



Weston Village Primary School

Feedback, Marking, Presentation and Editing Policy

Version 1

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|---|---|
| Staff/ Committee involved in development: | Thomas Cutts |
| For use by: | All staff, supply teachers, agency staff and trainees |
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Carol White, Chair of the Full Governing Board

Signature: _____

Date: _____

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Feedback needs to be given as soon as possible to be effective:

".....learning is like quick drying paint. You have only a short time to correct the mistake or let it harden into permanent error."

Rogers J (1989)

Introduction

At Weston Village, we strive to provide all pupils with timely and purposeful feedback that furthers their learning. Teachers/Higher Level Teaching Assistants – HLTAs (as appropriate) are expected to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

1. Assessment

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

- Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. We believe that pupils improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge)
- Assessment of learning (summative assessment) involves judging pupils' performance against the national standards of 2014. Teachers/HLTAs (as appropriate) make on-going judgements which culminate in an end of term more formal assessment at which point whole school data analysis is undertaken by subject leaders and the Senior Leadership team [SLT]

Children are given regular feedback on their learning so that they understand what it is that they need to do better to empower them to take action towards improving their own performance.

2. Objectives

The objectives of assessment in our school are:

- to allow Teachers/HLTAs (as appropriate) to plan work that accurately reflects the needs of each child, thus moving learning forward
- to enable our children to demonstrate what they know, understand and can do in their work
- to promote a culture of self-improvement and life-long learning, equipping children with the tools they need to improve
- to provide regular information for parents that enables them to support their child's learning
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school

3. Planning for assessment

- Teachers/HLTAs (as appropriate) use the Programmes of Study outlined in the National Curriculum 2014 as well as the DfE assessment guidance to help identify each child's achievements.
- Teachers/HLTAs (as appropriate) plan lessons with clear learning objectives based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are both accessible and promote high aspirations for all children.
- Teachers/HLTAs (as appropriate) share the lesson's learning objective with the children which is presented in the form of a question. This will form the basis of the success criteria against which the work will be judged.

- Teachers/HLTAs (as appropriate) use a range of strategies including; asking probing questions, quick application tasks, scrutiny of written work, right through to formal tests, to find out what pupils know, what they understand, and to reveal their misconceptions.
- Teachers/HLTAs (as appropriate) use this information to plan interventions and next steps for individuals and groups of pupils.

4. Target-setting & Reporting to Parents

Targets in the core areas are set at the start of an academic year and reviewed three times a year in pupil progress meetings. Progress towards these targets are communicated to parents through termly parent consultations, which serve different purposes, namely:

- Autumn – settling in and pastoral care, though core subject books will also be shared
- Spring – academic progress and attainment; the role of the parent in supporting learning. Core and foundation subject books will be shared
- Summer – parents are sent a written report and invited to discuss end of year achievements.

An open-door policy is in place at Weston Village and parents are encouraged to meet with the class teacher if they have any concerns about any aspect of their child's schooling at any point in the year.

Progress of pupils is reviewed formally once a term, or more frequently for vulnerable groups and if monitoring deems it appropriate.

5. Feedback and Marking

5.1 Feedback

Feedback to pupils is essential, as it tells them what they have done well, and what they need to do to further improve. Feedback should help children to become reflective learners and to close the gap between current and desired performance. We have an agreed code for marking for each key stage, and this ensures that marking is consistent across the school.

At Weston Village, we fundamentally believe that the core principles of feedback and marking are:

- To further children's learning
- To be accessible to all students, therefore written comments should only be used once children can read and fully comprehend them
- To be delivered closest to the point of action in order to have the greatest impact (verbal feedback in lessons is preferred over written comments at a later date)
- Teachers/HLTAs (as appropriate) are not expected to evidence verbal feedback or 'mark' books purely for external verification, however SLT and subject leaders do expect to see evidence that feedback has been given through specific improvements in pupils' work and processes, such as drafting and review, rewrite and edit.
- All pupils' work should be reviewed by Teachers/HLTAs (as appropriate) at the earliest possible opportunity so that improvements will positively impact future work. When work is reviewed, it should be acknowledged in books. At the very least, we use a tick to acknowledge successfully completed work.
- When written feedback is given, we relate this to the question posed in the learning objective.

- In maths, the teacher may take the class through the answers as part of the teaching process. It will always be necessary for the teacher to review the children's achievement in order to plan appropriate next steps.
- Where possible, work should be marked alongside the child, for example during class monitoring and as part of guided work sessions.

5.2 General Marking Objectives

Teachers/HLTAs (as appropriate) need to be clear and concise when explaining the learning objective so that the success criteria is fully understood by pupils.

- The learning objective will be displayed at the start of a piece of work and will be presented as a question
- Marking will be consistent by marking to the success criteria set for the task
- Exhaustive indication of every mistake is not appropriate, particularly for SEND pupils. Marking should be sensitive to the abilities of the child
- Children must be given the opportunity to review any feedback and act upon it, as appropriate.
- The children will benefit from marking if they understand the marking system. A simple and consistent marking scheme will be used throughout the school
- Work in core subjects must be quality marked in line with the Marking Code
- Work in foundation subjects may be marked with a lighter touch, however it is vital teachers/HLTAs (as appropriate) still review work in order to assess against the learning objective. Evidence of this is expected to be seen in books.

5.3 Marking Strategies

A variety of marking strategies may be used including;

- **Focused marking** by the teacher concentrates entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed so that gaps are closed between achievement and potential achievement.
- **Self-marking** of closed tasks should take place if appropriate. Children may mark their own or each other's work against an answer key e.g. Power Maths. Children should also be taught explicitly to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement. Where appropriate, they should check and improve their rough drafts themselves, or through 'talk partners' prior to writing out a final draft. The editing and revision procedures and strategies are contained within this policy.
- **Peer-marking** where pupils are trained to evaluate a partner's work, identifying successes against learning objectives and looking for points for improvement.

5.4 Whole Class marking of extended writing in English

Our English scheme of work is structured to allow children to write shorter pieces and ultimately two extended pieces per unit. It is expected that children will receive clear and purposeful feedback for this work, via whole class feedback in addition to any relevant basic marking, that improves their written content and composition. This will usually be related to

the objective or success criteria. This is likely to lead to editing and revision. Children are given an appropriate amount of time to do this in accordance with the revision and editing principles detailed in this policy.

5.5 Frequency of marking

- Where possible feedback should take place before the next lesson
- Feedback and marking can take place during the lesson – providing immediate feedback
- ‘Distance’ marking should be returned before the next session of that subject
- Children should be encouraged to proof-read any writing, in accordance with the editing principles below, with any errors corrected.
- When possible, common or transcription errors to be corrected should be indicated by visual codes (see appendix). If necessary, constructive written comments can be included at the bottom of work.
- Comments should match the success criteria. Additional comments may focus on: quality of content, quality of expression, technical accuracy, punctuation, presentation and effort, as per the Secrets of Success.

5.6 Spellings

- Common practice should be that pupils have the opportunity to use dictionaries and word books to identify, check and self-correct own spelling errors.
- Children should be encouraged to identify incorrect spellings.
- Blanket marking of errors is not recommended for any children as it can be demoralising. Teachers/HLTAs (as appropriate) will focus on the correct spellings of high frequency and those that include spelling rules appropriate for that year group. Correction of spelling should not inhibit pupils’ experiments with more adventurous vocabulary.

5.7 Marking of Maths Work

- Maths work must be marked to show whether each element/answer is correct. Incorrect answers should be shown by a cross. A comment may also be added which tells the child how well he/she has met the success criteria. The teacher may model how to address errors which have arisen or give children further questions to support additional practice.
- Children are expected to correct any errors ahead of the next lesson.
- Where appropriate, the children’s learning needs to be enhanced or consolidated through questioning or additional tasks within the lesson.

5.8 Reward Systems

Rewards must be used for good effort, not only excellent work. We use a range of rewards such as

- Praise
- Sharing work
- Dojos

5.9 Marking methods – General principles

- The date and title is recorded by the children (where possible and appropriate) and the learning objective will normally be recorded or referred to where appropriate.
- Teachers/HLTAs (as appropriate) will mark in green pen
- Purple pens should be used when pupils self-assess their own work and respond to feedback in dedicated response time, where the teacher deems it appropriate
- Next steps should be identified, if appropriate.

6. Summary of Feedback

| Type | What it looks like | Evidence (for observers) |
|------------------|---|--|
| Immediate | <ul style="list-style-type: none"> • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. | <ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting |
| Summary | <ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need | <ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking) |
| Review | <ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action | <ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings |

7. Presentation – General principles

- Expectations of handwriting in relation to year group are made clear in our writing assessment framework. The principles develop from letter formation to letter joins and uniformity of size and spacing. Children are expected to transcribe their writing to the very best of their ability in all curriculum books and teachers recognise that children who are unable to meet the standards of written presentation for their year group are therefore not writing at the expected standard for their year group, with clearly defined exceptions.
- The date is written at the top right of the page. All children from Year 1 to Year 6 write the short date in maths books e.g. 27.02.2022. By the summer term of Y1, or earlier if appropriate, all children are expected to write the long date in English books and other books e.g. Monday 27th February 2024.

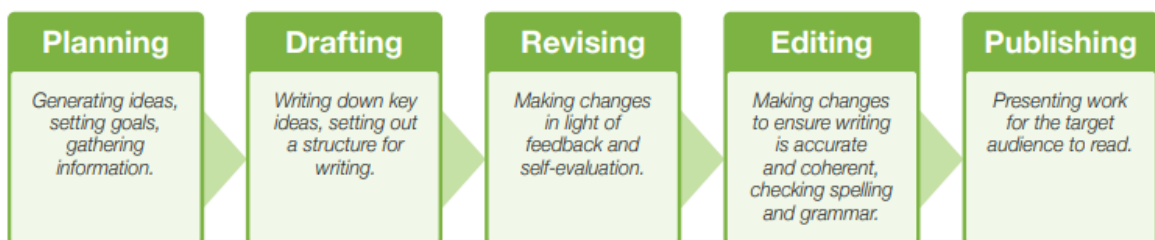
- All work, with the exception of Power Maths book tasks, should have a title which is written as a question about the objective. The title is centred at the top of the work. From Y2, the vast majority of children are expected to write titles on all their work.
- The date and title should consistently be set out as such: DUMTUMS (date, underline, miss a line, title, underline, miss a line, start).
- A ruler must be used for all underlining.
- Where children are writing or drawing in pencil, it must always be sharpened prior to writing or drawing.
- School will issue children will black Bic ballpoint pens or children may bring their own identical or very similar pens. Teachers/HLTAs (as appropriate) will make the final decision on all writing implements.

8. Editing

8.1 What is editing?

- The Education Endowment Foundation (EEF), 2020, defines the writing process as such:

Figure 11: The writing process



- Planning, drafting and publishing are an integral part of the writing process at Weston, built into the scheme of work.
- When improving writing, there should be a clear distinction between what is meant by 'revising' and 'editing'.
- Revising
This is the making of changes to the content of writing in light of feedback and self-evaluation. Pupils can be supported to re-read their writing to check whether it makes sense and whether their writing goals have been achieved. Ideas or drafts can also be shared with peers or adults for feedback.
- Editing
This is making changes to ensure the text is accurate and coherent. At this stage, spelling and grammar assume greater importance and pupils will need to recognise that their work will need to be accurate if readers are to engage with it and extract the intended information from it.
- If revising is to take place, then editing should always follow it, not precede it.

8.2 Why should children revise and edit their writing?

- The National Curriculum explicitly refers to editing:
- By the end of KS1 children should be making 'simple additions, revisions and corrections' in their writing.

- By the end of KS2, the editing requirements of the curriculum become more varied, focussing on children editing and evaluating by ‘*assessing the effectiveness of their own and other’s writing*’ and ‘*proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.*’
- These statements demonstrate that as the curriculum moves from KS1 to KS2, children evolve from solely proofreading to reflecting on a piece’s overall composition and effectiveness, its purpose and audience.
- Revising and editing is a skill not just for writing but one that will help children in all subjects and in future study, allowing them to build resilience in receiving feedback; develop resourcefulness in finding the tools needed to help them and become constructive in the feedback they can offer others.

8.3 How do we ensure that editing is effective?

- It is important to consider the following in order to ensure that editing is successful:
 - Time. Editing needs to be planned for and incorporated into lessons and the timetable.
 - Children can also often see editing as an admission of failure, resulting in many being reluctant to go back and reread their work once an initial draft has been completed. They should be supported to see that revision and editing are important parts of the process.
 - Revision and editing can be an extremely overwhelming tasks and children need to be taught how to do this precisely and see models of this being done well.
- Whole school approach
As such, we have a whole-school approach, with similar approaches applied throughout the school. This whole-school approach includes the timetabling of editing.
- Re-reading through different lenses
We also have a clear approach to ‘rereading through different lenses’. This means that children only focus on narrow and clearly defined areas for improvement on each re-read. For example, the first reading could be to focus on spelling and omitted words; the second on punctuation and word choice and the third on an aspect of composition e.g. tense, adverbials or pronoun consistencies.
- Modelling
Just as children need to hear their teachers read every day, they also need to see their teachers write every day and part of this is modelling writing behaviours, focussing on proofreading and composition. A range of revision and editing strategies are modelled as part of this daily provision. These strategies include: linking writing back to the learning objective and success criteria; underlining key skills when they are used; deliberately making mistakes and correcting them; asking children for feedback; thinking aloud and externalising creative writing choices; stepping back and rereading the shared write as a whole; thinking about audience and purpose; crossing out certain words and choosing more effective ones; and extending oneself with challenges. The expectation is that when children return to their own work, they will mimic these writing behaviours.
- Feedback and marking
This plays a critical role as it praises the work children have accomplished and directs them towards making improvements. Marking needs to direct children to proofreading errors – whether it be spelling, omitted words, punctuation or grammar – and direct them to reflect on the composition and effectiveness of the piece. Impact feedback, either at the point of learning, through whole class feedback or via individual written comments, which

ask questions such as, 'could you redraft this paragraph using a wider range of adverbials?' or 'could you think about using more exciting verbs here?' go a long way to encouraging children to think about overall composition. In KS2, this could include encouraging children to rewrite certain paragraphs, cutting their redrafts out on flaps of paper to stick in the margin of their book over their original draft.

8.4 When and how?

- Children are expected to write and apply age-appropriate writing skills to their writing across the curriculum. All of the revision and editing principles apply across the full curriculum although revision is far more likely to occur in English writing lessons, with editing far more common across the wider curriculum.
- Throughout a unit of writing, teachers will create opportunities for revision and editing through a narrow lens, supported by effective feedback and modelling. Generally this will form part of a lesson.
- There will be occasions, generally following the drafting of an extended piece of writing, where children will benefit from extended revision and editing time. This will support their assimilation of these processes and their capacity to complete these processes with increasing independence. These lessons will incorporate 3 to 5 different rereading lenses and will be set up as editing stations.
- These editing stations will each focus on one specific rereading lens, e.g. proper nouns, commas for clauses, their/there/they're, apostrophes for possession, spelling.
- Tables/areas in the classroom will become the stations and contain the relevant supportive materials, e.g. prompts, spelling lists and word banks. The use of the stations will be modelled by the teacher who will then target support as the children engage with the stations, spending an appropriate amount of time at each (5-10 minutes), before rotating to the next one. An alternative approach is to rotate the resources, with the children remaining in their seats.
- All revision and editing by the children will be completed in purple pen.
- The rereading lenses may include the following:

Revision 1: Rewriting

- Improve vocabulary (provide lists, descriptosaurus, thesaurus)
- Provide questions as prompts to add detail or for clarification
- Provide punctuation checklist (children tick what they have used and try to add what they don't have)

Revision 2: Reimagining

Rewrite sections or paragraphs with a focus on:

- Impact of writing
- Atmosphere
- Plot
- Meaningful description of character and setting
- Sentence order and construction
- Fluidity
- Removal or improvement of specific words, speech, sentences, phrases or contradictions

Editing

- Capital letters and fullstops
- Spellings (provide mats or dictionaries)
- Missing words
- Check for sense (reading aloud, even in a whisper, helps)
- Letter formation/handwriting
- Incorrect or missing punctuation

9. Monitoring/Evaluation








The implementation of this policy will be monitored through:

- Work scrutiny/book looks (can we see evidence that the policy is utilised correctly and consistently?)
- Monitoring of teaching and learning (are children encouraged to 'self-assess' or 'mark' their work in relation to the success criteria/learning objective?)
- Pupil voice (can children talk about what they are doing well and how they can improve?)

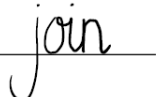
This will be undertaken by

- Staff through peer assessment
- SLT and subject leaders
- School Improvement Partners and Ofsted.


Marking Code for EYFS and Year One

| | | | | | |
|---|--|---|-------------------|---|---|
|  | Full stops |  | Finger spaces |  | Upper/lower case letters |
| e.g.  | Letter formation <i>Rewrite incorrectly formed letter for child to copy and practise, with . and arrow to show the start point and direction of formation</i> |  | Listen for sounds | Sp | Spelling mistake |
|  | Handwriting (ascenders/descenders) | I | Capital I |  | Capital or lower case letter used incorrectly |

Marking Code for Year Two and Year Three (as above plus the following)

| | | | |
|---|------------------|----|------------|
|  | Join handwriting | // | Paragraphs |
|---|------------------|----|------------|

Marking Code for Years Four, Five and Six (as above plus the following)

| | | | |
|---|----------|---|---|
| / | New line |  | Lacks meaning, including missing words, incorrect tense |
|---|----------|---|---|

TCT Agreed Teacher Assessment Writing Frameworks

The following standards were agreed during a collaborative day on writing with Trust schools and other invited primaries. The understanding is that primary schools in The Cornovii Trust will moderate writing against these standards, thus ensuring a consistent approach in measures and standards.

To add further clarity, the terms some, most and many have been quantified as follows:

Some – 40%

Many – 65%

Most – 90%

Examples of what we expect the standards to look like at the end of the year, have been provided in an appendix.

| | |
|--|--|
| EYFS | Writing Early Learning Goal (ELG) – Children at the expected level at the end of EYFS will: |
| <p>After discussion with the teacher:</p> <ul style="list-style-type: none"> • Write recognisable letters, 90% (23/26) of which are correctly formed, these must include letters formed using an anti-clockwise motion (a, c, d, g, o and q) • Spell words by identifying sounds in them and representing the sounds with a letter or letters (use of phonics should be evident) • Spell all of the phase 2 tricky words and some (40%) of the phase 3 tricky words (there should be evidence of these applied in writing) • Write simple phrases and sentences that can be read by someone not familiar with the child or class, but who has a good understanding of phonics • Form many (65%) digits (0-9) correctly (5/9) | |
| <p>Writing for assessing against the standard in EYFS should consist of at least 4 independent phrases or sentences. It is acknowledged that many writing opportunities in the EYFS in the autumn and spring term focus on transcription, so that teachers can model grammatically accurate sentences as well as test the application of sounds covered through phonics. However, for pupils to meet EXS at the end of EYFS, there must be evidence that pupils can write simple sentences or phrases independently. Children should be able to read what they have written.</p> | |
| Year 1 | Writing Teacher Assessment Framework agreed by Trust - Children at the expected level at the end of year 1 will: |
| <p>After discussion with the teacher:</p> <ul style="list-style-type: none"> • Write 3-4 sentences that are sequenced to form a short narrative. Simple conjunctions may be evident • Demarcate most (90%) sentences with full stops and some (40%) with a capital letter • Segment spoken words into phonemes and represent these by graphemes, spelling many (65%) words correctly and making phonetically plausible attempts at others • Spell all of the phase 2, 3 and 4 common exception words correctly • Form all lower- case letters in the correct direction, starting and finishing in the right place • Form many (65%) lower-case letters of the correct size relation to one another | |

- Use spacing between words consistently
- Form **all** digits correctly, starting and finishing in the right place

Writing for assessing against this agreed standard should consist of 5 pieces of writing that are 3-4 sentences in length and that have been independently written. The sentences should link to form a short narrative and there should be some variance in sentence openers. There is likely to be some evidence of simple conjunctions, but writing that doesn't use conjunctions should not be penalised if all other criteria has been met. Written work should make sense and be able to be read both by the pupil and an unfamiliar adult with a knowledge of phonics. English leads and Heads agreed that 'less is more' with the emphasis on accuracy rather than quantity. Children should be able to read what they have written. Children at the end of year 1 should be clear on what a sentence is.

| | |
|--------|--|
| Year 2 | Writing Teacher Assessment Framework statutory guidance for End of Key Stage 1 - Children at the expected level in year 2 will: |
|--------|--|

After discussion with the teacher:

- Write **simple**, coherent narratives about personal experiences and those of others (real or fictional)
- **Write about real events (e.g. recount of lived experience)**, recording these **simply** and clearly so that they can be read **once** by an adult unknown to the child and understood without the need for explanation or clarification
- Demarcate **most** sentences (**90%**) in their writing with capital letters and full stops, and when used, question marks
- 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 **mostly** correctly
- Segment spoken words into phonemes and represent these by graphemes, spelling **many (65%)** of these words correctly and making phonically-plausible attempts at others
- Spell **many (65%)** common exception words correctly and **all** phase 2-5 common exception words correctly
- Form **all** 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
- **Some** evidence of joined cursive writing
- **Some** evidence of evaluating and improving work through proof-reading
- *When used, **most** suffixes taught in year 2 are correctly applied (ful, ed, s, es, ing, er, est, y, ness, ment, ly)*
- ***Many** of the homophones covered in year 2 (to, two, too), will be accurately applied*

Writing for assessing against this standard should consist of 6 longer pieces of work that have been independently written and evidence a developing stamina for writing. The sentences should link to form a short narrative and clarity and verb tense agreement should be mostly maintained throughout the piece. There should be variance in sentence openers. Children should be beginning to make basic evaluations and improvements to their writing after proof-reading. Children should be forming all letters correctly as this is a pre-requisite of year 1.

If a child has a barrier to learning in writing, such as handwriting or spelling, that prejudices them from achieving the expected level, then this can be presented as an exception. However, it should be noted that pupils can only have one area classed as an exception and not two. There must also be evidence that shows that all reasonable steps have been made to overcome this barrier before noting it as an exception.

| | |
|--------|---|
| Year 3 | Writing Teacher Assessment Framework agreed by Trust - Children at the expected level at the end of year 3 will: |
|--------|---|

After discussion with the teacher:

- Write effectively and coherently (read once and clearly understood by an unfamiliar adult) for different purposes (a mixture of narrative and non-narrative), drawing on their reading to inform the vocabulary and grammar of their writing
- Select vocabulary and phrases to interest the reader in **many** pieces of writing
- Use paragraphs to organise their work in **some** pieces of writing
- Use a wider range of conjunctions (time, place and cause adverbs and prepositions)
- Use a wider range of verb forms including present perfect
- Evaluate and improve their own work and that of others by making simple additions, revisions and corrections after proof-reading
- Use the punctuation taught at key stage 1 **mostly** correctly (capital letters, full stops, commas in lists, question marks and exclamation marks) and **some** of the following to be accurate:
Apostrophes for contractions and possession for singular nouns
- Use “ ” direct speech for **many** of the examples of speech punctuation
- Spell **most** common exception words and **some** of the Y3/4 spellings correctly, with ‘a’ and ‘an’ used correctly **all** of the time
- When used, **some** of the prefixes and suffixes from the Y3/4 spelling appendix are spelt correctly
- **Many** homophones or near homophones from the Y3/4 spelling appendix are applied correctly
- Use the diagonal and horizontal strokes needed to join **many** letters. Handwriting is legible.

Writing for assessing against this standard should consist of 6 longer pieces of work. Where possible, there should be a range of narrative and non-narrative for moderation purposes. Pieces used for assessment purposes should not be overly scaffolded so that a true picture of what the child is capable of can be obtained. There should be evidence of pupils editing their work, either in order to correct errors, or to improve the clarity, range of vocabulary or detail. The exception statement underlined in the year 2 statement, should be applied when assessing work in order to determine whether a child has met the expected standard or not.

Year 4

Writing Teacher Assessment Framework agreed by Trust - Children at the expected level at the end of year 4 will:

After discussion with the teacher:

- Write effectively and coherently (read once and clearly understood by an unfamiliar adult) for different purposes (a mixture of narrative and non-narrative), drawing on their reading to inform the vocabulary and grammar of their writing
- Begin to write extended narratives developing plot, describing settings and characters, using speech to move a story on and with evidence of cohesion in and across the paragraphs
- Write an increasing range of non-fiction using paragraphs and other organisational devices
- Use the full range of punctuation taught at KS1 **mostly** correctly
- **Many** examples of using the possessive apostrophe for plural nouns, including irregular plurals, will be accurate
- Use the full range of speech punctuation and conventions **mostly** accurately
- **Most** fronted adverbials will be separated by a comma
- **Most** sentence types and sentence structures with more than one clause, will be accurate within writing
- **All** comma usage is accurate when used (in lists, after fronted adverbials, in speech)
- Expanded noun phrases are **mostly** used to describe and are contextual and used appropriately, including modifying adjectives, nouns and prepositional phrases
- Evaluate and improve their own work and that of others by making simple additions, revisions and corrections after proof-reading
- **Most** use of past and present tense is accurate and consistent
- **Most** use of perfect and progressive tenses is accurate and consistent
- **Most** devices used to avoid repetition (pronouns, adverbs and prepositions) are accurate
- **All** Y1 and Y2 words and **most** Y3 and Y4 words are spelt correctly

- When used, **most** of the prefixes and suffixes from the Y3/Y4 spelling appendix are spelt correctly
- **Most** homophones or near homophones from the Y3/4 spelling appendix are applied correctly
- **Many** of the pieces of writing will be in a cursive style. **All** writing will be legible

Writing for assessing against this standard should consist of 6 longer pieces of work. There should be a range of narrative and non-narrative for moderation purposes. Pieces used for assessment purposes should not be overly scaffolded so that a true picture of what the child is capable of can be obtained. There should be evidence of pupils editing their work, either in order to correct errors, or to improve the clarity, range of vocabulary or detail. The exception statement from the end of year 2 should be applied when assessing work in order to determine whether a child has met the expected standard or not.

Year 5

Writing Teacher Assessment Framework agreed by Trust - Children at the expected level at the end of year 5 will:

After discussion with the teacher:

- Write extended narratives that draw on their reading, developing plot, describing settings and characters, using speech to move a story on and with evidence of cohesion in and across the paragraphs
- Demonstrate an awareness of audience by selecting **some** appropriate vocabulary and grammatical structures to interest the reader
- Use a wide range of cohesive devices within the paragraphs including adverbials
- in non-narrative writing, **mostly** use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- All previously taught punctuation **mostly** used correctly
- Clause structures including relative clauses and use of modal verbs to adapt sentence complexity to change and enhance the meaning, used **mostly** accurately
- **Many** clauses that use commas to clarify meaning or avoid ambiguity- marking phrases are accurate
- **Many** examples of parenthesis using brackets, dashes or commas are accurate
- **Most** work has a range of sentence starters.
- **Most** words from the year 3 / year 4 spelling list, and **some** words from the year 5 / year 6 spelling list are spelt correctly
- **Many** words featuring silent letters are spelt correctly
- When used, **some** of the prefixes and suffixes from the Y5/6 spelling appendix are spelt correctly
- **Many** homophones or near homophones from the Y5/6 spelling appendix are applied correctly
- **Most** writing is presented in a legible, joined cursive style. Pupils write with increasing speed.

Writing for assessing against this standard should consist of 6 longer pieces of work. There should be a range of narrative and non-narrative for moderation purposes. Pieces used for assessment purposes should not be overly scaffolded so that a true picture of what the child is capable of can be obtained. There should be evidence of pupils editing their work, either in order to correct errors, or to improve the clarity, range of vocabulary or detail. The exception statement from the end of year 2 should be applied when assessing work in order to determine whether a child has met the expected standard or not.

Year 6

Writing Teacher Assessment Framework statutory guidance for End of Key Stage 2 - Children at the expected level will:

After discussion with the teacher:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions)

and persuasive writing. The trust recognises that these are examples given rather than a list to be worked through).

- In (extended) narratives, describe settings, characters and atmosphere (Using expressive or figurative language. This should be including taking the form of a short story)
- Integrate dialogue in narratives to convey character and advance the action (mostly accurately punctuated)
- Select vocabulary and grammatical structures (from all of KS2) that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

Writing for assessing against this standard should consist of 6 pieces of work that include a range of narrative and non-narrative.

If a child has a barrier to learning in writing, such as handwriting or spelling, that prejudices them from achieving the expected level, then this can be presented as an exception. However, it should be noted that pupils can only have one area classed as an exception and not two. There must also be evidence that shows that all reasonable steps have been made to overcome this barrier before noting it as an exception.

Questions

What do we understand as narrative?

Narrative is a series of connected events presented in written form.

Can EY just be transcription and not composition to achieve ELG?

No. It is expected that at least 4 pieces of independent work will be completed to be awarded the ELG.

What CEW words are we insisting on pupils being able to spell in EY/Y1/Y2 RWI red words or phases from L&S?

A decision was made that we will follow the Letters and Sounds phases for the common exception words rather than the RWI red words. The reasoning behind this is that the phase words are more appropriate when trying to get children in the EYFS to write simple sentences.

Define quantifiers

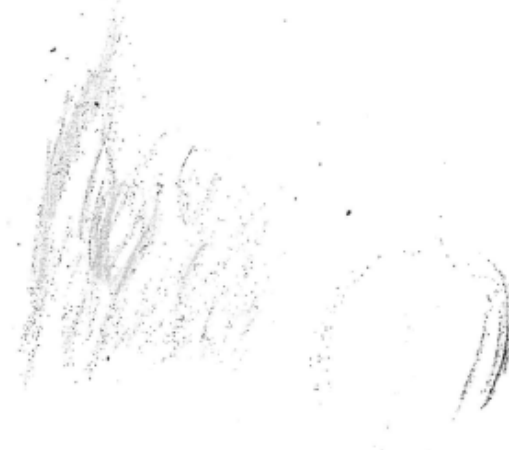
Some – 40%, many – 65%, most – 90%

Where do we expect pupils to paragraph?

We would expect to see some early attempts at paragraphs in Y2 (usually led by teacher direction), but not until Y3 is there an expectation to see paragraphs to organise work.

End of EYFS

Expected



In
on the holidays, I went
to my nanas house.
for three sleeps I went
to the museum and
I went to the aquarium
and I went to the park
and I went to astef.

End of Year 1

The River Rats

They live on the river and are always up for trouble.

He has salty whiskers and twinkly eyes. ✓

Tuesday 17th April

LO: Can you write a description?



Independent Work



In Bottlenose Bay you will find the super quick Dacey Casey living in an old camper van. At the end of the North Pier you might see the tips of the J Diggers. In the distance I can see Fairgo and I can see the wiggly river. Would you like to visit Bottlenose Bay?

End of Year 2

Tuesday 4th June

L.O. To write about a real event.



| | Mr | Mrs Rookes |
|--|----|---------------|
| I can use capital letters and full stops. I can include a question mark. | ✓ | ✓ |
| I can use noun phrases to make my writing more exciting. | ✓ | |
| I can use conjunctions to make my sentences longer. | | ✓ |
| I can spell everyday words correctly. | ✓ | ✓ |
| I can read my sentence and improve it. | | |

What a great week I had! On Friday morning I had my breakfast. Then I got dressed and went on my bike because it was a ^{beautiful} day. I went down canal and over bridges. I saw boats on the canal. When I got back I went down the cricket club because I had training. After I had some chips because I was hungry. We played hockey. It was really fun. On Saturday my dad was playing cricket so I went to watch him. When it was half time I ate my dad's food. Then he went back on the pitch. The sun was amazingly bright and hot. After we went home to my mum. We had our tea. I went to bed. When I finished my tea. The next day I had golf. It was really fun. I had golf for a hour.

Purple pen checked
Friday 27th November

End of Year 3

LO: I can follow my plan

Alsager Highfields,
Fairview Avenue,
Alsager,
Stoke-on-Trent,
ST7 2NW

Friday 27th November

Dear Santa,

How are you doing today? I am feeling really good because it is Friday so it is nearly the weekend I am really looking forward to having ^{delicious} Christmas dinner at Christmas.

I love opening ^{inside} presents and seeing what I get ⁱⁿ them. The first thing I would like is a fit bit and please can the case be light blue and if the case can't be light blue please can it be light pink. The next thing I would like is a pair of sluzzy white ear muffs to keep me warm in winter. The last thing I would like is an art book / sketch book because I like sketching things.

My behavior has been very good this year and I have not been naughty and I have been very kind so I hope I am on the good list. This year has been a different year to all of the other years and relaxing because

of lockdown but I was still good and kind. I was really happy when lockdown ended, because we went back to school. I saw my friends I have had a really good time at school and I have tried my hardest to do my best at school.

I have lots of Christmas memories and I am going to tell you some of them. The first Christmas memory is putting up Christmas decorations up with my family and it is really fun. I LOVE opening my advent calendar and eating the chocolates inside because it is really ^{super} yummy and it is also fun seeing what the chocolate is and that is my second memory. My third memory is listening to Christmas music, especially the one like jingle bells that have good music that you can dance to.

I hope you don't forget to put things in my stockings. Please remember to eat the nice pie I ^{will} put out for you. You are amazing!

Lots of love, Daisy xxx

U3 EXS.

Tuesday 27th March 2018

Can I write a review of the Explorer?

A Book review about 'The Explorer' by the amazing Katherine Rundell!

The outstanding Explorer book written by Katherine Rundell blew me away when four kids crash in the Amazon trying desperately to survive. I really recommend it to kids who like exploring books. ✓

This amazing book is set out in the Amazon. The children go through many threats like piranhas and snakes and they need ^{confidence} confidence of titatainment to survive. // What a remarkable metaphor.

The children in this book are called Fred, Max, Lila, and Con but my favourite is Max he's gure and the youngest of them all he's gunny and sometimes not aware of the dangers in the Amazon. ✓

In this book I loved all the pictures on each chapter and how they link with the chapter and I also love the descriptions of what's happening in the book. ✓

I think the Explorer was unbelievably great. I really think you should go and read it. I rate this book 10 out of 10. ✓

Star writing! & Brilliantly written. ☺

* Great ideas

* Wonderful words and phrases

correct tense for speech - change of tense present then past needed in the story

words chosen for effect

Medusa's green skin is scaly yet smooth. Her teeth are teeth that snarl at you, hiss at you. The face of this hideous woman lives as many people to their death as she can. She once was very vain but she now lives as the mistress of being boastful.

All around her are hundreds of statues standing still as stone. All ^{have} been petrified the very moment they met Medusa.

• use of speech

variety sentence fronted adverbial

On hearing this story, Perceus began playing with the sword. He marched up and down clanking it on his shoulder like a soldier. Acrisius heard the noise and the noise pulled him from his chamber, pulled him down endless of corridors where joy had perished and laughter was long forgotten. He opened the door and startled Danae. Danae cried, "Don't kill him, please don't kill my boy."

• repeated word phrases for effect
• integrated speech

modal verbs

Acrisius would hear nothing of it. He commanded his soldiers to take the chest and shut it in his daughter and her son. "Cast it from the highest peaks off the tallest cliffs." Perceus could feel the heave and then the splash of the sea as the chest sank in. They thought they drowned they dreamed they drowned, but they floated, drifting in and out of sleep. Until one day the chest opened, and there was light, more light than Perceus had ever seen. A sharp, salty sea breeze touched his cheeks. Then he saw a smiling face. "Look what the sea has brought us."

• modal verb
• integrated speech

repetition of words for effect

• adverbials of time

integrated speech

The smiling face belonged to a fisherman called Dictys, who took them in a showed them great kindness.

• relative clause

linking paragraphs to show the passing of time

Many moons passed as they lived happily with Dictys, until one day King Polydekt showed up. Dictys told Perceus that Polydekt was a wise collector, a thrifty and a liar. Polydekt thought himself as a gatherer of beautiful things. He liked the look of Danae and he told Perceus he would marry Danae in five days or five nights. King Polydekt said, "Come to the wedding, bring a gift or bring you whole chest of gold or bring you weight in gold coins Perceus." "I have no gold, the chest, it's empty." Perceus wept. "No gold! then what will we have to do?" exclaimed Polydekt. "I will bring you something better than gold, I'll bring you the head of the Gorgon!" cried Perceus.

• integrate dialogue section of speech
• layout is correct
• speech marks used correctly
• range of speech verbs used for effect.

across the castle

The red Hand of Chirk Castle

Lightning struck a hilltop, casting a ghostly glow
grounds. Rain plummeted, as lightning pouring onto
to the muddy expanses of land that made up the
Myddleton heritage. Today was different. The
castle creaked and groaned and death lingered
in the air. By eventide, there would be a never
new Lord of Chirk.

Observing the measly weather from his
quarters was the current Lord. His health was
slowly deteriorating and he had begun to feel
the life gradually leaving his body. However
there was one minor crisis. He Before her
death, his wife had given birth to twin boys. As
she had died shortly after, he did not know
which one was older*. With a heavy heart he had
concluded that he would put their differences
aside, and that they would race towards Lordship.

Courageously, they clattered onto the crowded
cobbled courtyard, causing the cacophony of cawing
crows to clamour. Philip was strong and a good
rider whereas Arthur was ~~weak~~ could outsmart
anyone, any day. Who would win?

~~The horn~~ At the sound of the horn the race
began, Philip ahead and Arthur at the rear.
Bitterly the wind stung their faces, closely
followed by a seething mist that blinded both
of them. Philip was meters ahead now but Arthur

had a plan. It wasn't going to be easy; it would cost him a handful of ~~grew~~ grief... Boney trees scratched at their clothes and faces. The gate was getting closer. It loomed, stark against the dark sky.

SLASH! Arthur sliced off his hand and in desperation hurled it at the gate. He had succeeded. Arthur was the new Lord!

Life for Arthur was hard but he ruled Chirk into old age and eventually joined his father's father in sad, tough laughter.

Phase 2 to 5 Tricky Words

| Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|------------------------------------|--|---|--|
| I no the to go into | he she we me be you are her was all they my | said have like so do some come little one were there what when out | oh Mrs people their called Mr looked asked could |

Word list – years 3 and 4

| | | | |
|----------------|--------------|----------------|-----------------|
| accident(ally) | early | knowledge | purpose |
| actual(ly) | earth | learn | quarter |
| address | eight/eighth | length | question |
| answer | enough | library | recent |
| appear | exercise | material | regular |
| arrive | experience | medicine | reign |
| believe | experiment | mention | remember |
| bicycle | extreme | minute | sentence |
| breath | famous | natural | separate |
| breathe | favourite | naughty | special |
| build | February | notice | straight |
| busy/business | forward(s) | occasion(ally) | strange |
| calendar | fruit | often | strength |
| caught | grammar | opposite | suppose |
| centre | group | ordinary | surprise |
| century | guard | particular | therefore |
| certain | guide | peculiar | though/although |
| circle | heard | perhaps | thought |
| complete | heart | popular | through |
| consider | height | position | various |
| continue | history | possess(ion) | weight |
| decide | imagine | possible | woman/women |
| describe | increase | potatoes | |
| different | important | pressure | |
| difficult | interest | probably | |
| disappear | island | promise | |

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|---|---|--|
| Possessive apostrophe with plural words | The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>). | girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an <i>s</i> use the <i>’s</i> suffix e.g. Cyprus’s population) |
| Homophones and near-homophones | | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s |

Word list – years 5 and 6

| | | |
|--------------------------|---------------------|---------------|
| accommodate | embarrass | persuade |
| accompany | environment | physical |
| according | equip (–ped, –ment) | prejudice |
| achieve | especially | privilege |
| aggressive | exaggerate | profession |
| amateur | excellent | programme |
| ancient | existence | pronunciation |
| apparent | explanation | queue |
| appreciate | familiar | recognise |
| attached | foreign | recommend |
| available | forty | relevant |
| average | frequently | restaurant |
| awkward | government | rhyme |
| bargain | guarantee | rhythm |
| bruise | harass | sacrifice |
| category | hindrance | secretary |
| cemetery | identity | shoulder |
| committee | immediate(ly) | signature |
| communicate | individual | sincere(ly) |
| community | interfere | soldier |
| competition | interrupt | stomach |
| conscience* | language | sufficient |
| conscious* | leisure | suggest |
| controversy | lightning | symbol |
| convenience | marvellous | system |
| correspond | mischievous | temperature |
| criticise (critic + ise) | muscle | thorough |
| curiosity | necessary | twelfth |
| definite | neighbour | variety |
| desperate | nuisance | vegetable |
| determined | occupy | vehicle |
| develop | occur | yacht |
| dictionary | opportunity | |
| disastrous | parliament | |

English – Appendix 1: Spelling

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|---|---|--|
| <p>Homophones and other words that are often confused (continued)</p> | <p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p> | <p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p> |

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|--|---|---|
| Homophones and other words that are often confused | <p>In the pairs of words opposite, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u> aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p> | advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on |