

Writing Policy: How we teach writing 2024-2025

Intent of Writing

Our aim is to develop the writer as a whole and move away from formulaic writing. We want children to write with awareness of purpose and reader.

Implement

Tools in our Teaching Writing Toolkit

- Wynstream Writing Progression of Skills and Knowledge KS1 **APPENDIX 1**
- Wynstream Writing Progression of Skills and Knowledge KS2 **APPENDIX 2**
- ESW Bookwrites Texts KS1 (On system)
- ESW Bookwrites Texts KS2 (On system)
- Evidence gathering grids **APPENDIX 6** – Website link
- Pre Key Stage 2 EGG **APPENDIX 6B**
- The 4 Main Purposes for Writing (Michael Tidd) (See attached grid)
- Working Wall display labels

Supporting Documents and websites for the Teaching of Writing


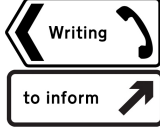


- Sentence Types Continuum Guidance Notes (Alan Peat)
- No-Nonsense Literacy
- Pobble Website

The Planning of Writing

Writing is planned using the highest quality texts that teach appropriate to the year group. This is based upon Bookwrites sequences. At the start of the year, the child's best piece of writing from the previous year will be given to new teachers and used as a baseline assessment.

To plan, we use the Bookwrites sequences, ESW Progression of Skills and Michael Tidd's 4 main purposes of writing to clearly

define the outcome: writing to entertain; to inform; to persuade or to discuss. Purposes/Genres/Outcomes are provided for teachers in the Writing Progression of Skills

 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Story	Recount	Advert	Argument
Letter Narrative	Instruction	Advertising	Newspaper
Description	Explanation	Letter	Review
Poetry	Newspaper	Poster	
	Biography	Speech	
	Reports	Campaign	
	Essay		

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and Knowledge plans ([Appendix 1 + 2](#)) in order to allow for children to be exposed to a variety of different genre types throughout their time in school. Alongside this, teachers are provided with Wynstream progression of skills and knowledge to 'Wynstreamise' our offer.

In KS1, Read Write inc. is being used alongside Bookwrites to give pupils extended opportunities for writing.

Impact

Assessment: End Points and teacher judgements

Evidence gathering grids ([Appendix 6](#)) are used to support teacher assessment of individual pupils' progress across the curriculum as well as the half termly expectations found on the progression of skills and knowledge maps ([Appendices 1 + 2](#)). Moderation is carried out internally across *all* year groups to ensure consistent standards of teacher assessments are being met and then across the trust. Children with additional needs will need an appropriate Evidence Gathering Grid completed for their level ranging from pre-key stage 2 upwards ([Appendix 6B](#)).

APPENDIX 1: Wynstream Primary School- Writing progression of skills and knowledge KS1

Focus is on oral work, the skills and processes essential to writing i.e thinking aloud, drafting, re-reading, motor skills before directly writing

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts that Teach Teacher to						
Michael Tidd purposes covered/ Genre	Focus on oral skills/ Motor skills/ handwriting/ dictated spelling skills- Becoming 'ready' for writing	Continued focus on oral skills/ Motor skills/ handwriting/ dictated spelling skills Writing to entertain- Story re-telling	Writing to entertain- Poetry-whole school Writing to inform- Instructions	Writing to entertain- In character/role Writing to inform- Recount	Writing to entertain- Story Writing to inform- Letter	Writing to inform- Recount Writing to entertain- Story
Key Terminology	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					

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<p>NC Transcription/ Spelling – Discrete Lessons – Organised linked to phonics scheme</p> <p><i>Refer to Appendix 1</i></p>	<p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>Spell: words containing each of the 40+ phonemes already taught</p> <p>Common exception words</p> <p>The days of the week name the letters of the alphabet:</p> <p>Naming the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix un–</p> <p>Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
<p>Handwriting- Discrete sessions- Organised linked to phonics scheme</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>

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Grammar-Discrete and embedded	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>How words can combine to make sentences</p>					
NC Composition throughout	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Learning the grammar for year 1 in English Appendix 2</p>					
NC Composition Progression of skills Shown through Wynstream writing policy model	Focus on oral skills/ Motor skills/ handwriting/ dictated spelling skills- Becoming 'ready' for writing	<p>Beginning to write some short sentences after orally saying it and checking with the teacher</p> <p>Adult to read back aloud with the child what they have written</p>	<p>Beginning to write sentences - Teacher led</p> <p>Beginning to read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Introduce/Develop: Sequencing sentences to form short narratives</p> <p>Develop: read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop/Embed: Sequencing sentences to form short narratives</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Sequencing sentences to form short narratives</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
NC Vocabulary, Grammar and punctuation	Focus on oral skills/ Motor skills/ handwriting/ dictated spelling skills- Becoming 'ready' for writing	<p>Leaving spaces between words</p> <p>Beginning to join words using and</p>	<p>Leaving spaces between words (Always from now)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop,</p>	Introduce: Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Develop: Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	<p>Join words and join clauses using and</p> <p>Using a capital letter for names of people, places, the days of the</p>

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Discrete and embedded		Beginning to punctuate sentences using a capital letter and a full stop	Introduce: question mark or exclamation mark Develop: Join words using and Introduce: Joining clauses using and	Develop: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Join words and join clauses using and	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	week, and the personal pronoun 'I' Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Pupils working below	Pupils working below will continue to follow the school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. They will be taught through a rigorous and systematic phonics programme (PITT phonics) so that they catch up rapidly.					

End point for Year 1: EGG to show all boxes ticked across a wide range of work to achieve expected

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts that Teach Teacher to choose						
Michael Tidd purposes covered/ Genre	Writing to entertain- Story retelling + story	Writing to inform- Instructions Writing to entertain- Story	Writing to entertain- Poetry Whole School Writing to inform- Letter	Writing to inform- Biography Writing to entertain- In character/role or story	Writing to inform- Recount Writing to entertain- Story	Writing to inform- Book Review Writing to entertain- Story
Key Terminology	Noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present), apostrophe, comma					
NC Transcription/Spelling <i>These should be weaved in and seen in planning i.e warm-ups, tasks throughout the half term, discrete SPaG lessons</i> Refer to Appendix 1	<u>Spell by:</u> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.					

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Handwriting- To be taught discretely	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>					
NC Composition throughout	<p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p><u>Consider what they are going to write before beginning by:</u></p> <p>Planning or saying out loud what they are going to write about</p> <p>Encapsulating what they want to say, sentence by sentence</p>					
NC Composition Progression of skills Shown through Wynstream	<p>Introduce: Writing down ideas and/or key words, including new vocabulary</p> <p>Introduce: Reading aloud what they have written</p>	<p>Develop: Writing down ideas and/or key words, including new vocabulary</p> <p>Introduce: Beginning to evaluate their writing with the teacher</p> <p>Introduce: re-reading to check that verbs to</p>	<p>Introduce: Beginning to evaluate their writing with the teacher and other pupils</p> <p>Develop: re-reading to check that verbs to indicate time are used correctly and consistently</p>	<p>Develop: Writing down ideas and/or key words, including new vocabulary</p> <p>Develop: evaluate their writing with the teacher and other pupils</p> <p>Proof-read to check for errors in spelling,</p>	<p>Embed: Writing down ideas and/or key words, including new vocabulary</p> <p>Embed: evaluate their writing with the teacher and other pupils</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p>	<p>Writing down ideas and/or key words, including new vocabulary</p> <p>Reading aloud with appropriate intonation to make the meaning clear.</p> <p>evaluate their writing with the teacher and other pupils</p>

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writing policy model	<p>Introduce: re-reading to check that their writing makes sense</p> <p>Beginning to proof-read to check for errors in spelling, grammar and punctuation</p>	<p>indicate time are used correctly, including verbs in the continuous form</p> <p>Introduce: Reading aloud with appropriate intonation to make the meaning clear.</p>	<p>including verbs in the continuous form</p> <p>Develop: Some Teacher support- Reading aloud with appropriate intonation to make the meaning clear.</p>	<p>grammar and punctuation with support sheets</p>	<p>Embed: Reading aloud with appropriate intonation to make the meaning clear</p>	<p>Re-reading to check that verbs to indicate time are used correctly and consistently including verbs in the continuous form</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p>
NC Vocabulary, Grammar and punctuation (Appendix 2) SKILLS progression embedded in writing	<p>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters</p> <p>Introduce: Sentences with different forms: statement, question, exclamation, command</p> <p>Introduce: Expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks</p> <p>Develop: Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Develop: the present tense correctly and consistently including the progressive form</p>	<p>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</p> <p>Some features of written Standard English</p> <p>Sentences with different forms: statement, question, exclamation, command</p>	<p>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Develop: Expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Embed: Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Using some features of written Standard English</p> <p>Using sentences with different forms: statement, question, exclamation, command</p>	<p>Assess that children are able to complete all statutory requirements from Year 1 + 2 curriculum with the use of EGG across all pieces in Year 2</p>

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			Develop: the past tense correctly and consistently including the progressive form			
Discrete SPaG teaching	<p>Learn how to use both familiar and new punctuation: capital letters, full stops to demarcate sentences</p> <p>Learn how to use: co-ordination (using or, and, or but)</p> <p>Learn how to use: Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Use of the progressive form of verbs in the present</p> <p>Revise Year 1: Capitals for proper nouns and personal pronoun 'I'</p>	<p>Learn how to use both familiar and new punctuation: Exclamation marks, question marks</p> <p>Learn how to use Use of the progressive form of verbs in the past tense</p> <p>subordination (using when, if, that, or because)</p> <p>Correct choice and consistent use of present tense</p>	<p>Learn how to use both familiar and new punctuation: Commas to separate items in a list</p> <p>Apostrophes for contracted forms</p> <p>Learn to use:</p> <p>Repeat: co-ordination (using or, and, or but)</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Correct choice and consistent use of past tense throughout writing</p>	<p>Repeat: subordination (using when, if, that, or because)</p> <p>Learn to use: Apostrophes to mark singular possession in nouns [for example, the girl's name]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Revisit: Commas to separate items in a list</p>	<p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p>	<p>Assess that children are entirely able to do all in Appendix 1 + 2 for Years 1+ 2 spelling/grammar Use EGG grids to see where this is being applied in writing</p>
Pupils working below	<p>Pupils working below will continue to follow the school's curriculum for the Early Years Foundation Stage (if necessary) to develop their word reading, spelling and language skills. They will be taught through a rigorous and systematic phonics programme (PITT phonics) so that they catch up rapidly. Pupils will be supported with motor skill interventions to support them in writing and early writing skills will continue to be taught.</p>					

End point for Year 2: EGG to show all boxes ticked across a wide range of work to achieve expected

At the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts that Teach Teacher to						
Michael Tidd purposes covered/ Genre	Writing to entertain- Narrative Writing to inform- Recount	Writing to persuade- Letter Writing to entertain- Narrative or description	Writing to entertain- Poetry- Whole school Writing to inform- Instructions	Writing to inform- Diary Writing to persuade- Advertisement	Writing to entertain- Narrative Writing to inform- Report	Writing to inform- Explanation Writing to entertain- Narrative
Key Terminology	Preposition, Conjunction, Word family, Prefix, Clause, Subordinate clause, Direct speech, Consonant, Consonant letter vowel, Vowel letter, Inverted commas (or 'speech marks')					
NC Transcription/ Spelling <i>These should be weaved in and seen in planning i.e warm-ups, tasks throughout the half term, discrete SPaG lessons</i> Refer to Appendix 1	<p>Write down their ideas with a reasonable degree of accuracy and with good sentence punctuation</p> <p>You must refer to English Appendix 1 for examples of the following: (covered in No-Nonsense Spelling)</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Use joined handwriting throughout their independent writing</p>					

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

<p>NC Composition throughout</p>	<p><u>Plan writing by:</u></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p><u>Draft and write by:</u></p> <p>Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p><u>Evaluate and edit by:</u></p> <p>Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>					
<p>NC Composition Progression of skills</p> <p>Shown through Wynstream writing policy model</p>	<p><u>Draft and write by:</u> Introduction to organising paragraphs around a theme- Teacher Support/scaffold</p> <p>In narratives, creating settings with focus on descriptions</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own writing through teacher scaffold/support</p> <p>Being shown how to propose changes to grammar and vocabulary to improve consistency in other's work</p> <p>Proof-read for spelling errors with lists being given to support</p>	<p><u>Draft and write by:</u> Beginning to organise paragraphs around a theme- Teacher Support/reminders</p> <p>In narratives, creating settings, characters and plot with teacher scaffold</p> <p>In non-narrative using simple organisational devices such as letter address etc.</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing verbally</p> <p>Being shown how to propose changes to</p>	<p><u>Draft and write by:</u> Organising paragraphs around a theme- beginning independence phase</p> <p>In non-narrative using simple organisational devices such as heading and sub-headings Teacher support</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of others' writing by suggesting improvements peer work/teacher scaffold</p> <p>Beginning to propose changes to grammar and vocabulary to improve consistency in their own</p>	<p><u>Draft and write by:</u> Organising paragraphs around a theme- always from now</p> <p>In non-narrative material, using simple organisational devices</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Beginning to Proof-read for spelling and</p>	<p><u>Draft and write by:</u></p> <p>In narratives, creating settings, characters and plot increasing independence</p> <p>In non-narrative material, using simple organisational devices</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p><u>Draft and write by:</u></p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

		<p>grammar and vocabulary to improve consistency in their own work- Teacher led</p> <p>Proof-read for spelling and punctuation errors- Teacher led with supportive prompts</p>	<p>work- beginning independence</p> <p>Proof-read for spelling and punctuation errors- with supportive prompts</p>	<p>punctuation errors independently</p>	<p>Proof-read for spelling and punctuation errors independently</p>	<p>Proof-read for spelling and punctuation errors</p>
<p>NC</p> <p>Vocabulary, Grammar and punctuation (Appendix 2) SKILLS</p> <p>progression embedded in writing</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although – Supported by discrete grammar teaching and teacher model</p> <p>Introduction to inverted commas to punctuate direct speech- Supported by discrete grammar teaching</p> <p>Using conjunctions, to express time and cause Embedding from discrete teaching</p>	<p>Beginning to use the present perfect form of verbs in contrast to the past tense linked to grammar teaching from last half term embedded in writing</p> <p>Using conjunctions confidently and beginning to use adverbs to express time and cause embed from discrete teaching and last half term</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although- moving away from teacher model</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although- beginning independence i.e through learning wall prompts</p> <p>Confidently using conjunctions and adverbs to express time and cause</p> <p>Beginning to use prepositions to express time and cause Embedding from discrete</p>	<p>Beginning to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Using and punctuating direct speech</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Beginning to use fronted adverbials</p>

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

Discrete SPaG teaching	<p>Revise Year 2: Formation of nouns using suffixes</p> <p>Then: Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Introduction to paragraphs as a way to group related material</p>	<p>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Continue with inverted commas to punctuate direct speech</p> <p>Headings and sub-headings to aid presentation</p>	<p>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Revise Year 2: Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Revise Year 2: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>The accurate use of pronouns in sentences</p> <p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>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]</p>	<p>Revise: Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Revise Year 2: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Assess that children are entirely able to do all in Appendix 1 + 2 spelling/grammar Use EGG grids to see where this is being applied in writing</p>
Pupils working below	<p>Pupils assessed to be working below the ARE will be supported through a range of focuses classroom tutorials. Those with SEN will be supported with SEN EGG and differentiated learning to improve on key writing skills whilst also being exposed to lessons for their year group.</p>					

End point for Year 3: EGG to show all boxes ticked across a wide range of work to achieve expected

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts that Teach Teacher to choose						
Michael Tidd purposes covered/ Genre	Writing to entertain- Narrative Writing to inform- Explanation	Writing to persuade- Speech Writing to entertain- Narrative or description	Writing to entertain- Poetry- Whole school Writing to inform- Non-chronological report	Writing to inform- Recount Writing to persuade- Letter	Writing to entertain- Narrative Writing to inform- Biography	Writing to inform- Explanation Writing to entertain- Narrative
Key Terminology	Determiner, Pronoun, Possessive pronoun, adverbial					
NC Transcription/Spelling <i>These should be weaved in and seen in planning i.e warm-ups, tasks throughout the half term, discrete SPaG lessons</i> Refer to Appendix 1	<p>Write down their ideas with a reasonable degree of accuracy and with good sentence punctuation</p> <p>You must refer to English Appendix 1 for examples of the following: (covered in No-Nonsense Spelling)</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>					

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

NC Composition throughout	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					
	Use joined handwriting throughout their independent writing					
NC Composition Progression of skills	Plan writing by:					
	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar					
Shown through Wynstream writing policy model	Discussing and recording ideas					
	Draft and write by:					
	Composing and rehearsing sentences orally (including dialogue)					
	Evaluate and edit by:					
	Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.					
	Draft and write by: Organising paragraphs around a theme- Assess from last year	Draft and write by: Organising paragraphs around a theme- Independently-	Draft and write by: Organising paragraphs around a theme	Draft and write by: Organising paragraphs around a theme	Draft and write by: Organising paragraphs around a theme	Draft and write by: Organising paragraphs around a theme
	In narratives, creating settings, character and plot- Some teacher support initially	In narratives, creating settings, characters and plot Beginning independence to craft	In non-narrative using simple organisational devices such as heading and sub-headings NCR	In non-narrative material, using simple organisational devices	In narratives, creating settings, characters and plot	In narratives, creating settings, characters and plot
	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	In non-narrative using simple organisational devices such as sub-headings in speech	Evaluate and edit by:	Evaluate and edit by:	In non-narrative material, using simple organisational devices	In non-narrative material, using simple organisational devices
	Evaluate and edit by:	Evaluate and edit by:	Assessing the effectiveness of others' writing by suggesting improvements- beginning independence	Assessing the effectiveness of their own and others' writing and suggesting improvements	Evaluate and edit by:	Evaluate and edit by:
		Assessing the effectiveness of their own and others' writing and beginning to independently suggesting improvements- Peer marking opportunity	Proposing changes to grammar and vocabulary to	Proposing changes to grammar and vocabulary to improve consistency, including the accurate	Assessing the effectiveness of their own and others' writing and suggesting improvements	Assessing the effectiveness of their own and

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

	<p>Assessing the effectiveness of their own and others' writing</p> <p>Beginning to independently propose changes to grammar and vocabulary to improve consistency in their own work</p> <p>Proof-read for spelling errors</p>	<p>Propose changes to grammar and vocabulary to improve consistency in their own work- Self-reflect opportunity</p> <p>Proof-read for spelling and punctuation errors- Punctuation specific support focus with newly taught punc i.e comma after FA.</p>	<p>improve consistency in their own work- Always from now</p> <p>Proof-read for spelling and punctuation errors</p>	<p>use of pronouns in sentences</p> <p>Proof-reading for spelling and punctuation errors independently</p>	<p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>
<p>NC Vocabulary, Grammar and punctuation (Appendix 2) SKILLS progression embedded in writing</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although – Discrete teaching of this still but constant from now</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Using and punctuating direct speech- Supported by discrete grammar teaching</p> <p>Beginning to use commas after fronted adverbials</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition- beginning independence</p> <p>Using conjunctions, adverbs and prepositions to express time and cause- Constant from now</p> <p>Using fronted adverbials and using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with plural nouns- Supported by discrete teaching</p> <p>Using and punctuating direct speech- beginning independence</p>	<p>Independence:</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions,</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Assess that children are able to complete all statutory requirements from Year 3 + 4 curriculum with the use of EGG across all pieces in Year 4.</p>

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

	Using conjunctions, adverbs and prepositions to express time and cause	Including noun phrases and preposition phrases in description		Using fronted adverbials and commas after them Indicating possession by using the possessive apostrophe with plural nouns	Using fronted adverbials Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech	
Discrete SPaG teaching	<p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>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!"]</p> <p>Revise Year 3: Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>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)</p> <p>Revise: Use of paragraphs to organise ideas around a theme</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>	<p>Use of commas after fronted adverbials</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>The grammatical difference between plural and possessive –s</p>	<p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p> <p>Revise Year 3: 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]</p>	<p>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!"]</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Assess that children are entirely able to do all in Appendix 1 + 2 for Years 3 + 4 spelling/grammar Use EGG grids to see where this is being applied in writing</p>

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

Pupils working
below

Pupils assessed to be working below the ARE will be supported through a range of focuses classroom tutorials. Those with SEN will be supported with SEN EGG and differentiated learning to improve on key writing skills whilst also being exposed to lessons for their year group.

End point for Year 4: EGG to show all boxes ticked across a wide range of work to achieve expected

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts that Teach Teacher to choose						
Michael Tidd purposes covered/ Genre	Writing to entertain- Narrative Writing to inform- Recount	Writing to persuade- Speech Writing to entertain- Narrative or characters/settings	Writing to entertain- Poetry- Whole school Writing to discuss- review	Writing to inform- Non-chronological report Writing to persuade- Advertising/campaign	Writing to entertain- Narrative Writing to inform- Biography	Writing to inform- Non-chronological report Writing to entertain- Narrative
Key Terminology	Modal verb, Relative pronoun, Relative clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity					
NC Transcription/Spelling <i>These should be weaved in and seen in planning i.e warm-ups, tasks throughout the half term, discrete SPaG lessons</i> Refer to Appendix 1	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task.</p>					
NC Composition throughout	<u>Plan their writing by:</u>					

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

<p>NC Composition Progression of skills</p> <p>Shown through Wynstream writing policy model</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p><u>Evaluate and edit by:</u></p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Proof-read for spelling and punctuation errors- Building on independence from Year 3+4</p>					
	<p><u>Plan their writing by:</u> In writing narratives, beginning to consider how authors have developed characters in what they have read- Texts that teach support</p> <p><u>Draft and write by:</u> In narratives, describing characters and beginning to integrate dialogue (building on Year 4 work)</p> <p>Beginning to explore some basic devices to build cohesion within and across paragraphs- Discrete SPaG teaching to support</p> <p>Beginning to use some further organisational and presentational devices to structure the text and guide the reader (headings/Bullet points/Underlining)</p> <p><u>Evaluate and edit by:</u></p>	<p><u>Plan their writing by:</u> In writing narratives, considering how authors have developed characters <i>and settings</i> in what pupils have read, listened to or seen performed- Teacher support</p> <p><u>Draft and write by</u> Integrating dialogue to convey character</p> <p>In narratives, beginning to describe settings, characters and atmosphere</p> <p>Beginning to use some devices to build cohesion within and across paragraphs- As stated in Appendix 2</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p>	<p><u>Draft and write by</u> Beginning to select appropriate grammar and vocabulary from that taught</p> <p>Beginning to précis longer written passages</p> <p>Beginning to consider using more of a range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader- Clear in the review</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance</p>	<p><u>Draft and write by</u> Beginning to understand how grammar and vocabulary choices can change and enhance meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs- Teacher support</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance</p>	<p><u>Plan their writing by:</u> In writing narratives, considering how authors have developed characters <i>and settings</i> in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u> Beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p>	<p><u>Plan their writing by:</u> In writing narratives, considering how authors have developed characters <i>and settings</i> in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p>

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

	<p>Revise Year 3+ 4: Assessing the effectiveness of their own and others' writing Recapping over Yr 4 proposing changes to vocabulary, grammar and punctuation but beginning to enhance effects</p>	<p>Beginning to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Beginning to show the correct use of tense throughout a piece of writing</p>	<p>effects and clarify meaning Beginning to ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Beginning to ensure correct subject and verb agreement when using singular and plural</p>	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u> (Alongside previous assessing and proposing)</p> <p>Teacher led: Distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u> (Alongside previous assessing and proposing)</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Teacher led: Distinguishing between the language of speech and writing and choosing the appropriate register</p>
<p>NC Vocabulary, Grammar and punctuation (Appendix 2) SKILLS progression embedded in writing</p>	<p>Beginning to use expanded noun phrases to convey complicated information concisely</p> <p>Beginning to use brackets, dashes or commas to indicate parenthesis</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing- Speech is a great opportunity for this</p> <p>Using expanded noun phrases to convey complicated information concisely- Beginning independence in narrative</p> <p>Beginning to use modal verbs or adverbs to indicate degrees of possibility- Speech writing focus</p>	<p>Punctuating bullet points consistently- Embed in review AND using a colon to introduce a list</p> <p>Beginning independence in using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun- with teacher scaffold</p>	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun- Appropriate use in report</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using modal verbs or adverbs to indicate degrees of possibility- Letter writing</p>	<p>Using expanded noun phrases to convey complicated information concisely- Narrative</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p>	<p>Beginning to use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using expanded noun phrases to convey complicated information concisely- Narrative</p>

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

				Using brackets, dashes or commas to indicate parenthesis- Independent		
Discrete SPaG teaching	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Using expanded noun phrases</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Using brackets, dashes or commas to indicate parenthesis</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>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] <u>Linked to cohesive devices</u></p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p>	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Revisit: using brackets, dashes or commas to indicate parenthesis</p> <p>Revisit: 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]</p> <p>Punctuating bullet points consistently</p> <p>Consistent and correct use of tense throughout a piece of writing</p>	<p>Using hyphens to avoid ambiguity</p> <p>Using the perfect form of verbs to mark relationships of time and cause- to embed in Year 6</p> <p>Revisit Year 4: Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses- Not all will use in their writing yet!</p> <p>Using the correct subject and verb agreement when using singular and plural</p>	<p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p>	<p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p>
Pupils working below	Pupils assessed to be working below the ARE will be supported through a range of focuses classroom tutorials. Those with SEN will be supported with SEN EGG and differentiated learning to improve on key writing skills whilst also being exposed to lessons for their year group.					

End point for Year 5: EGG to show all boxes ticked across a wide range of work to achieve expected

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts that Teach Teacher to choose						
Michael Tidd purposes covered/ Genre	Writing to entertain- Narrative Writing to inform- Recount	Writing to persuade- Healthy Living Leaflet Writing to entertain- Narrative	Writing to entertain- Poetry- Whole school Writing to discuss- Balanced Argument	Writing to inform- Non-chronological report Writing to persuade- Speech	Writing to entertain- Narrative Writing to inform- Non-chronological report	Writing to inform- Essay Writing to entertain- Narrative
Key Terminology:	Subject/object, active/passive, synonym/antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
NC Transcription/Spelling <i>These should be weaved in and seen in planning i.e warm-ups, tasks throughout the half term, discrete SPaG lessons</i> Refer to Appendix 1	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task.</p>					
NC Composition throughout	<p><u>Plan their writing by:</u></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>					

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

NC Composition Progression of skills Shown through Wynstream writing policy model	<p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p><u>Draft and write by:</u> Extending from year 5 progression now embedded</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Précising longer passages</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Proof-read for spelling and punctuation errors- Embedding</p>					
	<p><u>Plan their writing by:</u> In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Teacher scaffold- using a wide range of devices to</p>	<p><u>Plan their writing by:</u> In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u> Independence beginning- Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to</p>	<p><u>Draft and write by:</u> Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u> Ensuring the consistent and correct use of tense</p>	<p><u>Draft and write by:</u> Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u> Ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p><u>Plan their writing by:</u> In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a wide range of devices to build cohesion</p>	<p><u>Plan their writing by:</u> In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a wide range of devices to build cohesion</p>

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

	<p>build cohesion within and across paragraphs</p> <p><u>Evaluate and edit by:</u> Ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u> Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural,</p>	<p>throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u> Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>within and across paragraphs</p> <p><u>Evaluate and edit by:</u> Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
<p>NC Vocabulary, Grammar and punctuation (Appendix 2) SKILLS progression embedded in writing</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses- Building on from discrete SPaG</p> <p>Developing- Using commas to clarify meaning or avoid ambiguity in writing</p>	<p>Developing: Using passive verbs to affect the presentation of information in a sentence</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using modal verbs or adverbs to indicate degrees of possibility- Persuasive writing</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Revise Year 5: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Assess that children are able to complete all statutory requirements from Year 5 + 6 curriculum with the use of EGG across all pieces in Year 6</p>

APPENDIX 2: Wynstream Primary School- Writing progression of skills and knowledge KS2

	Using brackets, dashes or commas to indicate parenthesis	Using brackets, dashes or commas to indicate parenthesis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Using commas to clarify meaning or avoid ambiguity in writing	Using modal verbs or adverbs to indicate degrees of possibility Using commas to clarify meaning or avoid ambiguity in writing		
Discrete SPaG teaching	Developing from introduction in Year 5: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Introduction of: using passive verbs to affect the presentation of information in a sentence	Revise from Year 5: Using modal verbs or adverbs to indicate degrees of possibility Using brackets, dashes or commas to indicate parenthesis How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] How words are related by meaning as synonyms and antonyms [for example, big, large, little].	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Revise Year 5: Using the perfect form of verbs to mark relationships of time and cause Punctuation of bullet points to list information Use of the colon to introduce a list and use of semi-colons within lists	Using a colon to introduce a list Punctuating bullet points consistently How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	Assess that children are entirely able to do all in Appendix 1 + 2 for Years 5 + 6 spelling/grammar Use EGG grids to see where this is being applied in writing
Pupils working below	Pupils assessed to be working below the ARE will be supported through a range of focuses classroom tutorials. Those with SEN will be supported with SEN EGG and differentiated learning to improve on key writing skills whilst also being exposed to lessons for their year group.					

End point for Year 6: EGG to show all boxes ticked across a wide range of work to achieve expected

APPENDIX 6b: Pre Key stage 2 Evidence Gathering Grids

<https://www.babcockldp.co.uk/improving-schools-settings/english/assessment/assessment-of-writing>

APPENDIX 6b: Pre Key stage 2 Evidence Gathering Grids

Name:	Date/title/book:					
All statements are from the <i>Pre Key Stage 2 Assessment Standards Document</i>						
Standard 1:						
Composition The pupil can: • say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').						
Transcription The pupil can: • draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand).						
Standard 2:						
Composition The pupil can: • say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').						
Transcription The pupil can: • form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading • identify or write these 10+ graphemes on hearing corresponding phonemes.						
Standard 3						
Composition The pupil can: • make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • write a caption or short phrase using the graphemes that they already know.						
Transcription The pupil can: • form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading • identify or write these 20+ graphemes on hearing the corresponding phonemes						
• spell words (with known graphemes) by identifying the phonemes						
Standard 4						
Composition The pupil can: • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed.						
Transcription The pupil can: • form most lower-case letters correctly and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters • spell a few common exception words (e.g. I, the, he, said, of).						

APPENDIX 6b: Pre Key stage 2 Evidence Gathering Grids

Name:	Date/title/book:					
All statements are from the <i>Pre Key Stage 2 Assessment Standards Document</i>						
Standard 5:						
Composition The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) 						
• demarcate some sentences with capital letters and full stops						
Transcription The pupil can: <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others 						
• spell some common exception words*						
• form lower-case letters in the correct direction, starting and finishing in the right place						
• form lower-case letters of the correct size relative to one another in some of their writing						
• use spacing between words.						
Standard 6:						
Composition The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) 						
• write about real events, recording these simply and clearly						
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required						
• use present and past tense mostly correctly and consistently						
• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.						
Transcription The pupil can: <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others 						
• spell many common exception words*						
• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
• use spacing between words that reflects the size of the letters.						