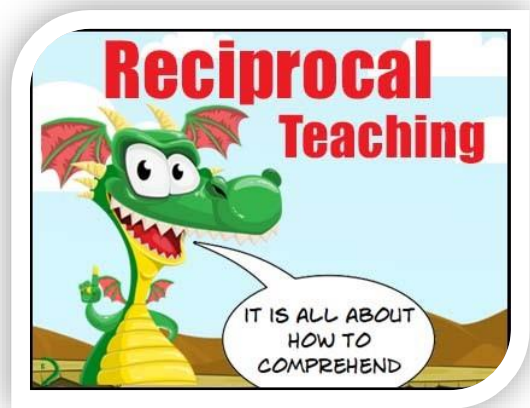




Castilion Primary School English Policy



Written	Agreed by Staff	Review Date	Agreed by Staff	Review Date
January 2025	January 2025	January 2026		

Castilion Primary School's English Curriculum

At Castilion Primary School, Reading and Writing are prioritised to allow pupils to access and respond to the full curriculum offer. A rigorous and sequential approach to the reading and writing curriculum develops pupils' fluency, confidence and enjoyment in reading and writing. At all stages, reading and writing attainment is assessed and gaps are addressed quickly and effectively for all pupils.



At Castilion Primary School our values are fundamental expressions of what we think and believe.

- **Equality** - ensuring that every individual child has an equal opportunity to make the most of their lives and talents.
- **Dignity** - being respected for the children that they are and what they believe in.
- **Respect** - treating other children the way they would like to be treated, and acknowledging the thoughts and opinions of other children.

At Castilion Primary School our mission supports wellbeing, participation, relationships and self-esteem.

- **Engage** - children have better relationships.
- **Enthuse** - children feel safe and are healthy and happy.
- **Empower** - children become active and involved in school life and the wider world

Rationale

At Castilion Primary School, we recognise that English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. At Castilion Primary School, we are driven by these principles and promote a consistent and coherent approach to the teaching and learning of English reading and writing from YR-Y6.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ☞ read easily, fluently and with good understanding;
- ☞ develop the habit of reading widely and often, for both pleasure and information;
- ☞ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- ☞ appreciate our rich and varied literary heritage;
- ☞ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- ☞ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- ☞ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Synthetic phonics – enables decoding so children can read.

(Phonics is a body of knowledge that is necessary for children to learn to read and spell.)

At Castilion Primary School we use the Read Write Inc. synthetic phonics programme.



Read Write Inc. Phonics

“Teach a child to read and keep that child reading and we will change everything. And I mean everything” Jean Winterson. This quote epitomises the intent of the Read Write Inc. Programme at Castilion Primary School.

At Castilion Primary School, we passionately believe that with the right support, all children can and will learn to read. Children who read regularly, or are read to regularly, have the opportunity to open the doors to so many different worlds! More importantly, reading will give them the tools to become independent life-long learners.

We can achieve this together through:

- 📖 Read Write Inc, a programme to help your child read at home and at school;
- 📖 encouraging children to develop a love of books by reading to them daily, at home and at school;
- 📖 giving children access to a wide range of books at school and at home.

At Castilion Primary School, we are determined that every pupil will learn to read, regardless of their background, needs or abilities. Our intent for all pupils, including the weakest readers, is that they make sufficient progress to meet or exceed age-related expectations.

What is the Read Write Inc. Phonics Programme?

The Read Write Inc (RWI) **Phonics Programme** enables our children to learn to read and write effectively and quickly by:

- 📖 decoding letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills;
- 📖 reading ‘common exception words’ on sight;
- 📖 understanding what they read;
- 📖 reading aloud with fluency and expression;
- 📖 spelling quickly and easily by segmenting the sounds in words;
- 📖 acquiring good handwriting.

Who is the Read Write Inc. Phonics Programme for?

- 📖 children in Year R to Year 2 who are learning to read and write - children are exposed to the initial concepts of the programme through the use of ‘Fred Talk’; (staff segment simple instructions verbally - ‘s-i-t’-, blending - saying the whole word - if children cannot);
- 📖 any children in Years 3, 4, 5 and 6 who need to catch up rapidly; children with SEND whose needs require a clear, consistent structure for daily reading lessons.

How will RWI be assessed?

In order for all children to be successful, we assess them each half term and place them in a group that is matched to their ability. We are constantly informally assessing the children to make sure that they are at the '**Goldilocks spot**' where the books they read are **neither to easy nor too hard**.

- 📖 for those children with SEND, who are assessed significantly below their age expected starting points, the use of initial sounds may be appropriate. It may also be appropriate for these children to further develop their ability to retain knowledge and skills through exposure to interactive Nursery Rhymes, for example, on the following website: <https://supersimple.com/super-simple-songs/>

How do the lowest 20% catch-up?

- 📖 Pinny time- short, snappy times where children are shown a speedy sound or a green word and asked to say it/blend it on the spot.
- 📖 Additional card flashes of split digraphs – needed to pass the phonic check.
- 📖 Use of non-sense words – all words that we do not yet know are non-sense words.
- 📖 Additional 1:1 reading for identified children.
- 📖 Parental engagement – weekly RWI links Dojo enabling parents to support taught sounds.
- 📖 Y3/Y4: Participation in the RWI programme.
- 📖 KS2: Additional 1:1 reading for identified children.
- 📖 SEND additional RWI sessions for the lowest 20%

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Reception children

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading - children will:

- 📖 learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below;
- 📖 learn to read words using Fred talk and sound blending;
- 📖 read from a range of storybooks and non-fiction books matched to their phonic knowledge;
- 📖 work well with partners;
- 📖 develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions.

Writing - children will:

- ✍️ learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases;
- ✍️ learn to write words by using Fred Talk;
- ✍️ learn to build sentences by practising sentences out loud before they write.

Talking - children will:

- 🗣️ work in pairs so that they:
- 🗣️ answer every question;
- 🗣️ practise every activity with their partner;
- 🗣️ take turns in talking and reading to each other;
- 🗣️ develop ambitious vocabulary.

Children in Y1, Y2 and where appropriate, beyond

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. There are daily sessions of RWI phonics.

Five key principles underpin the teaching in all *Read Write Inc.* sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about.

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning.

Praise – ensure children are praised for effort and learning, not ability.

Pace – teach at an effective pace and devote every moment to teaching and learning.

Passion – be passionate about teaching so children can be engaged emotionally.

Children will be taught how to read as follows:

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

Fred Talk



We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

At school we use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The children are taught the sounds in 3 sets.

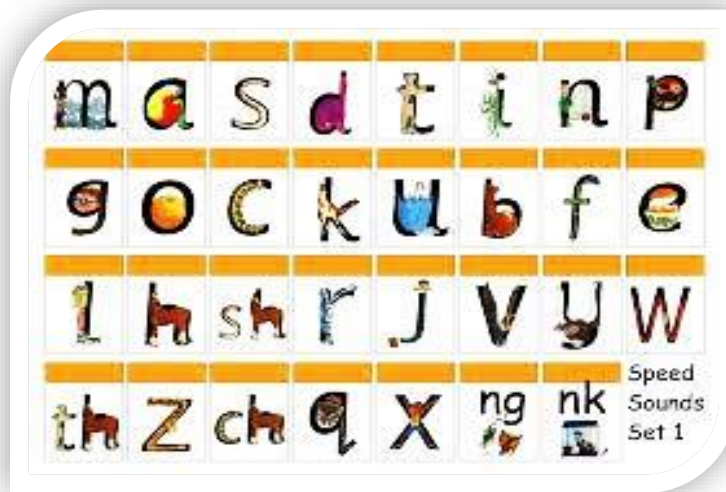
Step 1:

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

Please do not use letter names at this early stage.

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.

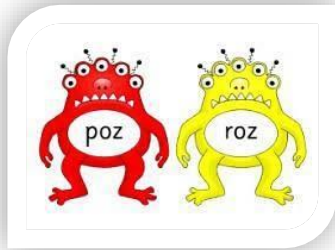


Step 2:

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Nonsense words (Alien words)



As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening Check in the summer term.

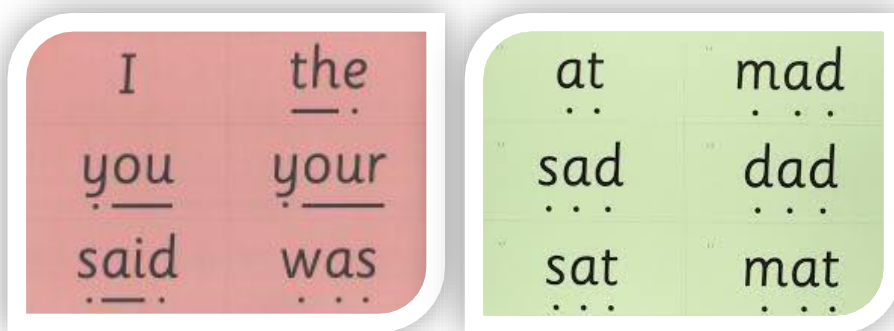
What is the Year 1 phonics screening check?

The Year 1 Phonics Screening Check is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check in Y2 so that schools can track children until they are able to decode.

Step 3:

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp: Children use sound-blending (Fred Talk) to read short ditties.

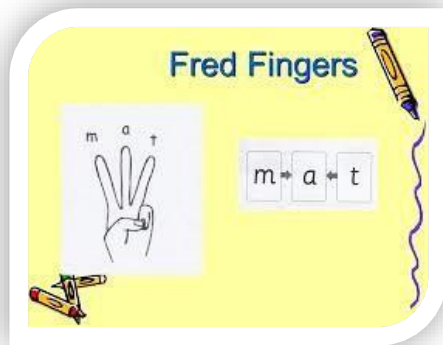
Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes.

Once your child has been introduced and taught these words in school we will send them home for you to continue practising with your child.

Spelling Quiz



A spelling quiz will be held each week (This will only start in Reception when children are ready to write and form their letters). Children will first use 'Fred fingers' to first sound out a word before they write it down. Children learn how to spell rather than just get tested. Furthermore, this way of teaching spellings allows children to use Fred fingers whenever they get stuck with spelling a word. Children pinch each sound on fingers before writing the word.

You can learn more about Read Write Inc (RWI) Phonics Programme RWI by accessing the following website:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonicsguide/>

To help at home:

Your child will start to bring books home when they are confident readers. Please help them to read and give lots of praise!

Book Bag Books give your child extra practice in reading stories that include sounds that he or she has learnt at school.

Reciprocal Reading – enables comprehension so children can understand what they read.

Reciprocal Reading redirects the reading focus from decoding to comprehension. It requires children to use reading domain strategies through three questions: Looking, Clue and Thinking. Thinking critically about texts builds skill of purposeful transference to writing.

At Castilion Primary School we use the Reciprocal Reading approach to developing comprehension.

What is Reciprocal Reading?

- ☞ An approach to the explicit teaching of reading at KS1 based on research.
- ☞ Reciprocal Reading is applied to familiar, high-quality, KS1 texts.
- ☞ Reciprocal Reading builds on the existing good practice that RWI guided reading offers and covers the expectations for the KS1 National Curriculum for reading including: taking turns and listening to what others say discussing the significance of the title and events; making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far and explaining and discussing their understanding of books, poems and other material that they listen to.

Why Reciprocal Reading?

- ☞ We have found children were very focused on decoding and often did not use a range of reading strategies.
- ☞ We want children to have a love of reading.
- ☞ We want to encourage them to use the pictures to support them with the decoding and to gain a deeper level of understanding.
- ☞ We also want to support children in developing their talk.

Language comprehension

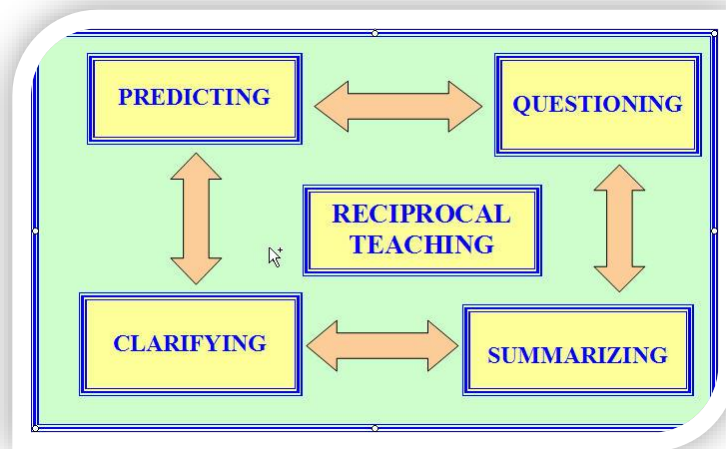
- ☞ Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read. For this reason, Reciprocal Reading breathes life into the words that the adult reads to the children, capturing children's attention rather than simply entertaining them. As the expert reader, the adult emphasises particular words, phrases and sentences so that the children understand the aspects of the text that is being read to them.

Talking with a partner and giving feedback

- ☞ Children are presented with key questions that enable them to articulate their ideas about what has been read to them building their comprehension skills. Teachers select and repeat back the correct children's responses in well-formed sentences, extending and developing children's ideas about the text.

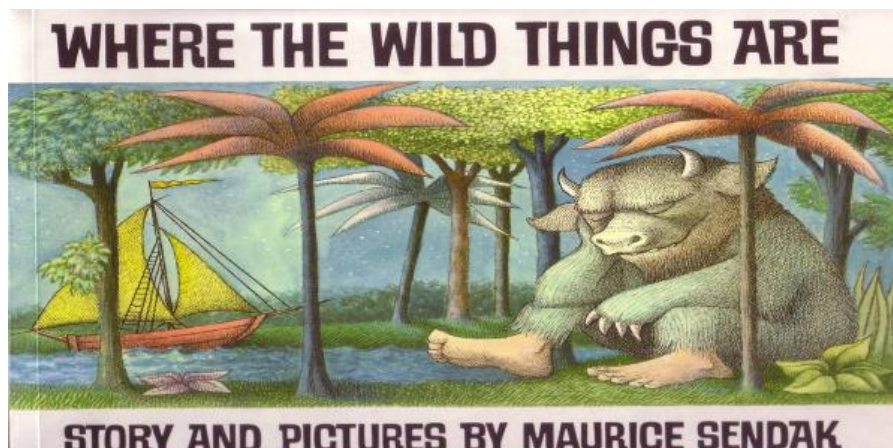
Reciprocal Reading (Palincsar and Brown, 1986)

- ☞ A systematic approach designed to develop children's comprehension of the text.
- ☞ Increases pupil engagement and develops love of reading.



Introducing the 3-question model

- ☞ The three questions are a springboard for a discussion
- ☞ Prompt – probe
- ☞ Problem-solving through talk



Looking question: Where is the Wild Thing?

Clue question: What is the Wild Thing doing? Are his eyes open?

Thinking question: Why do you think there is a boat in the picture?

- ☞ Looking questions: When, what, who, where.....
- ☞ Clue questions: How do you know that.....?
- ☞ Thinking questions: *These questions require the reader to put the evidence in a wider context: Do you think that.....?*
- ☞ Comprehension –making meaning from texts –The Three Key Areas
 - Literal (*anaphoric, text based, connective*)
 - Connections within the text (*connective, text based, elaborative*)
 - Connections beyond the text (*wider knowledge, elaborative, mainly....*)

Tennent, Reedy, Hobsbaum and Gamble (2016)

Destination Reader – enables comprehension to be further developed and be transferred to writing.

(Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words, sentences and text. As children gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.)

At Castilion Primary School we use the Destination Reader Comprehension Programme.

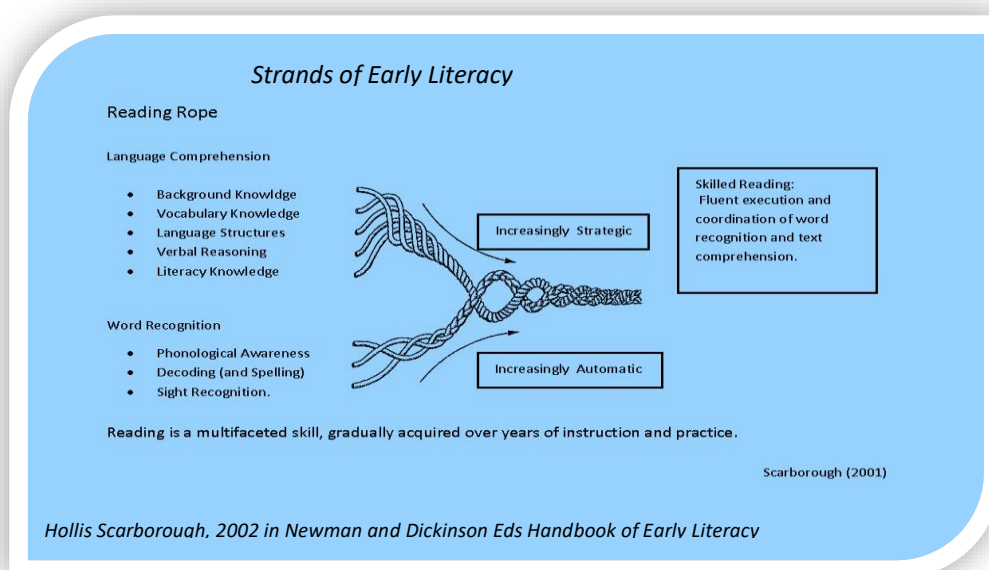


What is Destination Reader?

An approach to the explicit teaching of reading at KS2 based on research.

- 📖 Can be applied to any high-quality text;
- 📖 builds on existing good practice Destination reader covers all the expectations for the KS2 National Curriculum for reading: Word reading and breadth of reading are built on throughout the lessons with an explicit focus on understanding and engaging with texts.
- 📖 The daily application of word reading to reading and writing, alongside the development of language comprehension (using, for example, story times, provision of a wide range of experiences, discussion and questioning, and planned vocabulary use), enables children to rapidly develop their *reading* (not just decoding/word recognition) skills. We must equip our children with the skills they need to be a truly independent reader; and that requires *teaching*.





The Scarborough Rope Model displays how these key aspects of reading entwine and develop. Word Reading – Comprehension – Breadth of Reading



- Destination Reader blends a range of learning behaviours and reading strategies which, brought together, allow children to explore and understand texts independently, at a deeper level.

Learning Behaviours







1. Support and actively listen to others
2. Discuss and explain their ideas
3. Take responsibility for their own/their group's learning

Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in... Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	 
	Active listening	Good point / idea. Oh yes / no! That's interesting – do you think so? I hadn't thought of that point. Can you explain further? Tell me more...	
Discuss and explain our ideas			1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)	I think this means that ... because it says ... This part suggests that ... because ... My view is that ... because in the book ... Two main reasons explain why I think that ... Earlier we learnt that ... therefore ... On the one hand you could say ... but on the other ... is similar to ... because ... In my opinion ... because ... This character is ... because ... The main idea is that ... In summary / I conclude that ... because ...		
Building on other's answers	Agreeing	I agree with ... because ... similarly ... I'd like to build on / add to that point ... Adding to that point ...	
	Disagreeing / challenging and offering alternative	In contrast ... Alternatively... It could be but... I agree with some aspects of ...'s point however... Why do you think that? What evidence is there that backs up your point?	
	New idea	Have we considered? Another point I wish to make is ... On reflection I no longer think that	
Take responsibility for our own/group's learning			1 2 3 4
Ensure you took part, made sure everyone understood task and participated	Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because we ...e.g. made sure we understood each part of the text before we moved on. We both / all took an equal part in the discussion today. Today didn't work well because ... Our target next time should be to ...		

Once these learning behaviours have been embedded, the children learn **7 key reading strategies** in turn which help them deepen their understanding of texts.

Reading strategies

1. Predicting
2. Inferring
3. Asking questions
4. Evaluating
5. Clarifying
6. Making connections
7. Summarising

Destination Reader	
Predicting	Inferring
<ul style="list-style-type: none"> ☞ I wonder if ☞ I predict ☞ I think that ☞ I bet that ☞ I imagine ☞ I think * will happen ☞ I think I will learn ☞ I think it will be set out ☞ The next part will be about  <p style="text-align: center;">because</p>	<ul style="list-style-type: none"> ☞ The word * tells me ☞ The part * tells me ☞ This makes me think that ☞ I think this character ☞ I think the setting is ☞ I think the mood is ☞ I think the writer's viewpoint is ☞ I think this character's viewpoint is  <p style="text-align: center;">because</p>
Asking questions	Evaluating
<ul style="list-style-type: none"> ☞ Who ☞ What ☞ When ☞ Where ☞ I wonder ☞ Why ☞ How ☞ What if ☞ Why do you think ☞ How do you think ☞ How do we know 	<p>Language</p> <ul style="list-style-type: none"> ☞ The word/phrase * works well because ☞ I think it would have read better if ☞ I like the way the author uses * it makes me think about ☞ It's very clever the way the author uses * because ☞ The sentence * has high impact because <p>Organisation</p> <ul style="list-style-type: none"> ☞ The text is organised well because ☞ The presentation helps the reader because ☞ The structure could be improved by 
Clarifying	Making connections
<ul style="list-style-type: none"> ☞ I think that means ☞ I didn't understand ☞ What does * mean? ☞ I need to reread this part because is a tricky word so I ☞ I didn't understand * so I Let's reread because it didn't make sense. 	<p>Text to self:</p> <ul style="list-style-type: none"> ☞ I know about this because I ☞ I've been to / seen ☞ I saw a programme about this ☞ I can identify with this character because <p>Text to text:</p> <ul style="list-style-type: none"> ☞ I think this book is a * (<i>genre</i>) book because ☞ This reminds me of * because ☞ This is similar to * because ☞ This character is similar to * because <p>Text to world:</p> <ul style="list-style-type: none"> ☞ This links to ☞ This is because 
Summarising	Learning Behaviours
<ul style="list-style-type: none"> ☞ The key idea is ☞ The most important ideas are * and I know that because ☞ This part is about ☞ The headline would be ☞ In 10 words ☞ The main theme is 	<ul style="list-style-type: none"> ☞ Support and actively listen to others ☞ Discuss and explain our ideas Take responsibility for your own and your group's learning.

- 📖 By initially concentrating on one strategy at a time, teachers are able to support and challenge children to develop their skills through high expectations of oral and written use of the strategies. The strategies are then combined as the children progress and applied to different forms of texts such as poetry and nonfiction. These strategies equip children with a robust toolkit to apply when reading across the curriculum and at home.
- 📖 Destination Reader also fits with the current EEF guidance: Improving literacy in KS2 recommendations.
- 📖 Children need to know how print works, how punctuation supports understanding and how different genres are shaped by their communicative intent. This body of Literacy knowledge is made explicitly part of the reading provision at Castilion Primary School.

Key elements that define comprehension as a constructive process are the:

- 📖 integration of inference skills;
- 📖 understanding of story structure;
- 📖 monitoring of comprehension (noticing when you don't understand, and being aware of the ways in which you can help yourself.)
- 📖 Literacy experiences that seek to develop each child's capacity to understand text independently must be shaped by these key elements of the process.



After providing food and shelter, reading to our children and encouraging their own reading is probably the very best thing we can do for them... Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us."

Michael Morpurgo, from the foreword to 'A Little Aloud, for Children'

Literacy Tree – further enables the comprehension of text to be transferred to writing.

(Destination reader is an approach to teaching reading that links directly to the schools writing programme: Literacy Tree. All text extracts used in the daily delivery of Destination Reader are taken from the current Literacy Tree text being covered in writing lessons.)

At Castilion Primary School we use the Literacy Tree Writing Roots Programme.






What is Literacy Tree?

Literacy Tree is an award-winning platform that immerses children in a rich literary world, fostering strong engagement and providing meaningful contexts for learning primary English. Through this **Teach Through a Text** approach, children become critical readers and develop an understanding of audience and purpose in writing, as they encounter a wide range of significant authors and diverse texts, including fiction, non-fiction, and poetry.

We follow Literacy Tree as a whole-school approach. This ensures that children explore at least 100 literary texts and experience the works of over 75 unique and significant authors throughout their time at our school. This curriculum provides complete coverage of all National Curriculum expectations for writing composition, reading comprehension, grammar, punctuation, and vocabulary, as well as spelling. Each plan leads to purposeful application within a variety of written outcomes.

How does it work?

Literacy Tree lessons are taught through book-based Writing Roots. Each Writing Root presents a sequence of detailed lesson plans between ten and twenty sessions in length. They are based on a wide range of high quality and significant children's literature chosen to engage, challenge and support children to be critical readers and confident and informed writers. All National Curriculum requirements of grammar, spelling, vocabulary, literary language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear. Through the use of the Literacy Tree fully-comprehensive planning based around high-quality children's books, children are able to engage in learning that:

-  **Reading:** enhances reading abilities.
-  **Writing:** improves writing skills.
-  **Spelling:** supports the mastery of spelling.

Depth and Understanding

- ✓ Children revisit key objectives and skills within different texts and contexts. Books are grouped within themes to ensure links and connections are made within and across the Programme of Study.
- ✓ Builds understanding over time with frequent opportunities to apply learning across varied writing opportunities.

What is the expectation for writing, as a result of the English Curriculum offer at Castilion Primary School?

Writing in YR

Mark Making

- Mark making is a term used to describe how children make marks on different surfaces.
- Mark making, and early writing is a whole-body experience, seeing looking hearing listening understanding talking and children making sense of what they are doing.
- Children want to learn how to draw paint and write mainly because they see adults doing it. Control of mark making materials needs to be learned and the movements need to be practised. When children find the activities easy to achieve and enjoyable with the correct degree of challenge they will want to take part. They will repeat activities developing hand strength and coordination ready for future writing. The development of gross motor skills precedes fine motor control.

Mark Making Key Areas of Learning and Development

1. Physical Development/Moving and Handling aspect.
2. Communication and language Development/Listening Understanding Speaking aspect.
3. Literacy /Reading Writing aspect.

Stages of Writing/Mark Making






1. Mark making featuring lots of random marks often described as scribbling. At this stage a child is usually unable to distinguish between his/her writing and his/her picture. They may hold the pencil or mark-making tool in the palm of the hand, in a fist like grip/palmer grasp.
2. The child is mark making across the page, often making zigzags and wavy lines. They have a clear idea of the marks they wish to make and sometimes give meaning to them. The mark making may communicate a message or an idea. The child holds the pencil between the thumb and two fingers beginning to have good control. They are able to copy some letters from their name.
3. The child holds the pencil effectively making individual marks and begins to use some recognisable letters from his/her own name to communicate a message. He/she is beginning to understand that drawing and writing are different, and that print carries a message.
4. The child is using clearly identifiable letters to communicate meaning. He/she may be able to represent some sounds correctly and in sequence. He/she is able to hear and write the initial sounds in words.
5. The child is now demonstrating that he/she can hear and write words with initial, medial and final sounds. He/she is able to construct phrases to convey a message.
6. At this stage the child is using his/her phonic knowledge to write words in ways which march their spoken sounds. He/she can also write some irregular common words. He/she can write sentences which can be read by him/herself and others. Some words are spelt correctly, and others are phonetically plausible. This writing meets the criteria for the Early Learning Goal in Writing which is the expected level for children at the end of Reception.

Writing in KS1

Writing Key Elements







1. Composition: planning, drafting, evaluating, editing and proof-reading
2. Composition: structuring and organisation of text
3. Composition: applying vocabulary, grammar and punctuation
4. Transcription: spelling
5. Transcription: handwriting

Intentions and Outcome

-  Focus on what the children will write
-  Build knowledge of characters, plot, structure, and language of the text
-  Generate the children's own ideas for writing
-  Teach pupils about the writers' craft and how to transfer this
-  Teach pupils how to target purpose and audience in their writing









Pupil's writing:

The National Curriculum allows teachers to make links between reading and writing. Use working walls to gather information about the text overtime. Develop positive attitude and stamina for writing by:

-  planning or saying out loud what they are going to write about
-  composing a sentence orally before writing it
-  sequencing sentences to form short narratives
-  make simple additions, revisions and corrections to their own writing
-  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 with appropriate intonation and to make meaning clear

End of Key Stage 1 Statutory Requirement (Year 2)

1. Working at the Expected Standard

-  write simple, coherent narratives about personal experiences and those of others (real or fictional)
-  write about real events, recording these simply and clearly
-  demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
-  use present and past tense mostly correctly and consistently
-  use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
-  segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spell many common exception words*
-  form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
-  use spacing between words that reflects the size of the letters.

Greater Depth






- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

Writing in KS2

Writing Key Elements









1. Composition: planning, drafting, evaluating, editing and proof-reading
2. Composition: structuring and organisation of text
3. Composition: applying vocabulary, grammar and punctuation
4. Transcription: spelling
5. Transcription: handwriting

Intentions and Outcome

-  Focus on what the children will write
-  Build knowledge of characters, plot, structure, and language of the text
-  Generate the children's own ideas for writing
-  Teach pupils about the writers' craft and how to transfer this
-  Teach pupils how to target purpose and audience in their writing










Pupil's writing:

The National Curriculum allows teachers to make links between reading and writing. Use working walls to gather information about the text overtime.






-  Consider purpose and audience
-  Map out the themes. What are the big messages?
-  How would you define the real-life issues in the book related to the main character?
-  Draw out characterisation, plot etc. in reading and gather evidence on flipcharts for pupils to reference
-  Scaffold the writing piece
-  Start the planning, drafting, evaluating, editing and proof-reading allowing pupils independence
-  Provide guidance in the editing stage
-  Allow for independence from editing to final stages

End of Key Stage 2 Statutory Requirement (Year 5 and 6 only)

1. Working at the Expected Standard

-  write effectively and precisely for a range of purposes and audiences, selecting language that shows good awareness of the reader
-  generate ideas
-  integrate dialogue in narratives to convey character and advance action
-  select vocabulary and grammatical structures that reflect what the writing requires
-  use a range of devices to build cohesion
-  use verb tenses consistently and correctly
-  use a range of punctuation
-  spell correctly most words from the Year5/6 list
-  maintain legibility in joined handwriting

Greater Depth

-  write effectively and precisely for a range of purposes and audiences, selecting language forms and drawing independently on models from own reading
-  generate ideas
-  distinguish between the language of speech and writing and chose the appropriate register
-  exercise an assured and conscious control over levels of formality (managing shifts)
-  use a range of punctuation accurately