

TANKERSLEY C of E (A) PRIMARY SCHOOL

WRITING POLICY



***“Guide me in your truth and teach me, for you are God my Saviour
and my hope is in you all day long”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2026

Next review September 2028

EYFS WRITING

The Early Years writing continuum serves as a comprehensive guidance framework. It clearly defines the developmental prerequisite skills for writing in the Early Years. It breaks down the fundamental skills essential for successful writing in Reception.

Transcription (physical skills) and composition (meaning – making) are established as prime focuses in the Early Years, supported by a strong foundation of pre-writing skills.

Practitioners use this practical continuum of age-appropriate activities (2-5 years) and high-quality interaction strategies to effectively target and develop the full range of physical, visual, auditory and language-based pre-requisite skills.

We promote a proactive approach where pre-writing activities are seamlessly integrated into both children's play and directed sessions, ensuring every child is prepared for writing.

We fully embed the writing continuum assessment and shared practice models, including Launchpad for Literacy, to ensure precise monitoring, early identification of delays and robust, target intervention.

KS1 & KS2 Writing

At Tankersley we recognise that spoken language underpins the development of reading and writing. We teach our pupils to elaborate and explain clearly their understanding and ideas. Children are given time to talk, share ideas and take part in drama / role-play activities to enhance their understanding and develop ideas for writing.

In EYFS and KS1 pupils have a daily phonics lesson using Read Write Inc strategies and resources. Children also have an English lesson planned around a core text. In KS2 pupils have a daily English lesson, planned around a core text and a spelling /handwriting session.

At Tankersley, we develop our pupils' sense of pride in their work, encourage the children to present their spoken and written ideas clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

As well as specific teaching of comprehension, the skills of reading and writing are developed together in our English curriculum, with units of work planned around quality core texts or a variety of shorter extracts. We expose our pupils to a rich and varied range of texts that deepen and develop their vocabulary and experiences of the world we live in. From their reading, children learn how texts are structured, words are spelt, the meanings of new vocabulary and develop their ideas and imagination. For this reason, our English units are planned around quality texts which model to, stimulate and inspire the children to create their own writing.

We have a strong focus on 'talk for writing', and on the teaching of specific skills of spelling and grammar and handwriting. Throughout the school, children will gain experience of the full writing process; composition, transcription, consideration to the audience and purpose of writing, drafting, proof-reading, amending and improving their work.

Children are taught the features and layouts of a full range of writing types – both fiction, non-fiction and poetry. Extended writing opportunities are also linked to other curriculum areas where appropriate and purposeful.

We enthuse children through a range of 'hooks' – quality texts, video clips, interactive resources, artefacts and drama. Our aim is to ensure that children are interested in what they are writing about. Direct teaching, modelling and discussion throughout the lesson provide children with the scaffolding needed in order to develop their knowledge, skills and vocabulary.

We teach children in a clear progression through a writing journey, immersing them in the text and teaching the skills they need in order to write their final outcome. Teachers model how to be writers, talking through their thought processes and taking ideas from the children as part of shared writing. We include lots of modelled, shared, guided and independent writing to support the children with developing the skills they need to become proficient writers.

We aim to teach the skills of writing and a love of writing so that our children...

- Develop enjoyment and pleasure in writing
- Have opportunities to write for a range of real purposes and audiences
- Understand the skills and processes that are essential for writing: thinking aloud and re-reading their work to check their meaning is clear
- Developing stamina to produce a quality piece of writing
- When spelling, have opportunities to practise using both their phonics knowledge and develop independent spelling strategies
- Know and use grammar terminology and punctuation to be able to talk about their writing and how it helps the reader to understand and enjoy what they have written.
- Understand their context and developing empathy as a writer – being a character when writing a diary, being a storyteller, informative reports, persuasive debates, being a reporter when writing a newspaper article

Our teaching covers the main areas in the National Curriculum:

- Composition
- Vocabulary, grammar and punctuation
- Spelling
- Handwriting
- Terminology

We believe that writing should be a creative/developmental process at both a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Sentence structure and punctuation along with text level skills are taught alongside the creative aspects of writing. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing involves both transcription and composition. Transcription skills include spelling and handwriting. These should be the focus for writing in the early stages of primary.

 Tankersley Writing Composition Forming, articulating and communicating ideas in speech and writing.				
By the end of EYFS	By the end of Year 1	By the end of Year 2	By the end of Year 4 KS2	By the end of Year 6 UKS2
High adult support, children will be encouraged to say each word/their sentence aloud before writing it. Sequence sentences to form short narratives. Re-read and check sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher.	Say out loud what is going to be written. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read and check sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher.	Develop positive attitudes towards writing and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Developing and recording ideas. Consider what they are going to write before beginning by planning or using a list of what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for example, headings and sub-headings).	Plan their 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. Developing and recording ideas. Draft and write by planning and rehearsing sentences orally (including dialogue), progressively building a series and rich vocabulary and an increasing range of sentence structures (English appendix 2). Organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for example, headings and sub-headings).	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, using and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, pressing longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

 Tankersley Writing Composition Audience, purpose and context.				
By the end of EYFS a child will:	By the end of Year 1 a child will:	By the end of Year 2 a child will:	By the end of Year 4 KS2 a child will:	By the end of Year 6 UKS2 a child will:
Understand what the writing is for, its purpose, which could be to make someone feel happy, to give information, to explain something, to be able to make something. Have some sense of who the writing is for, the audience, which could be the practitioner, a friend, Mum, Dad, brother, sister, a character in a book. Remember ideas, thinking about what they want to write. Draw upon a store of words and ideas.	Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Start to engage readers by using adjectives to describe.	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 experience. Use simple language devices in non-fiction. Make deliberate choices about word choices to add detail. Begin to create settings, characters and plot in narratives. Write a range of narratives and non-fiction pieces for different audiences and purposes 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.	Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). Make deliberate choices about word choices to add detail. Begin to create settings, characters and plot in narratives. Write a range of narratives and non-fiction pieces for different audiences and purposes 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.	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. 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 dialogue; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Writing is taught through:

- The teacher dictating sentences for pupils to practise applying these skills so that their working memory doesn't become overloaded by the demands of composition.
- In EYFS and KS1 writing is taught through dictated sounds, words and sentences containing the phoneme – grapheme correspondences taught.
- Knowledge of what to write, as well as how to write. Teachers provide frequent modelling, examples and opportunities for practice so that children can develop their writing. Pupils are also taught knowledge of the conventions of the genres they are creating, and the tools which can help them achieve their purpose.
- Knowledge of grammar needed for composition. Pupils are taught how to construct and combine sentences. The curriculum is organised so that pupils are taught to use a variety of different sentences. Teachers model which is then followed by extensive deliberate practice.
- TAs support significant groups of pupils to lead the development of writing according to pupils' individual targets.

 Tankersley Writing Composition Vocabulary, punctuation and grammar.				
By the end of EYFS a child can use/understand:	By the end of Year 1 a child can use/understand:	By the end of Year 2 a child can use/understand:	By the end of Year 4 KS2 a child can use/understand:	By the end of Year 6 UKS2 a child can use/understand:
Word level Pupils will learn to write words such as 'the', 'and', 'but', 'because' that can be added to write when the meaning of the words changes or needed to make the meaning of the words and sentences clear. Sentence Structure Pupils will learn to write sentences that can be added to write when the meaning of the words and sentences changes or needed to make the meaning of the words and sentences clear.	Word level Pupils will learn to write words such as 'the', 'and', 'but', 'because' that can be added to write when the meaning of the words changes or needed to make the meaning of the words and sentences clear. Sentence Structure Pupils will learn to write sentences that can be added to write when the meaning of the words and sentences changes or needed to make the meaning of the words and sentences clear.	Word level Pupils will learn to write words such as 'the', 'and', 'but', 'because' that can be added to write when the meaning of the words changes or needed to make the meaning of the words and sentences clear. Sentence Structure Pupils will learn to write sentences that can be added to write when the meaning of the words and sentences changes or needed to make the meaning of the words and sentences clear.	Word level Pupils will learn to write words such as 'the', 'and', 'but', 'because' that can be added to write when the meaning of the words changes or needed to make the meaning of the words and sentences clear. Sentence Structure Pupils will learn to write sentences that can be added to write when the meaning of the words and sentences changes or needed to make the meaning of the words and sentences clear.	Word level Pupils will learn to write words such as 'the', 'and', 'but', 'because' that can be added to write when the meaning of the words changes or needed to make the meaning of the words and sentences clear. Sentence Structure Pupils will learn to write sentences that can be added to write when the meaning of the words and sentences changes or needed to make the meaning of the words and sentences clear.
Test structure Correct choice and consistent use of the present tense and past tense throughout. Use of the progressive form of verbs in the present and past tense to mark actions in progress.	Test structure Correct choice and consistent use of the present tense and past tense throughout. Use of the progressive form of verbs in the present and past tense to mark actions in progress.	Test structure Correct choice and consistent use of the present tense and past tense throughout. Use of the progressive form of verbs in the present and past tense to mark actions in progress.	Test structure Correct choice and consistent use of the present tense and past tense throughout. Use of the progressive form of verbs in the present and past tense to mark actions in progress.	Test structure Correct choice and consistent use of the present tense and past tense throughout. Use of the progressive form of verbs in the present and past tense to mark actions in progress.
Punctuation Use of capital letters, full stops, question marks and exclamation marks to separate sentences. Use of inverted commas and other punctuation to indicate direct speech. Use of apostrophes to mark plural possession. Use of the colon to introduce a list. Punctuation of bullet points to list information.	Punctuation Use of capital letters, full stops, question marks and exclamation marks to separate sentences. Use of inverted commas and other punctuation to indicate direct speech. Use of apostrophes to mark plural possession. Use of the colon to introduce a list. Punctuation of bullet points to list information.	Punctuation Use of capital letters, full stops, question marks and exclamation marks to separate sentences. Use of inverted commas and other punctuation to indicate direct speech. Use of apostrophes to mark plural possession. Use of the colon to introduce a list. Punctuation of bullet points to list information.	Punctuation Use of capital letters, full stops, question marks and exclamation marks to separate sentences. Use of inverted commas and other punctuation to indicate direct speech. Use of apostrophes to mark plural possession. Use of the colon to introduce a list. Punctuation of bullet points to list information.	Punctuation Use of capital letters, full stops, question marks and exclamation marks to separate sentences. Use of inverted commas and other punctuation to indicate direct speech. Use of apostrophes to mark plural possession. Use of the colon to introduce a list. Punctuation of bullet points to list information.

Independent writing

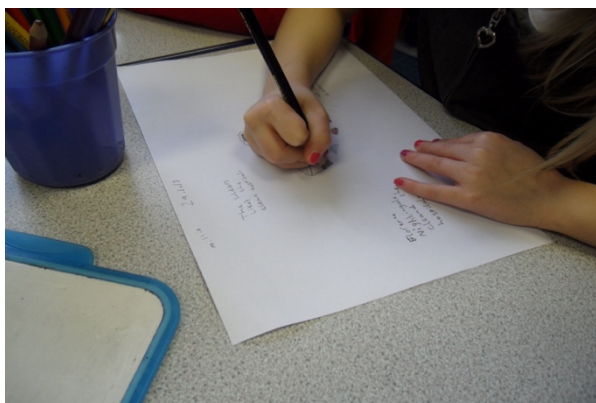
Throughout the school, children are provided with opportunities to develop their confidence and practice their writing skills. All writing activities have a purpose and quality is promoted through publication or presentation to another audience. Writing strategies are modelled and independent writing is supported with dictionaries, word banks and the English learning/working wall. In Reception and Year 1 most children will not have the spelling and handwriting skills they need to write down everything that they can compose out loud. Therefore, instead of carrying out independent writing, the teacher/TA dictates sentences using words that the children should know. Children rehearse these sentences then write them. This will then lead to the children writing their own sentences.

Extended writing is key to ensure our pupils have the opportunity to apply spelling, punctuation and grammar skills to their work. Each pupil should complete an extended piece of writing following input from a unit of work.

Highlighters are used to identify aspects of SPAG for each piece of writing.

Follow up from the Extended Write is built in on the following day – e.g., up levelling a piece of work / Mystery author/Grammar detectives.

Each half term a piece of Extended Write is assessed using the Writing Standards to ascertain where the pupil is in their writing.



Tankersley Writing Composition Planning, revising and editing own writing.				
By the end of EYF5 a child can:	By the end of Year 1 a child can:	By the end of Year 2 a child can:	By the end of Year 4 LKS2 a child can:	By the end of Year 6 UKS2 a child can:
Plan writing Say out loud what they are going to write about.	Plan writing Say out loud what they are going to write about.	Plan writing Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab.	Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.	Plan writing Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.
Drafting & writing Compose a sentence orally before writing.	Drafting & writing Compose a sentence orally before writing. Sequence sentences to form short narratives.	Drafting & writing Encapsulate what they want to say, sentence by sentence.	Drafting & writing Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. Organise paragraphs around a theme. Write longer paragraphs. In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices such as headings and subheadings.	Drafting & writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).
Evaluate and edit Re-read what they have written to check that it makes sense.	Evaluate and edit Re-read what they have written to check that it makes sense.	Evaluate and edit Make additions, revision and corrections to their own writing by: Evaluating their own writing with the teacher or other pupils. Re-reading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). Read aloud what they have written with appropriate intonation to make the meaning clear.	Evaluate and edit Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof read to check for errors in spelling, grammar and punctuation. Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Evaluate and edit Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof read to check for errors in spelling, grammar and punctuation. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Writing Feedback

- **Perfect presentation posters (PROUD)** – teachers will ensure that pupils in their class demonstrate the highest standards of work and adhere to the agreed principles as outlined in the posters.

- **Teacher & pupil feedback on Learning Objective** – teacher and pupil will assess against each element of the objective in the success criteria.
- **2 stars and a wish for an extended write** – **Teacher feedback (Blue pen)** teacher will give feedback, which is succinct, short and clear relating to the lesson objective/year group standards.
- **Polishing learning-responding to teacher feedback (Green pen)** - pupils will explain their learning, address misconceptions and next steps using green pen (time should be given for this to allow for consolidation and progress).
- **AFL Peer and self-marking (Red Pen)** – pupils can peer assess and self-assess against their learning objective using red pen.

Writing environment

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms have attractive and well-equipped resources for writing that children can access through writing areas or tables. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

Handwriting

- Formal teaching of handwriting begins in Nursery and Reception where children are taught how to hold a pencil - the tripod grip for almost all cases. Children become better at handwriting through repeated practice of accurate letter formation. Children begin a separate handwriting lesson at Stage 1 as soon as they can read Set 1 sounds.
- We promote the highest standard of work and consistency of approach with our pupils.
- We follow the RWI handwriting scheme.
- By the end of Reception, we expect children to be able to form all letters correctly and digits 0-9.
- By the end of Year one we expect children to make their letters the relative size in relation to each other and form letters that will flow easily into a joined style.
- By the end of Year two we expect the children to use the diagonal and horizontal strokes needed to join letters.
- Our expectations are that from Y3 onwards children always use a joined style of handwriting that increases in fluency as the years progress.
- Left-handed writers are supported by being taught to:
 - position the paper correctly.
 - use the right hand for stability.
 - keep the wrist below the line to avoid the 'hook' hand.
 - hold the pencil in the right place.
 - practice the tripod grip.
 - sit on the left side of the table.
 - use the correct tools such as left-handed pencils and pens.
- **Perfect Proud Presentation Posters** are displayed in each class and teachers ensure the pupils use these. The acronym PROUD reminds children how to set out work neatly in books.
- A short handwriting session is taught frequently to promote the highest standards.
- *Strategies - BBC-bottom back chair, Spare hand on work and feed the dinosaur to hold your pencil* are encouraged at all times.
- Children are awarded a pen licence and a school pen when they are using neatly joined writing.
- Quality handwritten work is sent frequently to the head teacher for praise and recognition.
- Handwriting fluency is assessed termly. A system for assessing pupil's writing speed is in place to identify and support those with fluency difficulties.
- Our children are encouraged to tailor their handwriting to suit the audience and purpose, e.g., labelling science diagrams with printed labels.

Tankersley Transcription - Handwriting Progression				
By the end of EYFS	By the end of Year 1	By the end of Year 2	By the end of Year 4 (KS2)	By the end of Year 6 (KS2)
RWI Stage 1 - use a comfortable pencil grip using mainly tripod grip. - Write on plain paper. - form all letters correctly. - understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practice these. - use handwriting phrases to support the letter formation. - form capital letters. - form digits 0-9.	RWI Stage 2 - sit correctly at the table, holding a pencil correctly and comfortably. - know the relative size of letters, and form letters that will flow easily into a joined style. - know where to place letters on the writing line. - use an imaginary sponge cake to enable children to visualise where to place letters. - know the handwriting 'picture hooks' which focus on each group's shared similarities. - use correct spacing between words.	RWI Stage 3 - use diagonal and horizontal strokes needed to join letters. - use the 'hill' (diagonal stroke) and the bridge (diagonal stroke) joins and the 3 variations. - hill to top sponge letter - hill to 'sister' letter - bridge to join letter - bridge to top sponge letter - bridge to 'sister' letter - know all joins are in the 'join'. - know how the sponge cake layers correspond to the lines in their book. - know capital letters are not joined.	RWI Stage 4 - use diagonal and horizontal strokes to join letters. - increase legibility and consistency of handwriting. - ensure lines of writing are spaced sufficiently. - increase the fluency of joined writing. - children write in 8mm-lined exercise books.	RWI Stage 4 - write legibly, fluently with increasing speed and develop a personal style. - choose the appropriate writing implement best suited for the task. - use appropriate style and form depending on the task (e.g., labelling a diagram, writing an email address, algebra and filling a form in capitals). - children write in 8mm-lined exercise books.

Spelling

We use the Read Write Inc. Spelling scheme, which ensures each child is prepared for the spelling component of the Year 6 Grammar, Punctuation and Spelling Test. It comprises of engaging online resources; Practice Books with a range of activities to track progress. The scheme provides tightly timetabled units of work for each year group from year 2 to 6, based on a regime of rapid-fire daily sessions. The daily activities take approximately 15-20 minutes.



Weekly spellings are sent home. Children are encouraged to share with their parents and other family members who can help them practise spelling their weekly selection of words.

Tankersley Transcription - Spelling Progression				
By the end of EYFS	By the end of Year 1	By the end of Year 2	By the end of Year 4 (KS2)	By the end of Year 6 (KS2)
- spell words by saying a sound for each letter in the alphabet and at least 10 digraphs. - spell words consistent with their phonic knowledge by sound-blending. - use knowledge of 41 sounds (first 6 Set 2 sounds) to begin to spell words.	- spell words containing each of the 40+ phonemes (74 sounds) already taught. - spell most Y1 common exception words 'tricky' red words. - name the letters of the alphabet. - use letter names to distinguish between different representations of the same sound e.g. or ore au ai ough. - add prefixes and suffixes (s, es, un, ing, ed, er, est where no change is needed). - use the spelling rule for adding s or es as a plural marker. - apply simple spelling rules within appendix 1. - write from memory simple sentences dictated by the teacher using the GPCs and common words taught so far.	- spell using simple spelling rules - see Appendix 1. - segment words into phonemes and represent these by graphemes. - learn ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones. - learn some common homophones and near homophones e.g. pee/sea; won/one. - learn to spell Y2 common exception words 'tricky' red words. - spell some contracted forms e.g. can't didn't it's. - spell words that contain a possessive apostrophe e.g. girl's book. - add suffixes to spell longer words e.g. -ment -less -ful - write from memory simple sentences dictated by the teacher.	- use further prefixes and suffixes and understand how to add them - see appendix 1. - understand how to place the apostrophe in words with regular and irregular plurals (e.g. children's). - continue to spell further homophones. - use the first two or three letters of a word to check its spelling in a dictionary. - write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. - learn to spell Y3/4 common exception words 'jump in orange' words.	- use further prefixes and suffixes and understand how to add them - see appendix 1. - spell some words with silent letters (knight, psalm, solemn). - continue to distinguish between homophones and other words which are often confused. - use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spellings of some words need to be learnt specifically. - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - use dictionaries to check the spelling and meaning of words. - use a thesaurus. - learn to spell Y5/6 common exception words 'jump in orange' words.

Cross-curricular links

We believe in a cross curricular approach to learning and providing children with high quality first hand experiences wherever possible in order to provide opportunities for them to use and apply the literacy they have been taught.

Children are encouraged to make links between subjects and to make choices about the ways in which they record their writing.

Impact and assessment, Recording and Reporting

The children's English books are scrutinised frequently to monitor standards and progression.

Progress in writing and SPaG is reported to the head teacher on a termly basis during progress meetings.

Monitoring

The English subject leader and members of the SLT carry out a range of monitoring activities including:

- lesson observations

- book looks

- moderation of writing

- planning

- pupil interviews

- views of other stakeholders

some of these activities are supported by the designated member of the governing body.