark</i> <i>Or</i> <i>Man eating shark</i>	Use a range of devices to build cohesion within and between paragraphs: <i>Conjunctions</i> <i>Adverbials of time and place</i> <i>Pronouns</i> <i>Synonyms within and across paragraphs</i>	Use a range of simple, compound and complex sentence structures effectively
Use verb tense (past, present and future) consistently and accurately.	Use expanded noun phrases to convey complicated information precisely.	Use passive voice effectively: <i>To create empathy or suspense</i>  <i>To create a formal tone</i>	Use modal verbs to indicate degrees of possibility	Use the subjunctive form appropriately: <i>If I were...</i>  <i>Were they to...</i>	Correct use and identification of layout devices such as:  <i>Headings, subheadings, commas, bullet points, tables and paragraphs</i>	Identify the subject and object of the sentence	Synonyms: Realising that when you find a synonym, the word can mean something slightly different <i>For example, big and grand:</i>  <i>Grand can mean one thousand, elaborate and decorative as well as big.</i>

Antonyms – using prefixes	Effectively using formal and informal speech – vocabulary choices  <i>Find out/discover</i> <i>Ask for/request</i> <i>Go in/enter</i>	Effective skills for informal writing – question tags:  <i>He's in your class, isn't he?</i>	Using relative clauses effectively:  <i>Who</i> <i>Which</i> <i>Where</i> <i>When</i> <i>Whose</i> <i>That</i>				
Children achieving the greater depth standard should also:							
Use punctuation precisely to enhance meaning and avoid ambiguity							

### **Handwriting**

To support the development of handwriting across the school, please read the school's separate handwriting policy

## The Teaching and Learning of Writing

At Mountford Manor, we approach teaching and learning of Writing through 6 Key Principles. These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom.

These 6 Key Principles are;

### 1.CHALLENGE

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives, there is a single challenging learning objective (Challenge for all). Staff are expected to consider what each individual student needs to achieve it and adjust their lesson accordingly.

All students may have different starting points but should aspire to the learning objective and a teacher should tailor and adapt their teaching;

- focused questioning;
- adult/ peer help with starting their sentences;
- Modelled and worked examples
- Manipulatives and practical apparatus to support learning

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone.

### 2.EXPLANATION

Three key principles should guide explanations:

1. Plan in to schemes of learning how to **link to and build on something already known**. a. Begin each lesson with a short review of previous learning (Rosenshine, 2012)
2. Allow for the **limitations of the working memory** when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc. a. Present new information in small steps with student practice after each step (Rosenshine, 2012)
3. Where possible try to make the **abstract concrete** – think about and plan, how to make abstract ideas make sense:
  - a. Drawing diagrams; demonstrations; sharing and discussing images; taking the learning outside etc.
  - b. Provide scaffolds for difficult tasks (Rosenshine, 2012)
  - c. Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

### 3.MODELLING

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. **Model the creation of products/procedures**. For example: write an essay, *show* them how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.
2. **Deconstruct expert examples and use worked examples** – have an excellent finished product and share it, discuss why it is good.

### 4.PRACTICE

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.



2. Deliberate 'intelligent' practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility. a. Guide student practice (Rosenshine, 2012)
- b. Require and monitor independent practice (Rosenshine, 2012)

## **5.FEEDBACK**

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two way process and the teacher should use the students' feedback to inform future planning.

Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by 'learning how to learn'. Students need to be engaged in their own learning, be part of the creation of their 'next steps' and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (Rosenshine, 2012)
2. Guide student practice

## **6.QUESTIONING**

Some questions can be planned for but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on. a. Ask a large number of questions and check the responses of all students, b. Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking
3. Increase the ratio of participation and thinking of all students

## **Inclusion and the Writing Curriculum**

When teaching at Mountford Manor, staff are aware of children's individual needs and how to best scaffold teaching and learning, to enable access for all. Teachers consider; a range of resources, classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All SEND pupils are identified (through the Swindon Core Standards paperwork and on the Mountford Manor' SEND register). Their progress is systematically recorded and monitored in individual provision maps / Termly SEN assessments.

## **Monitoring and Assessment**

### **EYFS**

In ETFS the new skills and knowledge learnt in Writing is evidenced by collecting photos and work produced by a child and placing it in their Learning Journeys.

Children's knowledge and skills are assessed by judging them against the Early learning goals set out in the EYFS Profile documentation.

### **Key Stage 1**

In KS1 the new skills and knowledge learnt in Writing is evidenced through work in their English books and topic books when completing cross curricular writing.

Children's knowledge and skills are assessed by teacher judgement, across at least six written outcomes, using the Integra writing sheets. These judgements are matched against whether pupil's written work,

achieves each of the criteria for the age-related expectations set out in the Integra document using a secure fit approach. To ensure progression of knowledge and skills from year group to year group, teachers use the statements outlined in the Integra document as a measure of whether a child is on track to achieve the expected standard at the end of the year or whether they are working towards it or working at the greater depth standard. Any gaps in knowledge and skills is to be addressed so each child is best prepared for the next stage of their learning.

### **Key Stage 2**

In KS2 the new skills and knowledge learnt in Writing is evidenced through work in their English books and topic books when completing cross curricular writing.

Children's knowledge and skills are assessed by teacher judgement, across at least six written outcomes, using the Integra writing sheets. These judgements are matched against whether pupil's written work, achieves each of the criteria for the age-related expectations set out in the Integra document using a secure fit approach. To ensure progression of knowledge and skills from year group to year group, teachers use the statements outlined in the Integra document as a measure of whether a child is on track to achieve the expected standard at the end of the year or whether they are working towards it or working at the greater depth standard. Any gaps in knowledge and skills is to be addressed so each child is best prepared for the next stage of their learning.

### **Review**

*To be reviewed September 2023 by Kelly Hall (Writing Curriculum lead) and Lee Edmonds (Principal at Mountford Manor).*