



WRITING

CURRICULUM: ENGLISH WRITING



**St Joseph's
Catholic Primary School**

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Welcome to secondary school!

Y5/6
Cycle b



Fantasy
Flashback
Adventure
Historical
Humorous
Other Cultures



Persuasive Writing
Discursive
Non-Chronological
Recount
Explanation
Instructions



Narrative
Acrostic
Riddles



Performance Poems
Modern Verse
Playscripts



Non-Chronological
Explanation
Persuasive letter and
leaflet

Discussion
Newspaper
Diary
Autobiographies



Science Fiction
Myths
Classic
Adventure
Mystery
Other Cultures

Y5/6
Cycle a

Y3/4
Cycle b



Sci-Fi
Myth
Adventure
Historical
Dilemmas
Other Cultures



Non-Chronological
Persuasive Writing
Explanation
Instructions

Recount



Simile Poems
Modern Verse
Classic Poetry



Acrostic
Performance Poem
Free Verse



Diary
Newspaper
Instructions
Non-Chronological

Letter Recount
Biographies
Persuasive Letter
Explanation



Traditional Tales
Adventure
Familiar Settings
Legends

Fantasy
Mystery

Y3/4
Cycle a

Y1/2
Cycle b



Sci-Fi
Fantasy
Traditional Tales
Fairy Tales
Familiar Settings
Well Known Stories



Persuasive Writing
Explanation

Recount
Instructions
Non-Chronological



Rhyming Poems
List Poems
Performance Poems



Modern Verse
Limerick
Riddles



Letter
Persuasive Advert
Explanation

Factual Recount
Instructions
Non-Chronological
Diary



Traditional Tales
Familiar Settings
Adventure
Dilemma

Humorous
Fables

Y1/2
Cycle a

EYF5

Early Writing Skills
Narrative



Labels
Captions
Recounts
Instructions



Lists



Your Writing journey starts here!

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Intent

At St. Joseph's, our intent is for all pupils to become fluent, confident and enthusiastic writers who can communicate ideas effectively and creatively for a range of purposes and audiences.

We aim to develop pupils who:

- Write with fluency and imagination
- Engage readers and convey meaning clearly
- Take pride in their writing and presentation
- Develop confidence, resilience and self belief as writers
- Understand how writing skills are used in real world contexts and future careers

Through our Writing curriculum, pupils learn to value writing as a powerful form of communication, creativity and expression, with clear links to education, culture, entertainment and employment.

Key Writing Concepts

Throughout the school, pupils develop the following core writing skills:

- Write with purpose and audience in mind
- Use imaginative description and precise vocabulary
- Organise writing clearly using paragraphs and structure
- Use sentences effectively for clarity and impact
- Present work neatly and accurately
- Spell and punctuate accurately
- Analyse and reflect on writing choices
- Share and discuss writing confidently with others

Implementation

Writing is taught through clearly structured, carefully sequenced units of work, ensuring progression and consistent expectations across the school.

Oracy at the Heart of Writing

Oracy is embedded throughout all writing lessons. Pupils regularly:

- Discuss and explore ideas before writing
- Rehearse sentences orally
- Explain choices using subject specific vocabulary
- Listen to and build on the ideas of others

This strong emphasis on talk supports vocabulary development, sentence structure and confidence, enabling pupils to articulate ideas before committing them to writing.



CURRICULUM NARRATIVE

Two Week Writing Cycle

Each unit of writing follows a two week cycle, focused on a specific genre or text type, allowing pupils to develop depth and quality in their writing.

Across the cycle, pupils:

1. Immerse in high quality texts

- Read and discuss model texts
- Identify structure, language features and author techniques
- Use talk to explore purpose, audience and effect

2. Grammar, punctuation and spelling in context

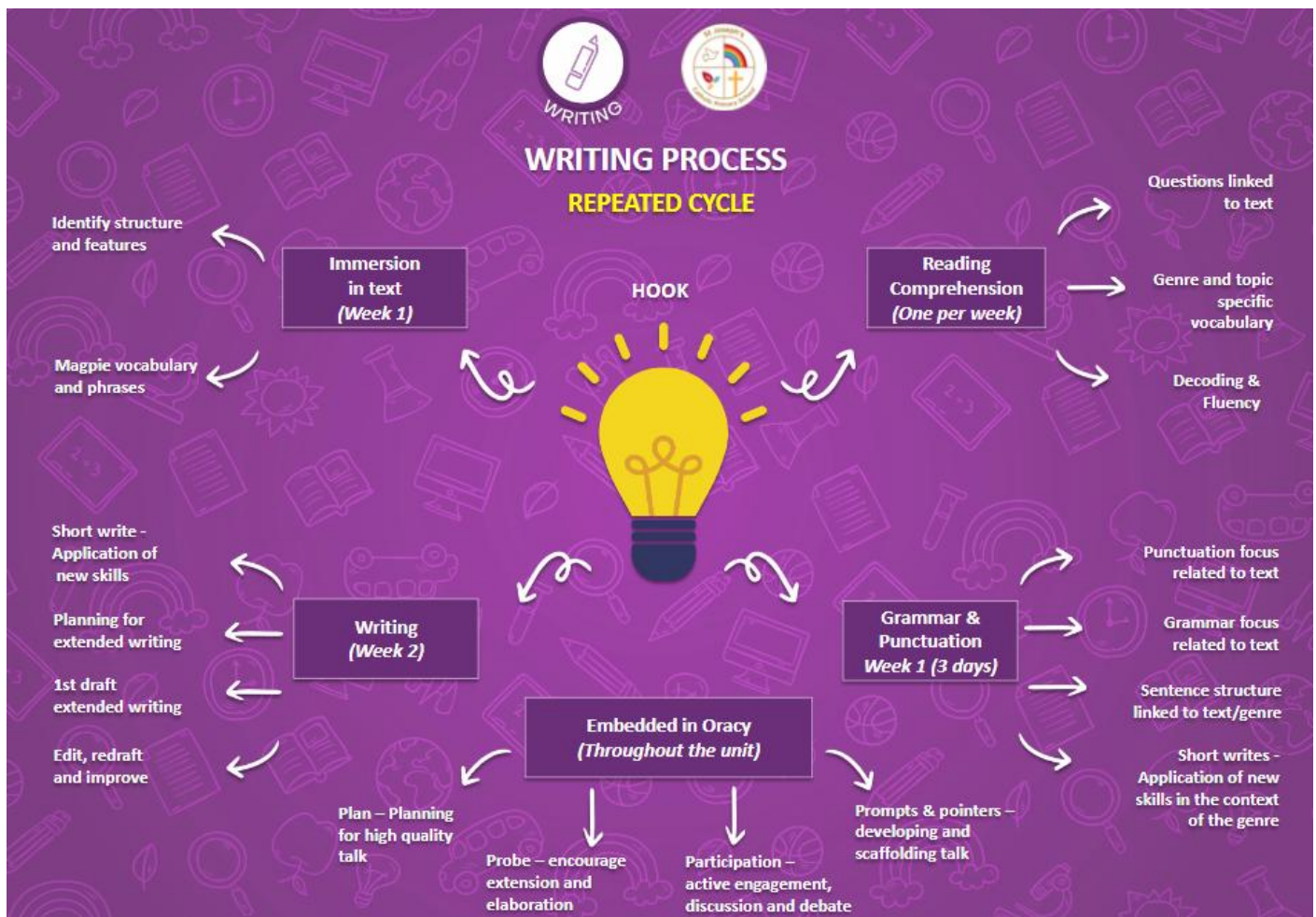
- Explicit teaching linked directly to the genre
- Oral rehearsal used to support understanding and accuracy

3. Plan, write and edit

- Shared and independent planning
- Drafting with opportunities for reflection and improvement
- Editing supported through discussion and feedback

4. Reading comprehension linked to the genre

- Comprehension activities reinforce language, structure and meaning
- Reading and writing are explicitly connected





CURRICULUM NARRATIVE

Writing and Careers

Explicit teaching of career links is embedded within writing units.

Pupils learn how strong writing skills are used in real world contexts and are introduced to careers such as:

- Authors and novelists
- Journalists and reporters
- Scriptwriters and playwrights
- Editors and publishers
- Advertising and marketing professionals
- Bloggers, content creators and digital writers

These discussions help pupils understand the purpose and relevance of writing, raise aspirations and demonstrate how writing skills are transferable across many professions.

Impact

By the time pupils leave St. Joseph's, they will be:

- Confident, articulate writers who can explain their choices clearly
- Able to write effectively for a range of purposes and audiences
- Secure in grammar, punctuation, spelling and vocabulary
- Resilient writers who reflect, edit and improve their work
- Aware of how writing skills support future learning and careers

Pupils leave St. Joseph's with a secure foundation in writing, underpinned by strong oracy and a clear understanding of writing as both a life skill and a gateway to future opportunities.



CURRICULUM NARRATIVE

ORACY

Vocally discussing ideas with others before putting pen to paper helps children work through their thoughts and structure them before writing. We use oracy to boost children's writing, making it more structured and organised. Speaking and listening supports our children to learn from each other and their different ways of thinking. It allows them to develop types of talk within the continuum of exploratory to presentational which impacts significantly on their writing success. Our writing curriculum reflects the DfE's national curriculum for English which identifies that the curriculum should "reflect the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically." It also notes that "the quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing."

Planning for high-quality talk



Plan

In order to engage in meaningful discussions, pupils need something worth talking about, and therefore we identify discussion points that encourage exploration and debate. We achieve this by asking pupils to debate whether key statements are true, false or sometimes true. We also provide worked examples to prompt pupils to unpick, compare and contrast multiple approaches and strategies. Our open-ended tasks like these provide time and space for pupils to engage in extended discussions, with different audiences, about different concepts and strategies, critically evaluating these in a way that will ultimately deepen their understanding.

Encouraging pupils to extend and elaborate on their responses



Probe

We use probing questions to encourage pupils to develop their thinking further. Pupils are supported to; Extend and elaborate upon their ideas, make links between their own responses and those of others and discuss and debate opposing opinions and viewpoints. Questions such as "Can you tell me more about that?"; "How did you check your work to improve accuracy?" or "Why did you choose to use that particular approach there?"; "Who can build on what has been said here?" prompt children to move beyond superficial responses, to provide deeper insights into their thinking and understanding as well as establishing a culture of "challenge" within the classroom.

Encouraging active engagement in discussion and debate



Participation

We encourage a culture of participation in talk for learning, with particular focus on supporting those pupils who are reluctant to engage or who initially feel uncomfortable about discussions and debate, particularly where this requires them to challenge others' ideas. We ensure that children have sufficient thinking time before taking part in discussion, allowing them to gather their thoughts and ideas, and consider possible responses. We make clear expectations around participation in classroom talk, so ground rules are set to ensure clarity.

Developing and scaffolding pupil talk



Prompts & Pointers

Scaffolds such as question prompts and sentence stems are used within school to give pupils the language structures and vocabulary they need to communicate their thinking clearly. Our teachers consider their own talk, and how they can consistently provide opportunities for modelling any target structures or vocabulary. This provision of high-quality examples allow pupils to draw upon these exemplars in their own explanations and discussions.

Based on - **Talk for learning: a 5-point checklist for teachers** – Dr Kirstin Mulholland



CURRICULUM END POINTS

COMPOSITION						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <ul style="list-style-type: none"> Express their ideas and feelings and their experiences using simple sentences and begin to use conjunctions to connect thoughts e.g. and, because, or. Recognise familiar print in their environment and to become more aware of spoken language. Begin to segment and blend simple CVC words. To be able to give meaning to their mark making. Express themselves effectively, showing awareness of listeners' needs. Invent narratives with peers and teachers. 	<ul style="list-style-type: none"> Say out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Use a story map. Use 5 part story plan opening, build up, problem, resolution, ending. Discuss what they have written with the teacher or other pupils. Reread their writing to check that it makes sense and to independently begin to make changes. Read their writing out loud clearly enough to be heard by peers and the teacher Start to engage readers by using adjectives to describe. Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. 	<ul style="list-style-type: none"> Write about personal experiences and those of others (real and fictional). Write about real events. Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains and 'boxing up' text. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Reread to check that their writing makes sense and that the correct tense is used throughout. Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Begin to use ideas from their own reading and modelled examples to plan their writing. Use story mountains, maps and 'boxing up' of texts. Proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements. Begin to organise their writing into paragraphs around a theme. 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use story maps and 'boxing up' of texts. Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion. Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre specific layout devices). Write a range of narratives that are well structured and well paced. Create detailed settings, characters and plot in narratives To engage the reader and to add atmosphere. Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. Consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. Regularly use dialogue to convey a character and to advance the action. 	<ul style="list-style-type: none"> Note down and develop initial ideas, drawing on reading and research where necessary. Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs. Habitually proofread for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). Distinguish between the language of speech and writing and to choose the appropriate level of formality. Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).



CURRICULUM END POINTS

COMPOSITION <i>Cont...</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Reception</p> <ul style="list-style-type: none"> • Begin to develop their own narratives and explanations by connecting ideas or events. • Express their ideas and feelings and their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically plausible. • Express their ideas and feelings about their experiences using full sentences, with modelling and support from their teacher • Invent, adapt and recount narratives with peers and their teachers 					<ul style="list-style-type: none"> • Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear 	



CURRICULUM END POINTS

GRAMMAR AND PUNCTUATION						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to stories or events. Write simple words or phrases that can be read by others. Begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because'). Begin to show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. <p>Reception</p> <ul style="list-style-type: none"> Use past, present and future tenses accurately when talking about events that have happened or are to happen in the future. Make use of conjunctions, with modelling and support from their teacher. Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. 	<ul style="list-style-type: none"> Use simple sentence structures. Explore language and vocabulary in stories and the environment and begin to use them accurately. Use the joining word (conjunction) 'and' to link ideas and sentences To begin to form simple compound sentences. Use capital letters for names, places, the days of the week and the personal pronoun 'I' Use finger spaces. Use full stops to end sentences Begin to use question marks and exclamation marks. Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. 	<ul style="list-style-type: none"> Use the full range of punctuation taught at Key Stage 1 mostly correctly including: capital letters, full stops, question marks, exclamation marks, commas to separate lists, apostrophes to mark singular possession and contractions. Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, verb, present tense, past tense, apostrophe and comma 	<ul style="list-style-type: none"> Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. Use 'a' or 'an' correctly throughout a piece of writing. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including; when, if, because and although. Use a range of conjunctions, adverbs and prepositions to show time, place and cause. Use the full range of punctuation from previous year groups. Punctuate direct speech accurately, including the use of inverted commas. Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). 	<ul style="list-style-type: none"> Always maintain an accurate tense throughout a piece of writing. Always use Standard English verb inflections accurately, e.g. 'we were'. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. Consistently use apostrophes for singular and plural possession. Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial 	<ul style="list-style-type: none"> Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Ensure the consistent and correct use of tense throughout all pieces of writing. Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. Use commas consistently to clarify meaning or to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. 	<ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. Use the subjunctive form in formal writing. Use the perfect form of verbs to mark relationships of time and cause. Use the passive voice. Use question tags in informal writing. Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points



CURRICULUM END POINTS

HANDWRITING AND PRESENTATION						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <ul style="list-style-type: none"> Show some control and coordination in large and small movements. Move in a range of ways, beginning to safely negotiate space. Start to handle equipment and tools, including pencils for writing. Use letter formation when ready. Write simple words and phrases which can be read by themselves and others. <p>Reception</p> <ul style="list-style-type: none"> Show good control and coordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing. Use letter formation when ready. Write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. Sit correctly at a table, holding a pencil comfortably and correctly. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Use finger spaces. Cursive writing to be used as a model in Y1 promoting children to join as and when they are ready. 	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size, relative to one another. Use spacing between words that reflects the size of the letters. Begin to use the diagonal and horizontal strokes needed to join letters. Use joined handwriting by the end of Year 2. Write full date and underline on each piece of work (short date maths). 	<ul style="list-style-type: none"> Use a neat, joined handwriting style with increasing accuracy and speed. Continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. Always start at the margin and leave a line between paragraphs. 	<ul style="list-style-type: none"> Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. 	<ul style="list-style-type: none"> Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. Be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task. Recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).



CURRICULUM END POINTS

ORACY AND VOCABULARY						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <p>I like... I don't like... One day... Next... Finally... I think...because I went to... The.... is ... Letter, capital letter, word, label, phrase, sentence, full stop.</p> <p>Reception</p> <p>I like... I don't like... One day... Next... Finally... I think...because I went to... The.... is ... Letter, capital letter, word, label, phrase, sentence, full stop.</p>	<p>I like/don't like... because... I think... happened because... I feel that... Next time I ... First, next... I agree/disagree because... Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark</p>	<p>I think...because... They are similar/different because... I know this because... I found... Next time, I could... It was interesting because... I like the part where... I predict that... Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>An argument for/against is... I understand, however... It appears to be.. I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that... Conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>An argument for/against is... I understand, however... It appears to be... I understand that depending on... I understand your point of view however... You could improve this work by... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently... Determiner, pronoun, possessive pronoun and adverbial.</p>	<p>In my opinion... I have two main reasons for... In some ways... Another feature... However, they also differ... Perhaps some people would argue... Furthermore they... It is clear that... I deduce that... In conclusion... Perhaps the reason... Therefore, in my opinion... Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>On the one hand... I am convinced that... Given that... Another feature they have in common... The similarities/differences are significant because... Based on... Having considered... This infers... This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration... On reflection... In summary... The consequences of... Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mood, style, parody, cliché, biography, autobiography, tragedy, comical, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>



HANDWRITING PROGRESSION

AUTUMN TERM						
WEEK	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Week 1	Whole-body responses to the language of movement	Straight lines, crosses, circles and waves	Practising long-legged giraffe letters	Practising diagonal join to ascender: th, ch	Practising diagonal join to ascender: th, sh, nb, nd, ht, st	Practising diagonal join to ascender: th, sh, nb, nd, ht, st
Week 2	Large movements with equipment	a, i	Writing words with ll	Practising diagonal join, no ascender: ai, ay	Practising diagonal join, no ascender: ai, ay, kn, er, ie, en	Practising diagonal join, no ascender: ai, ay, kn, er, ie, en
Week 3	Large movements with malleable materials	m, s	Introducing capitals for long-legged giraffe letters	Practising diagonal join, no ascender: ir, er	Practising diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho	Practising diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho
Week 4	Using one-handed tools and equipment	t, n	Practising one-armed robot letters	Practising horizontal join to ascender: wh, oh	Practising horizontal join to ascender: wh, wl, oh, ol, of, ob	Practising horizontal join to ascender: wh, wl, oh, ol, of, ob
Week 5	Hand responses to music	o, p	Practising long-legged giraffe letters and one-armed robot letters	Practising horizontal join, no ascender: ow, ou	Practising horizontal join, no ascender: oi, oy, ou, op, ve	Practising horizontal join, no ascender: oi, oy, ou, op, ve
Week 6	Pattern-making	b, c	Introducing capitals for one-armed robot letters	Introducing diagonal join to e: ie, ue	Practising horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo	Practising horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo
Week 7	Investigating dots	g, h	Practising curly caterpillar letters	Introducing horizontal join to e: oe, ve	Practising joining from r: ra, re, ri, ro, ru	Practising joining from r: ra, re, ri, ro, ru
Week 8	Investigating straight lines and crosses	d, e	Writing words with double ff	Introducing ee	Practising joining from r to an anticlockwise letter: ra, rd, rg, ro	Practising joining from r to an anticlockwise letter: ra, rd, rg, ro
Week 9	Investigating circles	f, v	Writing words with double ss	Practising diagonal join, no ascender: le	Practising joining from s: sh, su, sc, sl, sw, sp	Practising joining from s: sh, su, sc, sl, sw, sp
Week 10	Investigating curves, loops and waves	k, l	Introducing capitals for curly caterpillar letters	Writing numbers 1–100	Practising joining to s: os, es, is, as, us	Practising joining to s: os, es, is, as, us
Week 11	Investigating joined straight lines and angled patterns	r, u	Review	Review	Review	Review
Week 12	Investigating eights and spirals	j, w	Review	Review	Review	Review



HANDWRITING PROGRESSION

SPRING TERM						
WEEK	Nursery	Reception	Year 1	Year 2	Year 3/ 4	Year 5/6
Week 1	Whole-body responses to the language of movement	z, x	Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters	Introducing diagonal join to anticlockwise letters: ea	Practising looping from g	Practising joining from f to ascender: fl, ft
Week 2	Large movements with equipment	y	Practising zig-zag monster letters	Practising diagonal join to anticlockwise letters: igh	Practising looping from j and y	Practising joining from f, no ascender: fa, fe, fi, fo, fu
Week 3	Large movements with malleable materials	ff, ll	Writing words with double zz	Practising diagonal join to anticlockwise letters: dg, ng	Practising looping from f	Practising joining to f: of, af, if, ef
Week 4	Using one-handed tools and equipment	ss, zz	Mixing all the letter families	Introducing horizontal join to anticlockwise letters: oo, oa	Practising looping from b	Practising proportion, joining p and b to ascenders: ph, pl, bl
Week 5	Hand responses to music	a, i, m, s, t	Practising all the capital letters	Practising horizontal join to anticlockwise letters: wa, wo	Practising joining from v, w, x and z	Practising joining from p and b, no ascender: bu, bi, pe, pu, pi, pr
Week 6	Pattern-making	n, o, p	Practising all the numbers 0–9	Introducing mixed joins for three letters: air, ear	Practising speed: ff	Practising parallel downstrokes: pp, bb
Week 7	Investigating dots	b, c, g, h	Writing words with ck and qu	Practising mixed joins for three letters: oor, our	Practising speed and legibility: rr	Practising all double letters
Week 8	Investigating straight lines and crosses	d, e, f, v	Practising long vowel phonemes: ai, igh, oo	Practising mixed joins for three letters: ing	Practising size, proportion and spacing: ss	Practising speed: tial, cial
Week 9	Investigating circles	k, l, r, u	Practising vowels with adjacent consonants: ee, oa, oo	Size and spacing	Practising building speed: qu	Practising looping from g
Week 10	Investigating curves, loops and waves	j, w, z	End-of-term check	End-of-term check	Practising spacing between words	Practising looping from j and y
Week 11	Investigating joined straight lines and angled patterns	x, y	Review	Review	Review	Review
Week 12	Investigating eights and spirals	ff, ll, ss, zz	Review	Review	Review	Review



HANDWRITING PROGRESSION

SUMMER TERM						
WEEK	Nursery	Reception	Year 1	Year 2	Year 3/ 4	Year 5/6
Week 1	Whole-body responses to the language of movement	sh, ch, th, ck	Numbers 10–20: spacing	Building on diagonal join to ascender: ck, al, el, at, il, ill	Practising joining to and from v and w	Practising joining from v, w, x and z
Week 2	Large movements with equipment	wh, ng	Practising ch unjoined	Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip	Practising joining to and from x and z	Practising capitals
Week 3	Large movements with malleable materials	qu	Introducing diagonal join to ascender: ch	Building on horizontal join to ascender: ok, ot, ob, ol	Practising ff	Practising spacing between words
Week 4	Using one-handed tools and equipment	a, i, m, s, t	Practising ai unjoined	Building on horizontal join, no ascender: oi, oy, on, op, ov	Practising rr	Practising the importance of consistent sizing
Week 5	Hand responses to music	n, o, p	Introducing diagonal join, no ascender: ai	Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag	Practising ss	Practising the importance of proportion
Week 6	Pattern-making	b, c, g, h	Practising wh unjoined	Building on horizontal join to anticlockwise letters: oc, og, od, va, vo	Practising qu	Practising handwriting for different purposes: abbreviations
Week 7	Investigating dots	d, e, f, v	Introducing horizontal join to ascender: wh	Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks	Practising diagonal join from p and b to ascender: ph, pl, bl	Practising handwriting for different purposes: annotations
Week 8	Investigating straight lines and crosses	k, l, r, u	Practising ow unjoined	Practising joining ed and ing	Practising diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe	Practising handwriting for different purposes: note making
Week 9	Investigating circles	j, w, z	Introducing horizontal join, no ascender: ow	Capitals	Practising diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs	Practising handwriting for different purposes: print letters for personal details
Week 10	Investigating curves, loops and waves	x, y	Assessment	Assessment	Practising parallel ascenders and descenders: bb, pp	Practising handwriting for different purposes: presentation
Week 11	Investigating joined straight lines and angled patterns	ff, ll, ss, zz	Review	Review	Review	Review
Week 12	Investigating eights and spirals	sh, ch, th, ck, wh, ng, qu	Review	Review	Review	Review



SPELLING PROGRESSION

AUTUMN TERM			
WEEK	Year 1/ 2	Year 3/ 4	Year 5/6
Week 1	CEW (Y1 core) the, a, do, to, today	Core statutory word accident, actual, address, answer, appear	Double consonants accommodate, accompany, according, achieve, aggressive
Week 2	CEW (Y1 core) of, said, says, are, were	Core statutory words arrive, believe, bicycle, breath, breathe	-ent/-ant endings amateur, ancient, apparent, appreciate, attached
Week 3	CEW (Y1 core) was, is, his, has, I	Core statutory words build, busy, business, calendar, caught	-able/-ible endings available, average, awkward, bargain, bruise
Week 4	CEW (Y1 core) you, your, they, be, he	Tricky consonants: c/g/k/gu centre, century, certain, circle, decide	Double consonants category, cemetery, committee, communicate, community
Week 5	CEW (Y1 core) me, she, we, no, go	Core statutory words describe, different, difficult, disappear, early	-tion/-sion/-cian competition, conscience, conscious, controversy, convenience
Week 6	CEW (Y1 core) so, by, my, here, there	Core statutory words earth, eight, eighth, enough, exercise	Tricky vowels correspond, criticise, curiosity, definite, desperate
Week 7	CEW (Y1 core) where, love, come, some, one	Unstressed vowels in longer words experience, experiment, extreme, famous, favourite	Core statutory words determined, develop, dictionary, disastrous, embarrass
Week 8	CEW (Y1 core) once, ask, friend, school, put	Prefixes & suffixes February, forwards, forward, fruit, grammar	-ent/-ant endings environment, equipped, equipment, especially, exaggerate
Week 9	CEW (Y1 core) push, pull, full, house, our	Tricky consonants: c/g/k/gu group, guard, guide, heard, heart	-ent/-ant endings excellent, existence, explanation, familiar, foreign
Week 10	CEW (Y2 core) door, floor, poor, because, find	Prefixes & suffixes height, history, imagine, increase, important	-ent/-ant endings forty, frequently, government, guarantee, harass
Week 11	CEW (Y2 core) kind, mind, behind, child, children	Silent letters interest, island, knowledge, learn, length	Double consonants hindrance, identity, immediate, immediately, individual
Week 12	CEW (Y2 core) wild, climb, most, only, both	Unstressed vowels in longer words library, material, medicine, mention, minute	Core statutory words interfere, interrupt, language, leisure, lightning



SPELLING PROGRESSION

SPRING TERM			
WEEK	Year 1/ 2	Year 3/ 4	Year 5/6
Week 1	CEW (Y2 core) old, cold, gold, hold, told	Core statutory words natural, naughty, notice, occasion, occasionally	Tricky vowels marvellous, mischievous, muscle, necessary, neighbour
Week 2	CEW (Y2 core) every, everybody, even, great, break	Unstressed vowels in longer words often, opposite, ordinary, particular, peculia	-ent/-ant endings nuisance, occupy, occur, opportunity, parliament
Week 3	CEW (Y2 core) steak, pretty, beautiful, after, fast	Unstressed vowels in longer words perhaps, popular, position, possess, possession	-tion/-sion/-cian persuade, physical, prejudice, privilege, profession
Week 4	CEW (Y2 core) last, past, father, class, grass	Core statutory words possible, potatoes, pressure, probably, promise	-tion/-sion/-cia programme, pronunciation, queue, recognise, recommend
Week 5	CEW (Y2 core) pass, plant, path, bath, hour	Prefixes & suffixes purpose, quarter, question, recent, regular	-ent/-ant endings relevant, restaurant, rhyme, rhythm, sacrifice
Week 6	Vowel teams (ow/ou/oo/ue) move, prove, improve, sure, sugar	Prefixes & suffixes reign, remember, sentence, separate, specia	French/Latin origin secretary, shoulder, signature, sincere, sincerely
Week 7	CEW (Y2 core) eye, could, should, would, wh	Core statutory words straight, strange, strength, suppose, surprise	Double consonants soldier, stomach, sufficient, suggest, symbol
Week 8	CEW (Y2 core) whole, any, many, clothes, bus	Homophones & near-homophone therefore, though, although, thought, through	The -ough family system, temperature, thorough, twelfth, variety
Week 9	CEW (Y2 core) people, water, again, half, money	Homophones & near-homophone various, weight, woman, women, imagin	-able/-ible endings vegetable, vehicle, yacht
Week 10	CEW (Y2 core) Mr, Mrs, parents, Christmas	Revisit: Core statutory words February, accident, actual, address, although	Revisit: Double consonants accommodate, accompany, according, achieve, aggressive
Week 11	Revisit: Names & capitals Christmas, I, Mr, Mrs, a	Revisit: Core statutory words answer, appear, arrive, believe, bicycle	Revisit: -ent/-ant endings amateur, ancient, apparent, appreciate, attached
Week 12	Revisit: CEW (Y2 core) after, again, any, are, ask	Revisit: Core statutory words breath, breathe, build, business, busy	Revisit: -able/-ible endings available, average, awkward, bargain, bruise



SPELLING PROGRESSION

SUMMER TERM			
WEEK	Year 1/ 2	Year 3/ 4	Year 5/6
Week 1	Revisit: CEW (Y2 Core) bath, be, beautiful, because, behind	Revisit: Tricky consonants: c/g/k/gu calendar, caught, centre, century, certain	Revisit: Double consonants category, cemetery, committee, communicate, community
Week 2	Revisit: CEW (Y2 Core) both, break, busy, by, child	Revisit: Core statutory words circle, decide, describe, different, difficult	Revisit: -tion/-sion/-cia competition, conscience, conscious, controversy, convenience
Week 3	Revisit: CEW (Y2 Core) children, class, climb, clothes, cold	Revisit: Core statutory words disappear, early, earth, eight, eighth	Revisit: Tricky vowels correspond, criticise, curiosity, definite, desperate
Week 4	Revisit: CEW (Y2 Core) come, could, do, door, even	Revisit: Core statutory words enough, exercise, experience, experiment, extreme	Revisit: Core statutory words determined, develop, dictionary, disastrous, embarrass
Week 5	Revisit: CEW (Y1 Core) every, everybody, eye, fast, father	Revisit: Core statutory words amous, favourite, forward, forwards, fruit	Revisit: -ent/-ant endings environment, equipment, equipped, especially, exaggerate
Week 6	Revisit: CEW (Y2 Core) find, floor, friend, full, go	Revisit: Tricky consonants: c/g/k/gu grammar, group, guard, guide, heard	Revisit: -ent/-ant endings excellent, existence, explanation, familiar, foreign
Week 7	Revisit: CEW (Y1 Core) gold, grass, great, half, has	Revisit: Core statutory words heart, height, history, important, increase	Revisit: -ent/-ant ending forty, frequently, government, guarantee, harass
Week 8	Revisit: CEW (Y2 Core) he, here, his, hold, hou	Revisit: Silent letters interest, island, knowledge, learn, length	Revisit: Double consonants hindrance, identity, immediate, immediately, individual
Week 9	Revisit: CEW (Y2 Core) house, improve, many, money, move	Revisit: Unstressed vowels in longer words library, material, medicine, mention, minute	Revisit: Core statutory word interfere, interrupt, language, leisure, lightning
Week 10	Revisit: CEW (Y2 Core) parents, pass, path, people, plant	Revisit: Core statutory words natural, naughty, notice, occasion, occasionally	Revisit: Tricky vowels marvellous, mischievous, muscle, necessary, neighbour
Week 11	Revisit: CEW (Y2 Core) pretty, prove, school, should, stea	Revisit: Unstressed vowels in longer words often, opposite, ordinary, particular, peculiar	Revisit: -ent/-ant endings nuisance, occupy, occur, opportunity, parliament
Week 12	Revisit: CEW (Y2 Core) sugar, sure, water, who, whole	Revisit: Unstressed vowels in longer words perhaps, popular, position, possess, possession	Revisit: -tion/-sion/-cian persuade, physical, prejudice, privilege, profession



CAREER LINKS AND INFLUENTIAL PEOPLE

My Path Careers Videos

KS1 children learn about a specific career (Job spotlight)

KS2 children about a range of careers (English, Why Bother?)

English							
		Autumn 1 <i>Instructions</i>	Autumn 2 <i>Familiar Settings</i>	Spring 1 <i>Adventure</i>	Spring 2 <i>Instructions</i>	Summer 1 <i>Explanation</i>	Summer 2 <i>Dilemma Story</i>
Y1/2 (Cycle a)	Career	Vet	Dentist	Farmer	Teacher	Plumber	Doctor

English							
		Autumn 1 <i>Traditional Tales</i>	Autumn 2 <i>Non-Chronological Report</i>	Spring 1 <i>Performance Poems</i>	Spring 2 <i>Persuasive Leaflet</i>	Summer 1 <i>Persuasive Letter</i>	Summer 2 <i>Diary</i>
Y3/4 (Cycle a)	Career	Folklorist Storyteller Teacher	Market Researcher Food Analyst Government Auditor	Lyricist Poet Creative Writing Teacher	Health Care Administrator Fundraising Coordinator Marketing Coordinator	Health Care Administrator Fundraising Coordinator Marketing Coordinator	Genealogist Therapist/ Councillor Historian

English							
		Autumn 1 <i>Performance Poems</i>	Autumn 2 <i>Persuasive Letter</i>	Spring 1 <i>Discussion Text</i>	Spring 2 <i>Newspaper Article</i>	Summer 1 <i>Diary</i>	Summer 2 <i>Descriptive Writing</i>
Y5/6 (Cycle a)	Career	Playwright Freelance Writer Literacy Critic	Secretary Grant Writer Event Planner	Diplomat Crisis Manager Communication Director	Foreign Correspondent Photojournalist Freelance Journalist	Content Creator Health Coach Documentary Film Maker	Museum Curator Travel Writer Editor



CAREER LINKS AND INFLUENTIAL PEOPLE

My Path Careers Videos

KS1 children learn about a specific career (Job spotlight)

KS2 children about a range of careers (English, Why Bother?)













English							
		Autumn 1 <i>Postcard Recount</i>	Autumn 2 <i>Diary Recount</i>	Spring 1 <i>Persuasive</i>	Spring 2 <i>Explanation</i>	Summer 1 <i>Letter Recount</i>	Summer 2 <i>Familiar Settings</i>
Y1/2 (Cycle b)	Career	Photographer	Firefighter	Travel Agent	Marine Biologist	Translator	TV Presenter













English							
		Autumn 1 <i>Adventure Descriptive Writing</i>	Autumn 2 <i>Explanation Text</i>	Spring 1 <i>Myths and Legends</i>	Spring 2 <i>Dilemma Narrative Writing</i>	Summer 1 <i>Newspaper</i>	Summer 2 <i>Instructions Text</i>
Y3/4 (Cycle b)	Career	Book Author Historian Film Critic	Environmental Consultant Journalist Customer Support Specialist	Cultural Heritage Manager Musician Translator	Author Literary Writing Content Creator	Digital Journalist Broadcast Journalist Columnist	Cooking Instructor Fitness Trainer Game Designer













English							
		Autumn 1 <i>Non-Chronological Report</i>	Autumn 2 <i>Diary</i>	Spring 1 <i>Acrostic Poems Poetry</i>	Spring 2 <i>Instructions</i>	Summer 1 <i>Explanation Text</i>	Summer 2 <i>Discursive Text</i>
Y5/6 (Cycle b)	Career	Social Media Analyst Forensic Scientist Tourism Researcher	Content Creator Health Coach Documentary Film Maker	Playwriter Freelance Writer Literary Critic	Technical Writer Quality Assurance Specialist DIY Blogger	Science Communicator Software Developer Legal Writer	Foreign Correspondent Photojournalist Freelance Journalist



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS













WRITING							
Y1/2 (Cycle a)		Autumn 1 <i>Instructions</i>	Autumn 2 <i>Familiar Settings</i>	Spring 1 <i>Adventure</i>	Spring 2 <i>Instructions</i>	Summer 1 <i>Explanation</i>	Summer 2 <i>Dilemma Story</i>
	British Values	Individual Liberty 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Individual Liberty 	Individual Liberty 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Self- Belief 	Rights and Responsibilities 	Resilience 	Resilience 	Participation 	Common Good 













WRITING							
Y3/4 (Cycle a)		Autumn 1 <i>Traditional Tales</i>	Autumn 2 <i>Non-Chronological Report</i>	Spring 1 <i>Performance Poems</i>	Spring 2 <i>Persuasive Leaflet</i>	Summer 1 <i>Persuasive Letter</i>	Summer 2 <i>Diary</i>
	British Values	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Individual Liberty 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 
	Trust Virtues and Catholic Social Teachings	Confidence 	Common Good 	Self- Belief 	Common Good 	Common Good 	Stewardship 













WRITING							
Y5/6 (Cycle a)		Autumn 1 <i>Performance Poems</i>	Autumn 2 <i>Persuasive Letter</i>	Spring 1 <i>Discussion Text</i>	Spring 2 <i>Newspaper Article</i>	Summer 1 <i>Diary</i>	Summer 2 <i>Descriptive Writing</i>
	British Values	Individual Liberty 	Rule of Law 	Individual Liberty 	Democracy 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 
	Trust Virtues and Catholic Social Teachings	Confidence 	Common Good 	Confidence 	Self- Belief 	Respect 	Solidarity 



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS

WRITING							
Y1/2 (Cycle b)		Autumn 1 <i>Postcard Recount</i>	Autumn 2 <i>Diary Recount</i>	Spring 1 <i>Persuasive</i>	Spring 2 <i>Explanation</i>	Summer 1 <i>Letter Recount</i>	Summer 2 <i>Familiar Settings</i>
	British Values	Mutual Respect and Tolerance 	Rule of Law 	Individual Liberty 	Mutual Respect and Tolerance 	Individual Liberty 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Solidarity 	Rights and Responsibility 	Self-Belief 	Compassion 	Confidence 	Respect 

WRITING							
Y3/4 (Cycle b)		Autumn 1 <i>Adventure Descriptive Writing</i>	Autumn 2 <i>Explanation Text</i>	Spring 1 <i>Myths and Legends</i>	Spring 2 <i>Dilemma Narrative Writing</i>	Summer 1 <i>Newspaper</i>	Summer 2 <i>Instructions Text</i>
	British Values	Individual Liberty 	Individual Liberty 	Democracy 	Individual Liberty 	Rule of Law 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Confidence 	Responsibility 	Human Dignity 	Responsibility 	Resilience 	Confidence 

WRITING							
Y5/6 (Cycle b)		Autumn 1 <i>Non-Chronological Report</i>	Autumn 2 <i>Diary</i>	Spring 1 <i>Acrostic Poems Poetry</i>	Spring 2 <i>Instructions</i>	Summer 1 <i>Explanation Text</i>	Summer 2 <i>Discursive Text</i>
	British Values	Mutual Respect and Tolerance 	Democracy 	Individual Liberty 	Individual Liberty 	Individual Liberty 	Mutual Respect and Tolerance 
	Trust Virtues and Catholic Social Teachings	Stewardship 	Confidence 	Human Dignity 	Participation 	Solidarity 	Stewardship 



SEND

Our Writing curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". A popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

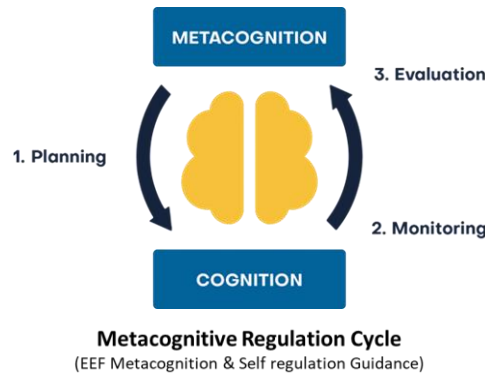
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



ASSESSMENT

Assessment comprises two linked processes:

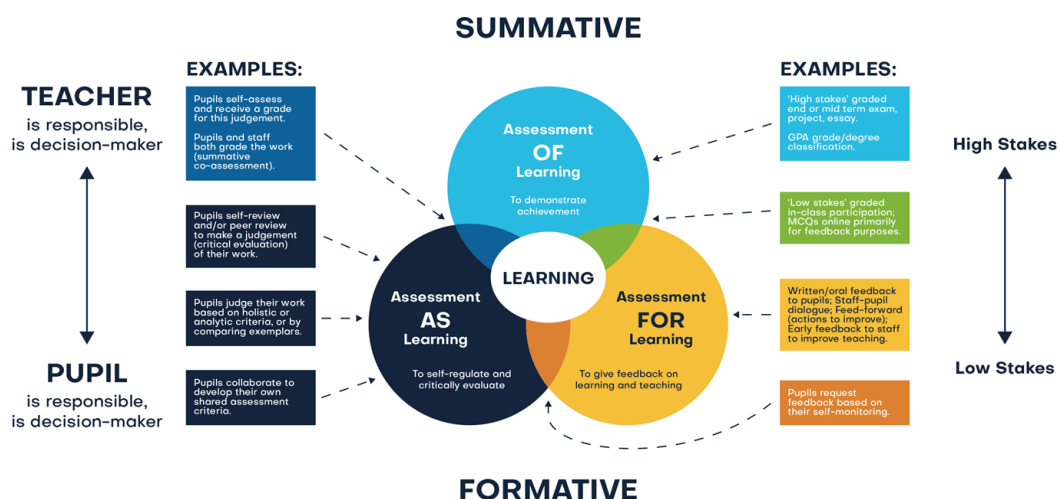
Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.





BHCET TAF

The BHCET TAF format forms an assessment framework for writing within, across and at the end of the year. This format of assessment provides consistency across current assessment of Maths and Reading within the Trust and links to the structure of assessment judgements, assessing writing at WTS, WTS+, EXS and GDS. This links to the reporting language that is used to assess writing across the year. It provides clear distinction between the assessment of writing at each standard and particularly between WTS and WTS+. The overview of objectives are fundamentally linked to NC expectations, creating year group specificity for the programmes of study. Each year group covers elements of cohesion, sentence structure, composition and effect, punctuation, spelling and handwriting.

The TAF is provided in two forms.

1 – A progressive overview from Year 1 to Year 6.

As a refined, logical set of year group specific objectives this provides clarity of progression across year groups. These clear descriptors lead to an understanding of expectations between year groups. Such expectations allow staff to focus on the key elements that form the revision of previous learning and the year group specific new learning.

2 - Year group specific.

Focusing on year group specificity, this provides clear focus on the end of year expectations for writing. It provides a simple but thorough set of objectives to assess a collection of writing.