



## Composition Policy

# 2023-2024

*VISION:*

*Challenging educational orthodoxies so that every child makes good progress in core subjects;  
all teachers are committed to personal improvement and fulfil their responsibilities;  
all children receive a broad and balanced curriculum;  
all academies strive to be outstanding.*



Written by  
in partnership with

The Composition Network Group

Review Date: September 2024

## Table of Contents

	Page No
1. Introduction	4
2. Aim	4
3. Objectives	4
4. What does English look like in the Forge Trust?	5
5. The Writing Process	5
5.1 <i>Prewriting</i>	5
5.2 <i>Writing</i>	5
5.3 <i>Checking and Proof-Reading</i>	5
6. The Teaching of Grammar	6-14
6.1 <i>Long Term Planning</i>	6
6.2 <i>Medium Term Planning / Short Term Daily Planning</i>	7-14
7. Planning	
7.1 <i>Long Term Planning</i>	16
7.2 <i>Daily Planning</i>	17-18
8. Spelling	19
9. Handwriting	20-22
10. The Teaching of Writing Genres	23-27
10.1 <i>Proposed Coverage of Writing Genres</i>	
11. Early Years Foundation Stage (EYFS)	28
12. Marking & Assessment	28-29
13. Target Setting	29
13.1 <i>Personalised Writing Targets</i>	29
13.2 <i>FFT Aspire &amp; Aspirational Target Setting in English &amp; Maths</i>	29
14. Role of Parents	29
15. Links with Home Learning	30

**Appendices**

Appendix 1	Exemplars/Templates for Planning	32-38
Appendix 2	Independent Writing Session Timetables & Protocols	39-44
Appendix 3a	Personalised Writing Targets Foundation Stage	45
Appendix 3b	Personalised Writing Targets KS1 & KS2	46
Appendix 4	Parents' Evening Record of Achievement Slip	47
Appendix 5	Composition: termly coverage	48-53
Appendix 6	Handwriting Policy	54-68
Appendix 7	Discussion Genre 3 Week Block	

## 1. Introduction

At The Forge Trust, we divide English into its component parts:

- Early Reading and Phonics and Reading Comprehension in KS1 and KS2;
- **Composition. This includes approximately 3 weeks of grammar teaching through texts and 3 weeks of genre teaching;**
- Speaking and listening is interwoven through every lesson, and activities to address speaking, listening, non-verbal communication and building an awareness of audience are carefully planned for;
- Spelling is taught discretely through 20 minute sessions every day.

## 2. Aim

The aim of this composition policy is to ensure that children understand the complex process of writing, and that they become better writers as a result of the teaching through genres and texts. This is assessed bi-weekly when children complete independent writing activities.

## 3. Objectives

The objectives of Composition are:

- To embed the writing process (planning and pre-writing, writing, checking and proof-reading) so that children become competent writers;
- To build sufficient time into the curriculum for children to apply and practise their writing skills;
- To learn the key features of all writing genres;
- To reflect on the style of writing through exposure to texts;
- To foster an enjoyment of writing, teaching children how to write for different audiences and purposes, and in doing so, develop a recognition of the value of writing;
- To teach children the importance of first impressions, and enable children to use grammar and punctuation precisely, and for them to adopt their own personal handwriting style by the end of KS2;
- To provide strategies for spelling, so that children become competent spellers;
- To develop an interest in words, both their application and meaning, and a growing personal vocabulary of both spoken and written words.

#### 4. What does daily English look like in The Forge Trust?

English is an umbrella term for academies in The Forge Trust, and it includes the following areas: spelling, grammar, writing (composition), reading and speaking & listening.

A typical Forge school:

Duration of Session	Lesson
20 mins	Spelling
45 mins-1 hour	Reading (comprehension)
1 hour-1hr 30 mins	Independent writing (Composition / Application)
1 hour	Composition (Punctuation, grammar and the process of writing) covering genres and key texts
Ongoing	Speaking & Listening

#### 5. The Writing Process

##### Step 1-Prewriting

Whatever type of writing a child is attempting, the prewriting stage can be the most important. This is when children gather their information, and begin to organise it into cohesive chunks that eventually become the paragraphs. This process can include reading, taking notes, brainstorming, and categorising information. Pre-writing is the most creative step and children develop a preferred way to organise their thoughts. Teachers can also provide planning templates to support children with their structure.

##### Step 2-Writing

The actual writing stage is an extension of the prewriting stage. When children are being taught a block of work on a specific genre, they will build up to a final piece of writing over the three weeks. However, all three phases of the block work will provide children with plenty of writing opportunities. When children are being taught composition through a text, they will also have daily writing opportunities. It is important to note that teacher modelling shared writing and regular guided group work should be a daily routine so that children are exposed to the writing process every day.

##### Step 3-Checking and Proof-reading

This is a chance for a child to scan their book for mistakes in grammar, punctuation and spelling. They should read the sentences and make sure they sound coherent. Occasionally, teachers can use peer-assessment after the child has self-assessed their own writing. When children have completed a writing task, it is crucial that the teacher gives a child time to proof-read. This may be when the children have had a short break and are returning to the classroom: this is exactly what adults do when they perform writing tasks. This time can also be used for children to make additions to their work, and teachers should build in time for children to occasionally copy up their work using line guides and pens so that work can be celebrated on displays throughout school.

## 6. The Teaching of Grammar

### The National Curriculum

The National Curriculum objectives for sentence and punctuation are as follows:

Sentence      Expressing time, place and cause using **conjunctions** (for example, when, before, after, while, so, because), **adverbs** (for example, then, next, soon, therefore), or **prepositions** (for example, before, after, during, in, because of)

Punctuation    Introduction to inverted commas to **punctuate** direct speech

Terminology    preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

### Adjectives.

An adjective should tell you something new or exciting surprising about the noun. Remember to always avoid tautology (saying the same thing twice over in different words as this results in a fault of style). For example, the *huge giant*. It is fine to use additional adjectives but be cautious not to overdo it. Sometimes a precise noun and a well-chosen adjective are better than just sticking in too many adjectives.

There are 8 main categories of adjective:

1. opinion/quality;
2. size;
3. shape;
4. age;
5. colour;
6. origin;
7. material;
8. purpose.

Adverbs of intensity modify adjectives. Here are some examples:

almost, absolutely, awfully, badly, barely, completely, deeply, enormously, extremely, fairly, fully, highly, incredibly, least, yes, most, much, nearly, perfectly, quite, rather, somewhat, strongly, thoroughly, totally, very, well

An almost perfect day...

A deeply embarrassing moment...

The very difficult question...

Her well-developed plan...

## Expanded Noun Phrases

We can also add an adjectival phrase after the noun, to further describe it. For example:

The old tortoise with a dusty shell...  
The grey elephant in the water...  
An ancient book on the top shelf...  
That almost perfect day in the summer...  
That young girl with the purple ribbon in her hair...

They answer the question 'which one?' and they tell you more about the noun.

## Adjectival Phrases

They start with a preposition. For example:

about	above	across	after	against	around
at	before	behind	below	beneath	beside
between	beyond	by	down	during	from
in	inside	into	near	of	off
on	out	outside	over	since	through
towards	under	until	up	upon	with
without	throughout				

and end with a noun

## Predicates

Once we have a subject we need to say what they did or what happened to them. This part of the sentence is the predicate. In its simplest form it can just be a verb. For example:

The dog barked.

The boy ran.

Some predicates need an object. An object is another noun phrase, so it can be expanded in the same way as the subject. It answers the question 'who?' or 'what?'

'who?' or 'what?'

The ball broke the window.

What did the ball break?

The old crow flapped its broken wing.

What did the crow flap?

James kissed Mary.

Who did James kiss?

Predicates always have a verb. A predicate might also have an adverb. Adverbs answer the questions 'when?', 'where?' or 'how?'

The monkey swung quickly through the trees all morning.

How did the monkey swing? Quickly

Where did the monkey swing? Through the trees

When did the monkey swing? All morning

Adverbial phrases can be constructed in the same way as adjectival phrases...starting with a preposition and ending with a noun.

Under the old bed...

Through the trees...

During the day...

Without a single sound...

The predicate structure now looks like this:

Verb + object + adverbial phrase

The object and the adverbial phrase are optional.

The mist smothered the ground like a shroud.

Verb	smothered
Object (who or what)	the ground
Adverbial (when/where/how)	like a shroud

We could have more than one object and adverbial.

Verb + objects + adverbial phrases

Peter clutched his torch and the old map tightly in his sweaty palms.

We can place adverbs (but not adverbial phrases) before the verb...

**Peter tightly clutched his torch and the old map in his sweaty palms.**

Knowing this can help teachers teach children where the full stops go. An example of an activity linked to a text is below:

Look at the text and:

Highlight **the subject**  
Identify **the predicate** that goes with the subject  
Place **a full stop** after the predicate  
Repeat until complete  
Capitalise the first letter after the full stop.

a lonely traveller stopped on the empty road the pale moon drifted beyond thick grey clouds shadows danced across the wet tarmac the traveller glanced nervously over his shoulder something rustled in the bushes

### **Fronted Adverbials**

Adverbs, which usually form part of the predicate, can be used to open sentences.

**The gates creaked open after a few months.**

**After a few moments, the gates creaked open.**

#### Fronted Adverbials

**A chilly mist coiled insistently around his legs.**

**Around his legs, a chilly mist coiled insistently.**

**Insistently, a chilly mist coiled around his legs.**

#### Connecting Adverbs

Connecting adverbs are another kind of adverb that can open sentences. Their role is to create a link to the previous sentence without joining it physically.

Peter stood before the door in abject fear. He slowly reached for the heavy iron door handle.

Peter stood before the door in abject fear. Nonetheless, he slowly reached for the heavy iron door handle.

### Compound Sentences

A compound structure has a co-ordinating conjunction to join two equal elements.

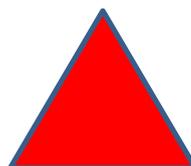
Co-ordinating conjunctions:

For  
And  
Nor  
But  
Or  
Yet  
So

And  
So  
But  
Or

Think of it as a see saw. The co-ordinating conjunction is the pivot.

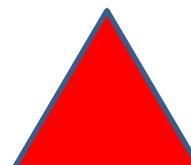
The frog flicked out its tongue and caught a fly.



The see-saw should balance.

With more than two elements the see-saw becomes a bridge.

The rhino stamped its foot, lowered its horn and caught a fly.



The see-saw should balance.

Tortioses walk slowly, but tigers run quickly.



## Complex Sentences

A complex sentence has a main clause and one or more subordinate clauses. These sentences contain one independent clause (also known as main clauses) and at least one dependent clause (also known as subordinate clauses).

**Key: underlined = independent clause = makes sense on its own**

Stay in the classroom until the bell rings.

Both the girls and the boys enjoy school dinners, although the boys eat more food.

Leave while you can.

**Stay in the classroom until the bell rings.**

**Both the girls and the boys enjoy school dinners, although the boys eat more food.**

**Leave while you can.**

Subordinating conjunctions in complex sentences (although, because, before, even though, until, when)

We link independent clauses with dependent clauses with subordinating conjunctions.

The role of a subordinating conjunction and the dependent clause is to establish a time, a place, a reason, a condition, a concession or a comparison for the main clause.

## 7. Planning

### 7.1 Long Term Planning

Our yearly overview shows texts that will be studied with an outline of the writing opportunities, grammar, spelling and punctuation to be taught and the genre teaching unit.

#### *How to structure the Long Term Planning*

	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Book Title</b>	Setting in Week	<b>The Storm Whale</b>  <b>Benji Davies</b>			<b>Genre</b> <b>Inform:</b> Explanation texts  <b>Science Link:</b> The Water Cycle			<b>Tuesday</b>  <b>David Wiesner</b>			<b>Genre</b> <b>Entertain:</b> Story  <b>History link:</b> Historical story (Ancient Greece)			Christmas Week
<b>Non-negotiable Grammar Features</b>		<ul style="list-style-type: none"> <li>ENPs before the noun</li> <li>Capital letters and full stops</li> <li>Commas for fronted adverbials</li> <li>Begin sentences with subordination</li> </ul>						<ul style="list-style-type: none"> <li>Use of adverbs in different places</li> <li>Use a range of fronted adverbials with comma</li> <li>Start paragraphs with adverbials</li> <li>Correct use of articles (a/an)</li> </ul>						
<b>Additional Grammar Features</b>		<ul style="list-style-type: none"> <li>Full use of punctuation for dialogue</li> </ul>						<ul style="list-style-type: none"> <li>Expand before and after the noun</li> </ul>						
<b>Writing Opportunity</b>		<ul style="list-style-type: none"> <li>Setting Description</li> <li>Conversation writing</li> </ul>						<ul style="list-style-type: none"> <li>Story opener</li> <li>Story build up (3 paragraphs)</li> </ul>						

Note: grammar features are taught in both types of block work (genre and text blocks).

### *7.2 Medium Term Planning/weekly short-term Planning*

Class teachers complete a sequence of lessons with an overarching learning journey for the teaching of Composition. This lists specific learning objectives and success criteria for each lesson, with details of how the lessons are to be taught (see Appendix 1: Model Genre Planning Unit). These are evaluated to inform future planning.

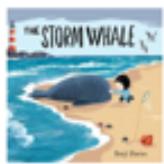
We include an independent writing session, which covers different genres. These sessions incorporate a cross-curricular approach, and can link with topic work. Independent writing sessions happen fortnightly from year one. Every other week, children are given the opportunity to edit their independent writing (see Appendix 2: Independent Writing Calendar).

## Example Composition Learning Journey: The Storm Whale

Learning Journey – The Storm Whale	Pre-test	Post-test
➤ Use capital letters (for I and nouns) and full stops		
➤ Create extended noun phrase pyramids		
➤ Apply the use of extended noun phrases to your own writing		
➤ Understand how to write a fronted adverbial to tell the reader when, where or how something happens		
➤ Add fronted adverbials to a text		
➤ Write a setting description using ENPs and fronted adverbials		
➤ Write a subordinate clause using a subordinating conjunction		
➤ Use a subordinate clause as a sentence opener		
➤ Write a setting description using ENPs, fronted adverbials and subordinate clauses		
➤ Identify spoken words and represent using inverted commas		
➤ Understand how to punctuate speech correctly		
➤ Write a conversation between two character from the book		

Example taken from Year 4 – The Storm Whale

### 7.3 Proposed 3 week structure

Term	Autumn 1
Book Title	<p>The Storm Whale</p>  <p>Benji Davies</p>
Number of weeks	3
Non-negotiable grammar Features	<ul style="list-style-type: none"> <li>• ENPs before the noun</li> <li>• Capital letters and full stops</li> <li>• Commas for fronted adverbials</li> <li>• Begin sentences with subordination</li> </ul>
Additional Grammar Features	<ul style="list-style-type: none"> <li>• Full use of punctuation for dialogue</li> </ul>
Writing opportunity	<ul style="list-style-type: none"> <li>• Setting Description</li> <li>• Conversation writing</li> </ul>
Termly Genre Teaching	<p><b>Inform:</b> Explanation</p> <p><b>Science link:</b> The water cycle</p>

#### Week 1

**Mon** – Capital letters (I, nouns) and full stops recap

**Tues** – ENPs Pyramids

**Wed** – ENPs (adding ENPs to a text)

**Thurs** – Fronted adverbials (sentences for when, how and where) introduce the use of comma

**Fri** – Fronted adverbials – add to a text

#### Week 2

**Mon** – setting description – Picture from the book (ENPs/Fronted adverbials)

**Tues** – Subordinate Clause – when, after, as, because, although (I put on my coat when it is raining.)

**Wed** – Subordinate clause openers (When it is raining, I put on my coat.)

**Thurs** – Setting Description improvements (ENPs/Fronted adverbials/Subordinate clause)

**Fri** – Independent Write (Character Description) (ENPs/Fronted adverbials/Subordinate clause)

#### Week 3

**Mon** – Speech – Speech bubbles to show what is being said (Use a page from the book to add speech bubbles)

**Tues** – Speech – Teach the skill of writing speech with all punctuation (Use the page from yesterday)

**Wed** – Writing a conversation using the book (3 or 4 speech rule/description)

**Thurs** – Continue writing the conversation

**Fri** – Feedback

## 8. Spelling

<b>Year Group</b>	<b>Method</b>
Year 3	Spelling strategies / Phonics & Additional Practice Sessions
Year 4	Spelling strategies / Support for Spelling materials
Year 5	Spelling strategies / Support for Spelling materials
Year 6	Spelling strategies / Support for Spelling materials

Daily spelling sessions last for approximately 20 minutes a day, and incorporate the process of writing. For example, handwriting and punctuation. Dictations are a weekly feature of these sessions.

## 9. Handwriting

Appendix 6 explains the Handwriting Policy.

In KS2, we also have our own school 'exemplars' where we grade children's handwriting using a grading system. Children who are '2' fulfil the following criteria:

Handwriting Exemplar 1: 2 marks (Needs some improvement)

- The handwriting has a degree of fluency with some letters and words appropriately placed.
- The handwriting is beginning to develop a personal style.

Teachers should grade children's handwriting as part of dictation sessions in spelling lessons as well as in composition lessons. The gradings for handwriting should be used as a motivational tool and to encourage children to improve their handwriting. Teachers should always have high expectations of children with their presentation of work and handwriting.

Key: 1 = Excellent Handwriting 2 = Needs some improvement 3 = Not good

The National Curriculum states that children should 'use legible and joined handwriting' (Years 4,5 and 6).

## 10. The Teaching of Writing Genres

Within each half-term that consists of approximately six weeks, teachers will cover approximately half of the time covering genres, where children will learn the key features of the genre being taught.

### 10.1 *Proposed Coverage of Genres*

During the one, two or three week blocks of work, teachers will break down the genre and writing tasks into manageable chunks, and build up to a full writing task. In line with The Primary National Strategy (2010), genres will be taught in three phases.

Phase 1-Reading, familiarisation with texts and the genre

Phase 2-Capturing of ideas and of patterns and structures of texts

Phase 3-Writing

**There should be a display reflecting the genre being taught in the classroom.**

The genre units of work vary in length according to the year group being taught. In KS1, units should last for a week, and should be no more than 2 weeks. However, in KS2, units can be 2 or 3 weeks in length.

**Figure 1: Suggested Structure for 1 Week Genre Unit (eg. Instructions or Poetry)**

<p><b>Monday</b></p> <p><i>Phase 1: Explore key features of genre and layout</i></p> <ul style="list-style-type: none"> <li>➤ Looking at examples of the genre and identifying key features including generic (tense, person) and specific features</li> <li>➤ Annotating and highlighting important aspects including the GPS (grammar, punctuation and spelling) that will be taught throughout the unit of work.</li> </ul>
<p><b>Tuesday</b></p> <p><i>Phase 2: Modelled/Guided writing and GPS</i></p> <ul style="list-style-type: none"> <li>➤ Modelled paragraphs that include the features that you would expect children to show in their version of the genre</li> <li>➤ These modelled paragraphs should be written by the teacher (teacher can get ideas from other authors and can adapt them from books if relevant to include the features the teacher wants to teach.</li> </ul>
<p><b>Wednesday &amp; Thursday</b></p> <p><i>Phase 2: Writing hook, planning and writing</i></p> <ul style="list-style-type: none"> <li>➤ Use videos, stories, pictures and extracts etc to hook children into a piece of writing <ul style="list-style-type: none"> <li>➤ Children plan to write the same genre with a different theme</li> <li>➤ Children independently write a text in the genre they have been taught</li> </ul> </li> </ul>
<p><b>Friday</b></p> <p><i>Phase 3: Independent write</i></p> <ul style="list-style-type: none"> <li>➤ Set the genre that will have already have been covered earlier in the year or in previous year group <ul style="list-style-type: none"> <li>➤ Not the same genre as current teaching</li> </ul> </li> </ul>

**Figure 2: Suggested Structure for 2 Week Genre Unit (eg. letters, recounts, reports)**

<p><b>Monday &amp; Tuesday</b>  <i>Phase 1: Explore key features of genre and layout</i></p> <ul style="list-style-type: none"> <li>➤ Looking at examples of the genre and identifying key features including generic (tense, person) and specific features</li> <li>➤ Annotating and highlighting important aspects including the GPS (grammar, punctuation and spelling) that will be taught throughout the unit of work.</li> </ul>
<p><b>Wednesday &amp; Thursday</b>  <i>Phase 2: Modelled/Guided writing and GPS</i></p> <ul style="list-style-type: none"> <li>➤ Modelled paragraphs that include the features that you would expect children to show in their version of the genre</li> <li>➤ These modelled paragraphs should be written by the teacher (teacher can get ideas from other authors and can adapt them from books if relevant to include the features the teacher wants to teach</li> <li>➤ Children complete similar paragraphs to the teacher’s WAGOLL using a different context to tight and measurable success criteria</li> <li>➤ Teacher models a WAGOLL of planning template for intro, main body of text and closing statement/conclusion and children prepare their plans</li> </ul>
<p><b>Friday</b>  <i>Phase 3:Independent write (with success criteria)</i></p> <ul style="list-style-type: none"> <li>➤ Use planning template for intro, main body of text and closing statement/conclusion so that children are clear when they begin to compose their work <ul style="list-style-type: none"> <li>➤ Children complete their independent writing task</li> </ul> </li> </ul>
<p><b>Monday</b>  <i>Phase 3: Independent write (with success criteria)</i></p> <ul style="list-style-type: none"> <li>➤ Children finish their independent write</li> <li>➤ If finished, children can copy up their work onto plain paper using line guides or they may choose to type their work up using Microsoft word. This work may be used for display purposes in and around the school (each class should have a genre display showing key features of the genre and the work could be added to that)</li> </ul>
<p><b>Tuesday</b>  <i>Phase 1: Explore key features of genre and layout</i></p> <ul style="list-style-type: none"> <li>➤ Looking at examples of the genre and identifying key features including generic (tense, person) and specific features</li> </ul> <p>Annotating and highlighting important aspects including the GPS (grammar, punctuation and spelling) that will be taught throughout the unit of work.</p>
<p><b>Wednesday</b>  <i>Phase 2: Modelled/Guided writing and GPS</i></p> <ul style="list-style-type: none"> <li>➤ Modelled paragraphs that include the features that you would expect children to show in their version of the genre</li> <li>➤ These modelled paragraphs should be written by the teacher (teacher can get ideas from other authors and can adapt them from books if relevant to include the features the teacher wants to teach</li> <li>➤ Children complete similar paragraphs to the teacher’s WAGOLL using a different context to tight and measurable success criteria</li> <li>➤ Teacher models a WAGOLL of planning template for intro, main body of text and closing statement/conclusion and children prepare their plans</li> </ul>
<p><b>Thursday &amp; Friday</b>  <i>Phase 3:Independent write (with success criteria)</i></p> <ul style="list-style-type: none"> <li>➤ Use planning template for intro, main body of text and closing statement/conclusion so that children are clear when they begin to compose their work</li> <li>➤ Children refer to success criteria including the component parts of the full piece of writing (intro, main body and conclusion) <ul style="list-style-type: none"> <li>➤ Children complete their independent writing task</li> </ul> </li> </ul>

**Figure 3: Suggested Structure for 3 Week Genre Unit  
(eg. Narrative, Discussion, Debate)**

<p><b>Monday, Tuesday &amp; Wednesday</b></p> <p><i>Phase 1: Explore key features of genre and layout</i></p> <ul style="list-style-type: none"> <li>➤ Looking at examples of the genre and identifying key features including generic (tense, person) and specific features</li> <li>➤ Annotating and highlighting important aspects including the GPS (grammar, punctuation and spelling) that will be taught throughout the unit of work.</li> </ul>
<p><b>Thursday &amp; Friday</b></p> <p><i>Phase 2: Modelled/Guided writing and GPS</i></p> <ul style="list-style-type: none"> <li>➤ Modelled paragraphs that include the features that you would expect children to show in their version of the genre</li> <li>➤ These modelled paragraphs should be written by the teacher (teacher can get ideas from other authors and can adapt them from books if relevant to include the features the teacher wants to teach</li> <li>➤ Children complete similar paragraphs to the teacher’s WAGOLL using a different context to tight and measurable success criteria</li> </ul>
<p><b>Monday, Tuesday &amp; Wednesday</b></p> <p><i>Phase 3:Independent write (with success criteria)</i></p> <ul style="list-style-type: none"> <li>➤ Teacher models a WAGOLL of planning template for intro, main body of text and closing statement/conclusion and children prepare their plans</li> <li>➤ Use planning template for intro, main body of text and closing statement/conclusion so that children are clear when they begin to compose their work <ul style="list-style-type: none"> <li>➤ Children start their independent writing task</li> </ul> </li> <li>➤ If finished, children can copy up their work onto plain paper using line guides or they may choose to type their work up using Microsoft word. This work may be used for display purposes in and around the school (each class should have a genre display showing key features of the genre and the work could be added to that)</li> </ul>
<p><b>Thursday &amp; Friday</b></p> <p><i>Phase 1: Explore key features of genre and layout</i></p> <ul style="list-style-type: none"> <li>➤ Looking at examples of the genre and identifying key features including generic (tense, person) and specific features</li> <li>➤ Annotating and highlighting important aspects including the GPS (grammar, punctuation and spelling) that will be taught throughout the unit of work.</li> </ul>
<p><b>Monday</b></p> <p><i>Phase 2: Explore key features of genre and layout</i></p> <ul style="list-style-type: none"> <li>➤ Looking at examples of the genre and identifying key features including generic (tense, person) and specific features</li> </ul> <p>Annotating and highlighting important aspects including the GPS (grammar, punctuation and spelling) that will be taught throughout the unit of work.</p>
<p><b>Tuesday &amp; Wednesday</b></p> <p><i>Phase 2: Modelled/Guided writing and GPS</i></p> <ul style="list-style-type: none"> <li>➤ Modelled paragraphs that include the features that you would expect children to show in their version of the genre</li> <li>➤ These modelled paragraphs should be written by the teacher (teacher can get ideas from other authors and can adapt them from books if relevant to include the features the teacher wants to teach</li> <li>➤ Children complete similar paragraphs to the teacher’s WAGOLL using a different context to tight and measurable success criteria</li> </ul>

- Teacher models a WAGOLL of planning template for intro, main body of text and closing statement/conclusion and children prepare their plans

#### **Thursday & Friday**

##### *Phase 3:Independent write (with success criteria)*

- Use planning template for intro, main body of text and closing statement/conclusion so that children are clear when they begin to compose their work
- Children refer to success criteria including the component parts of the full piece of writing (intro, main body and conclusion)
  - Children complete their independent writing task
- If finished, children can copy up their work onto plain paper using line guides or they may choose to type their work up using Microsoft word. This work may be used for display purposes in and around the school (each class should have a genre display showing key features of the genre and the work could be added to that)

**Note:** The end products of these composition units covering different genres should not be used for evidence in independent writing books because the children are writing in most lessons following shared and modelled writing sessions; they also have specific success criteria to write against, which means that a child's writing cannot be classed as truly independent.

**Appendix 7 shows a three week block of Discussion genre planning and learning journey. It also shows what the classroom display should look like.**

## **11. Marking and Assessment**

Marking will be carried out regularly in accordance with the trust's marking and feedback policy. In particular, independent writing will be 'quality marked' and children will have the opportunity to edit and improve their writing.

We use assessment grids for writing and SPaG (Spelling, Grammar and Punctuation). These grids are ticked off following each piece of independent writing.

### *Informal Assessment*

Short-term, formative assessments are closely matched to the learning objectives and are carried out with a view to informing subsequent teaching.

### *Formal Assessment*

Children are formally assessed termly in writing and SPaG. Each term, children will be given a summative test in SPaG, and their writing is teacher assessed against age-related objectives each term.

### Year 2-Year 6 Marking Codes

In independent writing books, feedback should be given in words in the margin accompanied with a tick (✓) and areas for improvement should be highlighted with an asterisk (\*1) and a number and cross-reference to the asterisk and number written below the child's writing where the improvement prompt is written. The five spelling mistakes should be underlined with dots (.....) and correctly written out underneath the child's writing for them to add to their spelling journal or folder.

The following codes can be used to highlight other specific areas. These are:

- P: Punctuation
- SP: Spelling-pick out a maximum of 5 mistakes and correct them-giving children a suitable strategy for learning the spelling where necessary
- CP: Capital letter
- NP//: New paragraph
- ?: Confused meaning
- ^: Missing word

### **13. Target Setting**

Personalised writing targets

Children will have their own, personalised writing targets which will be reviewed on a termly basis, or as necessary. Children will have easy access to their targets and marking will also take these into account when doing writing in any subject (see Appendix 4).

### **14. Role of Parents**

We believe that parents have a fundamental role to play in helping their children to learn and progress within our school. We recognise that, on occasions due to a academy's catchment, we need to reach out to parents and offer them the support that they need to carry out this role.

Schools will put on the phonics, reading and spelling workshops for parents throughout the school year.

We are committed to ensuring that parents are informed about their children's learning through parents' evenings and annual reports (see Appendix 5).

### **16. Monitoring and Review**

Monitoring of the subject is undertaken on a regular basis, through planning and book scrutiny, lesson observation and pupil interviews.

T. Airey (English Leader)  
The Sir Donald Bailey Academy

P. Eyre (English Leader)  
The Parkgate Academy

Rebecca Turner-Mitchell (English Leader)  
The Forest View Academy

Simon Green (English Leader)  
The Marton Academy

Kelly Courtney (English Leader)  
The West Park Academy

Ian Bennett (English Leader)  
The Python Hill Academy

Matthew Walker (English Leader)  
The St Augustines Academy

The Forge Trust



Appendix 1a – Template for Composition Planning (English: grammar, writing, teaching of genres, speaking & listening)

<b>Learning Objective: HA/MA/LA</b>		<b>PHASES OF LESSON</b>			
<b>Process Led Success Criteria (HA/MA/LA):</b>		<b>Whole Class Input</b> (Key Questions) (Separate exposition?)	<b>Independent/Group</b> Activities (including <i>differentiation</i> )	<b>Guided Group</b> (where the teacher goes when children are completing activities)	<b>Plenary</b> (Think about 4 'C's: Consolidate, Challenge, Create, Celebrate)
<b>Lesson 1</b>	Consider different learning objectives for different groups of children.	<p>Make sure teachers bullet point phases of lesson. Someone else should be able to follow your planning!</p> <ul style="list-style-type: none"> <li>• ..... (5 mins)</li> <li>• .....(10 mins)</li> </ul> <p>Note: Make sure each page has headings!</p>			Plenary should never be just to celebrate! Also, mini-plenaries can be included mid-lesson. Teachers use discretion.

Appendix 1b: Composition Planning Example (Genre/Unit: Street Child – linked to Victorians topic)

# Y6 Daily Planning

Subject: **Composition**

Term: **Autumn 2**

**Set:** 1 (18 chn) Mrs Longney

**Date:** W/B 18/11/20



Learning Objective: Process Led <b>Success Criteria (HA/MA/LA):</b> <b>NC Link:</b>		PHASES OF LESSON			
		Whole Class Input (Key Questions) (Separate exposition?)	Independent/Group Activities (including <i>differentiation</i> )	Guided Group (where the teacher goes when children are completing activities)	Plenary (Think about 4 'C's: Consolidate, Challenge, Create, Celebrate)
<b>Monday</b>	<p><b>LO:</b> To participate in a debate.</p> <p><b>SC:</b> <i>I can...</i> Think of pros and cons for Jim working for Grimy Nick Decide which side to support Give reasons using justified evidence Speak clearly to articulate my views</p> <p><b>NC Ref:</b> Use discussion to elaborate and clearly explain their understanding and ideas; Competent in the arts of speaking and listening, making formal presentations,</p>	<ul style="list-style-type: none"> <li>Read Chapter 15. <b>Why are the watermen shouting abuse at each other? Find a simile on page 125. Can you think of another simile to describe the movement of the boat? Where would you rather be – in the Workhouse, helping Rosie or working for Grimy Nick? Why is the moon described as a 'mocking face' (page 132)? How do we know that Jim has given up? Jim should just accept his fate. Do you agree with this statement? Discuss the above questions after reading the chapter, referring to evidence in the text</b> (10 mins).</li> <li>Introduce LO – To take part in a debate. <b>What is a debate? What do we need to do to participate in a debate? Partner chatter then share and feedback.</b> (2 mins)</li> <li>Explain task – today we will be having a class debate debating whether Jim's life is good or bad working for Grimy Nick.</li> <li><b>What are the pros and cons? Chn discuss in pairs/groups</b> (2 mins)</li> <li><b>Move into task 1.</b> (10 mins)</li> <li>Bring class back together and explain that they now need to review the pros/cons and decide</li> </ul>	<p><u>Task 1</u> Chn to work in small groups to list the pros and cons in a table to support them in the debate.</p> <p><b>MA/HA – Mixed ability groupings</b></p> <p><u>Task 2</u> Chn to take part in a class debate. Chn to decide whether to argue for or against Jim working for Grimy Nick.</p> <p><b>SL to support chn (KA, KN, LN, RP) with portraying their views and speaking clearly where necessary during the debate.</b></p>	<p><u>Task 1</u> <b>LA – Guided with SL (LL, LN, KA, KN)</b> <b>Focus: ensuring chn's points are justified using evidence from the text</b></p> <p><b>What are the pros/cons of working for Grimy Nick? How do you know? What evidence is there in Chapter 15 to support this view?</b> Ensure chn are able to articulate their points clearly prior to the class debate.</p> <p><u>Task 2</u> N/A</p>	<p><b>Celebrate:</b> Each child to name one of their peers who they think participated really well in the debate. <b>Share with the rest of the class and explain why.</b></p>

	<p>demonstrating to others and participating in debate.</p> <p><b>S&amp;L:</b> Share and discuss ideas with my peers; Take on an active part in discussions.</p>	<p>whether they are arguing for or against Jim working for Grimy Nick.</p> <ul style="list-style-type: none"> <li>• <b>What is our success criteria to be successful in a debate? What do we need to remember when giving our views?</b> Explain to the chn that it is really important that they articulate their views clearly and concisely. <b>Emphasise the importance of listening to others before sharing their own opinions.</b> (2 mins)</li> <li>• <b>Move into task.</b></li> </ul>			
--	--	---	--	--	--

<b>Learning Objective:</b> Process Led <b>Success Criteria (HA/MA/LA):</b> <b>NC Link:</b>		<b>PHASES OF LESSON</b>			
		<b>Whole Class Input</b> (Key Questions) (Separate exposition?)	Independent/Group Activities (including <i>differentiation</i> )	<b>Guided Group</b> (where the teacher goes when children are completing activities)	<b>Plenary</b> (Think about 4 'C's: Consolidate, Challenge, Create, Celebrate)
<b>Tuesday</b>	<p><b>LO:</b> To write a discussion text.</p> <p><b>SC:</b> <i>I can...</i> Write in the 3<sup>rd</sup> person to remain objective Include a clear introduction to explain the topic for discussion Examine arguments for and against Use supporting evidence Remain balanced and non-biased <b>HA:</b> Include high-level conjunctions (Therefore, However, Despite)</p> <p><b>NC Ref:</b> Identifying the audience for and the purpose of writing; Using a wide range of devices to build cohesion.</p> <p><b>S&amp;L:</b> Share and discuss ideas with my peers.</p>	<ul style="list-style-type: none"> <li>Recap – <b>what did we do yesterday? What happened in Chapter 15 and 16? Can you remember the pros/cons we came up with yesterday for Jim working for Grimy Nick? Chn to discuss in pairs/groups and then share ideas as a class.</b> (2 mins)</li> <li>Explain task – you will be writing a discussion about the pros and cons of working for Grimy Nick. <b>What is a discussion text? How are discussion texts structured? What will you need to include? Partner chatter then share and feedback.</b> (2 mins)</li> <li><b>Watch BBC class clip – How to write an effective discussion:</b> <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-discussion-text/zfhqxyx">https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-discussion-text/zfhqxyx</a></li> <li><b>Discuss features of discussion texts:</b> writing in the 3<sup>rd</sup> person; including a clear introduction stating the reason for the discussion; examine arguments for and against (making sure both sides are equal); the importance of using supporting evidence; how to remain balanced and non-biased; use of high-level adverbials to link ideas (Therefore, However, Despite).</li> <li>Model how to write the introductory paragraph to a discussion and the first paragraph examining the arguments for Jim working for Grimy Nick. <b>Discuss sentence structure and clarity of views.</b> (10 mins)</li> <li><b>Move into task.</b></li> </ul>	<p>Chn to write a discussion text to debate the pros and cons of working for Grimy Nick.</p> <p><b>LA – Supported</b> (KA, KN, LN, LL) Chn to work independently but to be provided with a structured template to follow to ensure they include all the key areas of a discussion text.</p> <p><b>MA – Independent</b> Chn to be given no template to follow but may use classroom resources, e.g. word mats and opener cards to help them construct their discussions.</p>	<p><b>HA – Guided with SL</b> (LMF, LMW, TK, EH) <b>Focus:</b> use of high-level adverbials (However, Therefore, Furthermore, Despite) to link ideas and improve cohesion</p> <p>Explain that when writing a discussion, it is really important the views are clearly written for the reader to understand. <b>What strategies do you know to link ideas?</b> Introduce chn to high-level adverbials and model using in context. Chn to then write their own discussions including high-level adverbials.</p>	<p><b>Create:</b> Chn to write five top tips for how to write an effective discussion that they could give to a peer. <b>Chn to read their top tips aloud to the class.</b></p>

Appendix 1c: Spelling Planning Template

Year Group: 6	Teacher: S. Longney - Set 1	Week commencing: 24.09.2020
National Curriculum: <b>To use suffixes and understand the guidance for adding them</b> (When to double the consonant)		
		<p>Spelling list:            Clapping (2011), stunning (2009), stopping (2002), swimming (2001), beginning (1997), tapping (2015), rubbed (2014), shipped (2013), trapped (1999), planned (2003), grabbed (1997), stopped (2004), biggest (2004), slippery (1999), equipped (y5/6) occurred (y5/6) scattered (2014/2007), mattered (2013),  <b>Running, putting, fatter, thinner, quizzed</b></p>
Monday 24 <sup>th</sup>	Spelling test	<p>whistling (2011), sharing (20008), amazing (2007), lying (2007), bristling (2006), causing (2006), fascinating (2005), surprising (2004), raising (2202, 2003), <b>challenging</b> (2003), <b>escaping</b> (1998), <b>exciting</b> (1998), including (1997), moving            Y3/4 list: <b>continuing, deciding, arriving, exercising, noticing, increasing, guiding, separating, supposing, (surprising)</b>,            Y5\6 list: <b>accommodating, achieving, programming, exaggerating, queuing, recognising, rhyming,</b></p>
Tuesday 25 <sup>th</sup>	Teach rule and practise: adding suffixes to verbs	<p><b>LO:</b> To understand the rules for adding a suffix.</p> <p><b>Recap rules learned so far.</b> What happens when we add <b>-ed</b> or <b>-ing</b> to verbs? (Take off the 'e' where it is preceded by a consonant and a single vowel, otherwise just add the suffix, add es with hissing or buzzing sounds). List as many verbs as you can in one minute.</p> <p><b>What is the infinitive form of a verb?</b> <b>Chn to discuss in pairs. Share as a class.</b> Write the infinitive of the verb (to ...). Together, add <b>-ed</b> and <b>-ing</b>. Chn to work in groups to come up with the rules: short vowel sound, double consonant, take of 'y' and 'e'. <b>Limited teacher support to encourage children to be investigative and develop high-order thinking skills.</b></p> <p>SL to work 1:1 with GD (22/100 on Y5/6 list) – work on developing her understanding of the spelling strategies to segment each of the spellings for this week, e.g. sep / ar / ra / ting. Then work with GD to write word sums, understanding how to break the words up into root words and suffixes.</p>
Wednesday 26 <sup>th</sup>	Teach/practise	<p><b>LO:</b> To know when to double the consonant when adding a suffix.</p>

		<p><b>Revise terms vowel, consonant, suffix and prefix.</b> Hand out cards – children sort (hopped, skipped, shopping, wrapping, fitting, winning, thinning, manned, baked, traded, faded, teamed, seemed, believed, signed, rhymed, loaded, folded). <b>Pair GD with JTA (HA).</b></p> <p><b>What is a consonant? What is a vowel? Is there a rule? When do we need to double a consonant? Chn to discuss in groups and then share as a class.</b> Make rule – double the consonant when there is a single consonant preceded by a single vowel. <b>Does this work with all words? Does it work with all suffixes?</b> Revise rule – if the base word ends in a single consonant preceded by a single vowel, and the suffix begins with a vowel, double the consonant. Make a list of suffixes together.</p> <p><b>Children investigate the rule.</b> Emphasise that this is an important rule. <b>What happens with words ending in 'c'?</b> Panic-panicking, picnic-picnicking.</p> <p><b>During investigation, SL to work again with GD and 1:1 test on some of the spellings worked on yesterday.</b></p>
Thursday 27 <sup>th</sup>	Test and apply	<p><b>LO:</b> To know when to double the consonant when adding a suffix.</p> <p>Recap rule for doubling the consonant. <b>What is the rule? Are there any exceptions to the rule? Can you give any examples? Partner chatter then share and feedback.</b></p> <p>Hand out some root words: visit, open, happen, enter, snow, box. Look at the rule when adding suffixes – does the word end in a consonant, preceded by a single vowel, vowel suffix. <b>Why don't we double the consonant? Partner chatter then share and feedback.</b> (Where a word has two syllables and the first syllable is stressed, we don't double the consonant. W, x and y are never doubled.)</p> <p>Quiz – spelling test – shopper, foxes (es and x rule), beginning, fattest, sleeping (2 vowels before final consonant so 'p' not doubled), forgettable, quicker (2 consonants at end so 'k' not doubled.), planning, budgeting (stress is on the bud so 't' not doubled), quizzed. Go through the spellings and work out which rule is applying.</p>
Friday 28 <sup>th</sup>	Apply	<p><b>LO:</b> To apply spelling rules learned this week.</p> <p><b>Quickly recap strategy with chn. What spelling strategy have we learned this week? Explain that we will be doing a dictation. What is our SC?</b> As well as you remembering your spellings, what do I also expect? Set high expectations and draw out <u>handwriting</u> and correct use of <u>punctuation</u>! SC as a class.</p>

Read out paragraph, chn to listen. **What punctuation can you hear?** Then slowly read out dictation paragraph as chn write down. Pause at regular points. At end of dictation, read out again at normal speed for chn to recognise long and short pauses for punctuation.

Show dictation on board, but with all punctuation missing. **Give chn couple of minutes to discuss with partner where the punctuation should go.** Share and discuss as a class.

Look at any words spelled incorrectly. Underline the tricky part. **Which strategy might you use to learn these words?** Insert them into the appropriate strategy list in spelling folders.

**Dictation:**

Challenge chn to try and include a semi-colon correctly (link to English work). Ensure chn think carefully about their knowledge of relative clauses and when to use commas correctly.

I was *thinking of stopping swimming*; I no longer *hoped* to be an Olympic *swimmer*. At one time, when it really *mattered*, I *grabbed* every opportunity available but now, I have far too much school work to do. However, my mum said that if I *planned* my time more carefully and did my homework at the *beginning* of the week, I would be able to accomplish everything I *dreamed* of.

Words within words, segmentation, mnemonics, kinaesthetic motor memory, spelling rules, morphology (root words, prefixes, suffixes), analogy, over-articulation, patterns and meanings.

## Appendix 2-Model Cross-Curricular Independent Writing Timetable

### Independent Writing Termly Coverage

Year Group: 1

Academic Year 2021-2022

Date	Writing Task (& Linked Genre/s)	Who Delivers Input?
01.09.2021	Recount: Summer holiday news	All teachers in classes – mixed ability
10.09.2021	Favourite Animal (Science)	
24.09.2021	Character Description: The Gruffalo	
08.10.2021	Favourite Part of the Story: Little Red Riding Hood	
<b>Half Term</b>		
05.11.2021	Recount: Half term news	All teachers in classes – mixed ability
19.11.2021	Senses Stimulus Non-Fiction/Description (science)	
03.12.2021	Diary Entry – Helen Sharman (History/Geog)	
17.12.2021	Dictation (Assessment Week)	
<b>End of Autumn Term</b>		
07.01.2022	Recount: Christmas holiday news	All teachers in classes – mixed ability
21.01.2022	Book Review Traction Man	
04.02.2022	Recount Trip to YWP	
<b>Half Term</b>		
25.02.2022	Commands: How to make cereal	All teachers in classes – mixed ability
11.03.2022	Non-Fiction: Georgia O’Keefe Fact Sheet (Art)	
25.03.2022	Dictation (Assessment Week)	
<b>End of Spring Term</b>		
22.04.2022	Non-Fiction – Seasons Fact Sheet (Science/Geog)	All teachers in classes – mixed ability
06.05.2022	Retell – Goldilocks and The Three Bears	
20.05.2022	Commands - How to plant a seed (Science)	
<b>Half Term</b>		
10.06.2022	Recount: Summer half-term news	All teachers in classes – mixed ability
24.06.2022	Retell: Gibraltar Point Visit	
08.06.2022	Non-Fiction: Dolphins Fact sheet (Science) <a href="https://www.youtube.com/watch?v=45F2kH144zY">https://www.youtube.com/watch?v=45F2kH144zY</a>	
15.06.2022	Dictation	

- Every full term, HFW and CEW spelling tests to be completed in English sets
- Dictation to be carried out as often as possible throughout the year

## Independent Writing Termly Coverage

Year Group: 2:

Academic Year 2021-2022

Date	Writing Task (& Linked Genre/s)	Who Delivers Input?
01.09.2021	Recount: Summer holiday news	Louise Hopper
10.09.2021	Character description – Anya goes to Jamaica (Anya)	Sallie Hewitt
24.09.2021	Dream setting description – follow up from plan in composition	Rob Cogle
8.10.2021	Book review: Dogger	Scarlett Allwood
<b>HALF TERM</b>	<b>HALF TERM</b>	<b>HALF TERM</b>
05.11.2021	Recount: Half-term holiday news	Louise Hopper
19.10.2021	Non-Fiction: Commands – How to wash hands	Sallie Hewitt
03.12.2021	Diary entry: Florence Nightingale	Rob Cogle
17.12.2021	Dictation (Assessment Week)	
<b>HALF TERM</b>	<b>HALF TERM</b>	<b>HALF TERM</b>
07.01.2022	Recount: Christmas holiday news	Scarlett Allwood
21.01.2022	Trip recount: Newark Air Museum	Louise Hopper
04.02.2022	Commands: How to get dressed for school	Sallie Hewitt
<b>HALF TERM</b>	<b>HALF TERM</b>	<b>HALF TERM</b>
25.02.2022	Fiction: Mr Benn	Rob Cogle
11.03.2022	Non-Fiction: Elephant fact sheet <a href="https://www.youtube.com/watch?v=LpzwxDqVDtc">https://www.youtube.com/watch?v=LpzwxDqVDtc</a>	Scarlett Allwood
25.03.2022	Recount: White Post Farm visit	Louise Hopper
01.04.2022		
<b>HALF TERM</b>	<b>HALF TERM</b>	<b>HALF TERM</b>
22.04.2022	Recount: Easter holiday news	Sallie Hewitt
06.05.2022	Non-fiction: Commands for planting seeds	Rob Cogle
20.05.2022	Story: Mr. Benn then write the next day.	Scarlett Allwood
27.05.2022	Dictation (Assessment Week)	
<b>HALF TERM</b>	<b>HALF TERM</b>	<b>HALF TERM</b>
17.06.2022	Non-fiction: Recount of holiday news	Louise Hopper
01.07.2022	Fiction: Alternative ending to Room on the broom	Sallie Hewitt
15.07.2022	Non-fiction: Seasons factsheet - feedback in same week (09.07.2021)	Rob Cogle
18.07.2022	Dictation (Assessment Week)	

## Independent Writing Termly Coverage

Year Group: 3

Academic Year 2021-2022

Date	Writing Task (& Linked Genre/s)	Who Delivers Input?
03.09.2021	Recount: Summer holidays	TS
17.09.2021	Recount: Stone Age Activity Day	JB
01.10.2021	Instructions: Make a fossil	TS
11.10.2021	Setting Description: Stone Henge	JB
<b>Half Term</b>		
12.11.2021	Narrative: Inspired by UG	JB
26.11.2021	Diary Entry: Stone Age Boy	JS
10.12.2021	Letter: Church visit	TS
<b>End of Autumn Term</b>		
07.01.2022	Recount: Forces and Magnets Day	JB
21.01.2022	Narrative: Continue a story	TS
04.02.2022	Report: Egyptians	JP
<b>Half Term</b>		
25.02.2022	Diary Entry: Life as an Egyptian	JB
11.03.2022	Letter: From Egypt	TS
25.03.2022	Explanation Text: The water cycle	JP
<b>End of Spring Term</b>		
22.04.2022	Instructions: Make bread (DT Link)	JB
21.05.2022	Recount: Sherwood Trip	TS
<b>Half Term</b>		
10.06.2022	Report: Plants	JB
17.06.2022	Advert: About Newark	TS
24.06.2022	Narrative: Summer Adventure	JP

## Independent Writing Termly Coverage

Year Group: 4

Academic Year 2021-2022

Date	Writing Task (& Linked Genre/s)	Who Delivers Input?
03.09.2021	Recount: Summer holidays	EP
14.09.2021	Continuation of a narrative: Light House Picture	ET
28.09.2021	Information Text: The Water Cycle	MP
12.10.2021	Setting Description: Image from A Drop in the Ocean.	AE
<b>Half Term</b>		
09.11.2021	Instructions: Paper Snow Flake	EP
23.11.2021	Write their own Greek Myth	ET
07.12.2021	Diary Entry: Day as a Greek Slave	MP
17.12.2021	Letter (informal): To Santa	AE
<b>End of Autumn Term</b>		
11.01.2022	Recount: Christmas	EP
25.01.2022	Character Description: Grandad (Grandad's island)	ET
08.02.2022	Recount: Residential	MP
<b>Half Term</b>		
01.03.2022	Letter (Formal): Deforestation (Addressed to Boris Johnson)	AE
15.03.2022	Dairy Entry: Life of Toki	EP
29.03.2022	Non Chronological Report: Rainforest animals	ET
<b>End of Spring Term</b>		
26.04.2022	Poem: Roman Life	MP
10.05.2022	Instructions: How to create a Roman Mosaic	AE
<b>Half Term</b>		
7.06.2022	Setting Description: Use Composition story	EP
21.06.2022	Newspaper Report: Lexie Alford (Woman who has travelled the world)	ET
05.07.2022	Recount: All of Year 4	MP

## Independent Writing Termly Coverage

Year Group: 5

Academic Year 2021-2022

Date	Writing Task (& Linked Genre/s)	Who Delivers Input?
06.09.2021	Recount: Summer holiday news	All teachers in classes – mixed ability
20.09.2021	Rock, paper, scissors ( Science link)	
04.10.2021	Diary entry of the day Vesuvius erupted (topic)	
<b>Half Term</b>		
01.11.2021	Description of a volcanic Island (Geography)	All teachers in classes – mixed ability
15.11.2021	Narrative retell – ‘A grand day out’ (Science)	
29.11.2021	Newspaper report – Iron Man (Composition)	
13.12.2021	A Christmas Holiday (Assessment Week)	
<b>End of Autumn Term</b>		
04.01.2022	Character description – Paddington	All teachers in classes – mixed ability
17.01.2022	Diary entry – Paddington	
31.01.2022	Information text on the different states (Geography)	
<b>Half Term</b>		
21.02.2022	Post card from Scandinavia (History)	All teachers in classes – mixed ability
07.03.2022	Setting description – Viking village (Topic)	
21.03.2022	Explanation text – How to train a dragon	
<b>End of Spring Term</b>		
19.04.2022	Instructions – Making a sea raft (DT)	All teachers in classes – mixed ability
05.05.2022	Newspaper report – famous climber (Composition)	
16.05.2022	‘80 Days around the world’ story	
<b>Half Term</b>		
13.06.2022	Balanced argument to living on a Desert Island (topic)	All teachers in classes – mixed ability
27.06.2022	Recount- Trip to a civil war centre	
11.07.2022	Diary entry – Soldier point of view	

- Every full term, HFW and CEW spelling tests to be completed in English sets

## Independent Writing Termly Coverage

Year Group: 6

Academic Year 2021-2022

Date	Writing Task (& Linked Genre/s)	Who Delivers Input?
03.09.2021	Recount: Summer holidays	MS
17.09.2021	Narrative: Fairytale with an unhappy ending	TA
01.10.2021	Instructions: Instructions to Fairytale land	MJ
<b>Half Term</b>		
05.11.2021	Narrative: Monkey Symphony	SU
19.11.2021	Diary Entry: Victorian Child	MS
03.12.2021	Report: Charles Darwin	TA
<b>End of Autumn Term</b>		
07.01.2022	Narrative: Taking Flight	MJ
21.01.2022	Setting Description: Trenches	SU
04.02.2022	Report: World War One	MS
<b>Half Term</b>		
25.02.2022	Poem: World War Two	TA
11.03.2022	Balanced Argument: Evacuation	MJ
25.03.2022	Diary Entry: Anne Frank	SU
<b>End of Spring Term</b>		
22.04.2022	Report: Holocaust	MS
21.05.2022	Narrative: The Lighthouse	TA
<b>Half Term</b>		
10.06.2022	Formal Letter: Introduce to secondary school	MJ
17.06.2022	Newspaper Report: Giant's Necklace	SU
24.06.2022	Narrative: The Piano	MS

### Independent Writing Protocols for Independent Writing Sessions

- Children should write independently for the following sustained duration:  
 Year 1 = 25 mins    Year 2 = 30 mins    Year 3 = 35 mins  
 Year 4 = 40 mins    Year 5 = 45 mins    Year 6 = 45 mins
- Always give children the opportunity to go to break and on return proof-read their work before handing it in to the teacher. This may take 5-10 mins
- Teachers should always give a 5-10 minute context presentation to the year group and remind children of the key features of the genre (this should be on a rota so all teachers have a go each half-term)
- All writing in these sessions should be quality marked and include opportunities for children to respond to written prompts. Marking should refer to personalised targets also that are reviewed each term

5. The teacher who does the input/presentation to the year group should prepare a WAGOLL and this should be the focus for a bi-weekly session (following the children’s independent writing session) so they can reflect on the WAGOLL. It is during this session that teachers will fit in the guided group work following their marking of books. Alternatively, they can use the composition sessions to do this as well.

Appendix 3a-Personalised Writing Targets Foundation Stage

**Ellery Osborne**



**Writing Targets Spring 2022**

1. To use different types of sentences in my writing.

2. To use ‘and’ to join two sentences.

**Thomas Fox**



**Writing Targets Spring 2022**

1. To segment each word and write a grapheme for every word.

2. To read my sentence back to check I have written every word I said.

**Joe Bloggs**



**Autumn Term**

**To achieve age related expectations do the following:**

1. To consistently use full stops to separate main clauses.
2. To use commas to separate phrases, clauses and items in a list.
3. To use a range of subordinating conjunctions in my writing:  
**Although Despite When After Since**

Appendix 4-Parents' Evening Slips for Schools in The Forge Trust



*Labor Omnia Vincit*

Parents' Evening Date:

Name:

Class:

Subject	Strengths	Areas for Development	Effort Grades 1-Excellent 2-Good 3-Requires Improvement
<p>Maths</p> <p>Reading Comprehension</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<p>Reading Lexile Level</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<p>Writing &amp; SPaG</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<p>Any other Comments: Your teacher will talk to you about this.</p>			

**Please circle, as appropriate:**

Is on track to be at **W1 W2 N A** national standards in Maths

Is on track to be at **W1 W2 N A** national standards in Reading

Is on track to be at **W1 W2 N A** national standards in Writing

Is on track to be at **W1 W2 N A** national standards in SPaG

Attendance:   %       LA: 95% average   School Target: 98%

Signed:

(Teacher)

## Composition Termly Coverage

Year Group: 1

Academic Year 2021-2022

ADD AUTHORS

6 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>GENRE TEACHING</b>					
<b>Inform:</b> labels, captions. <i>Science link: The Human Body-1 week</i>	<b>Recall:</b> Recount <i>History link: retell a familiar story-1 week</i>	<b>Instruct:</b> Instructions <i>History link: How to make a ...-1 week</i>	<b>Entertain:</b> Poetry <i>Geography link: Weather poems-1 week</i>	<b>Describe:</b> Character <i>Geography link: Describe a Character-1 week</i>	<b>Recall:</b> Recounts <i>History link: Recount The Fire of London-1 week</i>
<b>TEXT WORK/NOVEL STUDIES (linked to genre teaching)</b>					
<b>Non-negotiable grammar features are covered in text blocks as well as additional grammar features. Writing opportunities are also build in.</b>					
<b>Science link:</b> Ourselves	<b>Geography Link:</b> Around the World/Helen Sharman	<b>History link:</b> Toys	<b>Geography link:</b> Seasonal Changes	<b>Science link:</b> Plants	<b>Geography link:</b> Coast to Country
Marvellous Me, <i>Lisa Bullard (1 weeks)</i>  The Five Senses, Herve Tullet ( <i>Science link-2 weeks</i> )  <b>Traditional tales</b> – Little Red Riding Hood Goldilocks ( <i>2 weeks</i> )	<b>Non-Fiction Text:</b> All About Newark – examples of leaflets and non-fiction texts ( <i>Geography link-2 weeks</i> )  Fact File – <i>Helen Sharman (History link)/The UK-2 weeks</i>	Toys in Space, <i>Mini Grey (2 weeks)</i>  <b>Instructions</b> - Various instructions as examples ( <i>2 weeks</i> )	<i>The Windmill Farmer (video)</i> <a href="https://www.literacyshed.com/windmillfarmer.html">https://www.literacyshed.com/windmillfarmer.html</a> ( <i>1 week</i> )  <i>Tree, Britta Teckentrop (Seasons – Science link-1 week)</i>  <i>Home in the Woods, Eliza Wheeler (Seasons &amp; Weather – Science link-2 weeks)</i>	<i>The Tiny Seed, Eric Carle 1 week</i>  <b>Traditional Tale</b> - <i>Jack and the Beanstalk-2 weeks</i>  <b>Non-Chronological Report</b> – Plants (Science link)- <i>1 week</i>	Commotion in the Ocean, <i>Giles Andreae (2 weeks)</i>  Vlad and the Great Fire of London, <i>Kate Cunningham (History link-2 weeks)</i>

Note: We have built in time for 'flexibility' in each half-term. For example, to complete assessments and mini-sagas or other short-burst writing tasks.

6 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>GENRE TEACHING</b>					
<b>Describe:</b> Character <i>Literature link: Describe a character-2 weeks</i>	<b>Recall:</b> Diary <i>History link: Florence Nightingale-2 weeks</i>	<b>Describe:</b> Setting-1 week <i>Literature link: Describe a setting-2 weeks</i>	<b>Inform:</b> Non-Chron <i>Science link: Animal leaflet-2 weeks</i>	<b>Entertain:</b> <i>Story: History link: Adventure story-3 weeks</i>	<b>Persuade:</b> Advert <i>Geography link: Poster to advertise a place-2 weeks</i>
<b>TEXT WORK/NOVEL STUDIES</b>					
<b>Topic:</b>	<b>Topic:</b>	<b>Topic:</b>	<b>Topic:</b>	<b>Topic:</b>	<b>Topic:</b>
Anya goes to Jamaica, <i>Nikko Funhchong (2 weeks)</i>  Dogger, <i>Shirley Hughes (2 weeks)</i>	<b>Non-Fiction Text:</b> Brave Nurses <i>(2 weeks)</i>  Vlad and the Florence Nightingale adventures, <i>Kate Cunningham (2 weeks)</i>	Zephyr Takes Flight, <i>Steve Light (2 weeks)</i>  The Three Little Pigs, various authors for alternative versions <i>(2 weeks)</i>	Giraffes Can't Dance, <i>Giles Andre (1 week)</i>  A Good Night's Sleep, <i>David Melling (1 week)</i>  The Three Wishes, <i>David Melling (1 week)</i>	The Kiss that Missed, <i>David Melling (1 week)</i>	Stories from the same author-The Gruffalo, A Squash and a Squeeze <i>(2 weeks)</i>  What's the Weather, <i>Fraser and Judith Ralston (1 week)</i>  Wild Weather, <i>Chris Oxlade (1 week)</i>

**Composition Termly Coverage**

Year Group: 2

Academic Year 2021-2022

add authors

Note: We have built in time for 'flexibility' in each half-term. For example, to complete assessments and mini-sagas or other short-burst writing tasks.

### **Composition Termly Coverage**

Year Group: 3 Academic Year 2021-2022

Note: We have built in time for 'flexibility' in each half-term. For example, to complete assessments and mini-sagas or other short-burst writing tasks.

Add authors

### Composition Termly Coverage

6 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Inform:</b> Explanation	<b>Entertain:</b> Story	<b>Inform:</b> Non Chron	<b>Persuade:</b> Letter	<b>Inform:</b> Newspapers	<b>Entertain:</b> Poetry
Science link: The Water Cycle-3 weeks	History link: Historical	Science link: Teeth and Enamel-3 weeks	Science link: Environmental change-2 weeks	History link: An event	Literature link: Famous Poet-2 weeks
Recall: Diary	Inform: Ancient Greece-3 weeks	Inform: Instructions	Entertain: Story	Inform: Biography from the Roman Empire-3 weeks	Persuade: Leaflet
History link: Stone Age	Science link: Light-3 weeks	History link: Mummification process-2 weeks	Literature link: Fantasy story-3 weeks	link: Biography of an inspirational person-3 weeks	Geography link: Advertise Matlock-3 weeks
Boy-2 weeks	weeks	weeks	weeks	weeks	weeks
<b>Science link:</b> Water	<b>History link:</b> Ancient Greece	<b>Science link:</b> Rainforest	<b>Science link:</b> Rainforest	<b>History link:</b> Romans	<b>Geography link:</b> Maps
<b>History link:</b> The Stone Age	<b>History link:</b> The Stone Age	<b>History link:</b> The Ancient Egyptians	<b>History link:</b> The Ancient Egyptians & The Water Cycle	<b>Science link:</b> Plants	<b>Geography link:</b> Let's Explore the UK
<b>Non-Fiction/ Fiction Text:</b> A Drop in the Ocean: The Story of Water (2 weeks)	<b>Fiction Text:</b> You Wouldn't Want to be a Slave in Ancient Greece (3 weeks)	<b>Fiction Text:</b> Grandad's Island (2 weeks)	<b>Video Clip:</b> Ride of Passage (3 weeks)	<b>Fiction Text:</b> You Wouldn't want to be a Roman Gladiator (2 weeks)	<b>Non-Fiction/ Fiction Text:</b> The World Around Me (4 weeks)
<b>Fiction Text:</b> The Street Beneath my Feet, The Secrets of Stone Henge (3 weeks)	<b>Fiction Text:</b> Stone Age Boy (3 weeks)	<b>Fiction Text:</b> Egyptian Cinderella (4 weeks)	<b>Fiction Text:</b> We're Sailing down the River Nile (2 weeks)	<b>Non-Fiction Text:</b> Seed Safari (2 weeks)	<b>Non-Fiction Text:</b> A River (3 weeks)
Science link: Rocks, Soils and Fossils					

Year Group: 4

Academic Year 2021-2022

Note: We have built in time for 'flexibility' in each half-term. For example, to complete assessments and mini-sagas or other short-burst writing tasks.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>GENRE TEACHING</b>					
<b>Argue:</b> Complaint letter <i>Literature link: Creative writing-3 weeks</i>	<b>Inform:</b> Non Chron <i>Science link: Earth and Space-3 weeks</i>	<b>Argue:</b> Discussion <i>SMSC link: online safety-2 weeks</i>	<b>Persuade:</b> Brochure <i>Geography link: Advertising a holiday-2 weeks</i>	<b>Entertain:</b> Story <i>Literature link: Scary stories-3 weeks</i>	<b>Inform:</b> Newspapers <i>History link: Mining Disaster-2 weeks</i>
<b>TEXT WORK/NOVEL STUDIES</b>					
<b>Science link:</b> Rocks and Soils	<b>Science link:</b> Space	<b>History link:</b> Vikings and Anglo-Saxons	<b>Science link:</b> Animals including Humans	<b>Geography link:</b> Mountains	<b>History link:</b> Civil War
<b>Fiction Picture Book:</b> The Flood, <i>Alvaro. F. Villa (3 weeks)</i>	<b>Fiction Text:</b> The Iron Man, <i>Ted Hughes (3 weeks)</i>	<b>Video Clip:</b> How to train your Dragon <i>(2 weeks)</i> <i>(Genre: Myths and Legends)</i>	<b>Fiction Text:</b> Paddington, ?????? <i>(2 weeks)</i>	<b>Fiction Text:</b> The Viewer, <i>Gary Crew (2 weeks)</i>	<b>Information Text:</b> <i>Oliver Cromwell and his not so Civil War (Horribly Famous) (3 weeks)</i>

**Composition Termly Coverage**

Year Group: 5

Academic Year 2021-2022

Note: We have built in time for 'flexibility' in each half-term. For example, to complete assessments and mini-sagas or other short-burst writing tasks.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>GENRE TEACHING</b>					
<b>Inform:</b> Explanation <i>Science link: The Circulatory System-3 weeks</i>	<b>Entertain:</b> Biography <i>Literature link: person or character of choice-3 weeks</i>	<b>Describe:</b> Letter <i>History link: informal letter from soldier-2 weeks</i>	<b>Entertain:</b> Story <i>History link: flashback stories-2 weeks</i>	<b>Argue:</b> Discussion <i>SMSC link: Testing on animals-3 weeks</i>	<b>Entertain:</b> Poetry <i>Literature link: Emotive poetry-2 weeks</i>
<b>TEXT WORK/NOVEL STUDIES</b>					
<b>Science link:</b> Animals including Humans	<b>History link:</b> The Changing Role of the Monarch		<b>History link:</b> World War 2	Gap Analysis Teaching in Preparation for KS2 SATs Includes the following independent writing tasks: <ul style="list-style-type: none"> <li>➤ Holocaust report;</li> <li>➤ A story;</li> <li>➤ Diary entry linked to WW2 and Anne Frank;</li> <li>➤ A formal letter;</li> <li>➤ A story (The Lighthouse);</li> <li>➤ A newspaper report (based on 'The Giant's Necklace');</li> <li>➤ A flashback story (based on 'The Piano')</li> </ul>	
<b>Fiction Text:</b> Pig Heart Boy, <i>Malorie Blackman (3 weeks)</i>	<b>Fiction Text:</b> Street Child, <i>Berlie Doherty (3 weeks)</i>	<b>Video Clip:</b> Little Freak ( <i>Literacy Shed</i> ) <i>(3 weeks)</i>	<b>Non-Fiction Text:</b> Anne Frank, <i>Josephine Poole (3 weeks)</i>		

### Composition Termly Coverage

Year Group: 6

Academic Year 2021-2022

Note: We have built in time for 'flexibility' in each half-term. For example, to complete assessments and mini-sagas or other short-burst writing tasks.



**THE FORGE**

TRUST

# Handwriting Policy

ghi

## **Table of Contents**

Example Handwriting	Page 42
Forming Lowercase Letters	Page 43
Forming Uppercase Letters	Page 44
Taught Handwriting Sessions	Page 45-46
Classroom Resources	Page 49
Assessment	Page 50
Monitoring	Page 50
Appendices	Page 51-54

## Example handwriting on the guidelines

### Year 5 and 6 -

The quick brown fox jumped over the  
lazy dogs.

### Year 3 and 4 -

The quick brown fox jumped over  
the lazy dogs.

### Year 2 and Year 1-

The quick brown fox jumped  
over the lazy dogs.

Handwriting - lower case letters

Every letter starts on the line.

Up, over, back, round c o a d g q b z

Up, down, round i j l t u v w y

Up, down, up v w

Up, down, up again b h k m n p r

Other letters e x z

Leave at the top a r v w

z and x are crossed after the word is

Handwriting - upper case letters

Every letter starts at the top of the letter.

Straight down B D E F H K L M N P R T U

...

Round C G O Q S

Diagonal down A V W X Y

Across I J Z

## **Taught Handwriting Sessions**

Handwriting is explicitly taught in KS1 with a handwriting session in the afternoon. The sessions are 20-25 minutes long and the aim is for the children to learn how to form each letter.

In Foundation Stage, children are taught how to form letters in block print. In Year 1, the focus is on how to form each cursive letter individually. In Year 2 and KS2, the focus is using the cursive letters to form diagonal strokes for letter joins.

## **FOUNDATION STAGE**

The youngest children who are not yet ready to write need to be provided with a wide range of pre-writing activities and equipment. Children are provided with many opportunities to develop their hand muscles (e.g. playdough) and pencil control. They are frequently engaged in activities to improve their core balance, gross and fine motor control.

The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. Children who have been allowed to invent their own ways of forming letters will find it harder to change the longer they are allowed to persist, but unless these habits are 'unlearned' (often at great effort since the movement memory is very retentive and will tend to revert to old habits) it will be impossible for them to learn a fluent, joined hand. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

The emphasis at this stage is with movement rather than neatness. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. (ELG04 and ELG10).

Teaching the correct formation of the letters must be given highest priority, and this should be achieved by pupils before any attempt is made at joining. Only ask the children to write 5 or 6 of the letter along the line, with 'finger' spaces between, until the formation and size is correct. The teacher will go around

checking the letter and writing an example in the child's book where necessary. The importance should be on QUALITY not quantity.

All classrooms in Foundation Stage should have a dedicated writing area. These should be equipped with a range of writing implements and materials.

## **KEY STAGE 1**

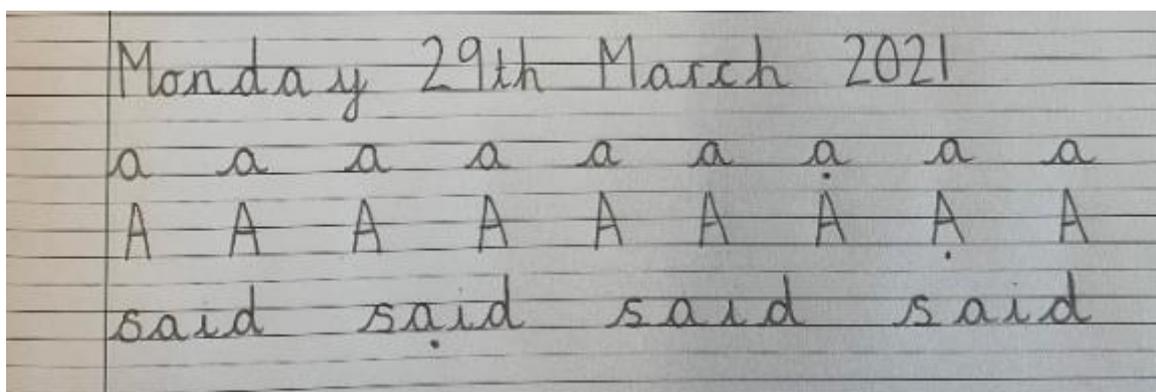
Building on the foundation stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting. In year 2, they will start to join their letters. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style, on a daily basis. Pupils should be taught to sit correctly at the table, holding the pencil correctly. This continues in Year 2, ensuring that letters are an appropriate size and that spaces between words reflect the size of the letters. By the end of Year 2, pupils should also be able to correctly form capital letters that touch the bottom and the top of the line, but do not join other letters.

Continuing on from foundation, children should be asked to write 5 or 6 letters on the line, which should be checked before the child continues. This avoids them 'learning an incorrect formation. After practising single letters, they should move on to joining 2 letters, then making words with 3 or more letters that have been covered. (They should only learn letter combinations that can be found in words).

### Structure of Handwriting Session

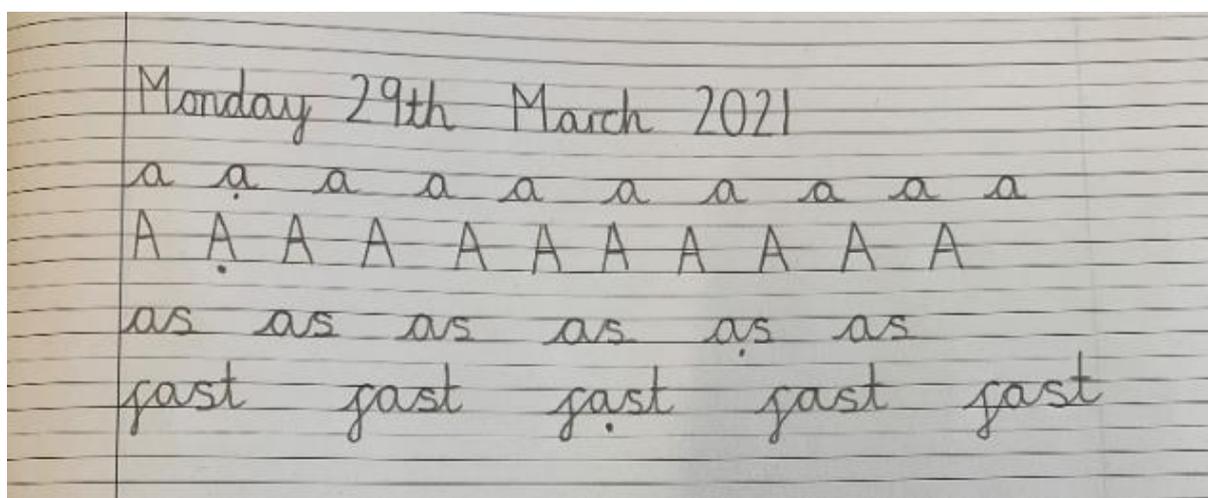
<b>25 mins</b>	<b>Example Year 1</b>
<b>Date</b> 2 mins	Children to copy the long date in their books. Practising spelling days of the week and months of the year. Lower attaining children can write the short date or be supported in writing the long date.
<b>Teach the letter (lowercase)</b> 5 mins	Introduce today's letter. Use the letter name, not the sound. The children could be asked what sound the letter makes, but the letter name must be taught and used. Explain what letter this is. For example, the letter 'c' is an 'up over, back, round' letter. Model how to write it on the board (lines must match the children's book guidelines). <i>Use the letter formation 'patter' guidance to describe how to form the letter.</i> Model writing it in the air. Ask the children to write it in the air and then on the palm of the hand.
<b>Practise letter</b> 8 mins	Use the 'Handwriting Hints' poster to support the children in how to sit and hold their pencil before they write the letter. Children to practise writing the letter in their handwriting book. Teacher to move around the room, addressing misconceptions and support children where needed. Ask the children to put a dot underneath their favourite letter that they have formed.
<b>Teach the letter (capital)</b> 5 mins	Model how to write it on the board (lines must match the children's book guidelines). <i>Use the letter formation 'patter' guidance to describe how to form the letter.</i> Model writing it in the air. Ask the children to write it in the air and then on the palm of the hand.
<b>Practise in a word</b> 5 mins	Show the children how to write the letter in a word (not joining the letters). Use the Year 1 Common Exception words or High Frequency words. Start with a word that begins with the letter and move onto a word with the letter inside of the word. E.g. 'can' and 'school'.

*Note: Year 1 may extend their higher ability children to join letters in the Summer term. Following Year 2 structure.*



### Handwriting Session Structure

<b>25 mins</b>	<b>Example Year 2/KS2</b>
<b>Date</b>	Children to copy the long date in their books. Practising spelling days of the week and months of the year.
<b>Teach the letter (lowercase) 5 mins</b>	Introduce today's letter. Use the letter name, not the sound. The children could be asked what sound the letter makes, but the letter name must be taught and used. Explain what letter this is. For example, the letter 'c' is a 'up over, back, round' letter. Model how to write it on the board (lines must match the children's book guidelines). <i>Use the letter formation 'patter' guidance to describe how to form the letter.</i> Model writing it in the air. Ask the children to write it in the air and then on the palm of the hand.
<b>Practise letter 8 mins</b>	Use the 'Handwriting Hints' poster to support the children in how to sit and hold their pencil before they write the letter. Children to practise writing the letter in their handwriting book. Teacher to move around the room, addressing misconceptions and support children where needed. Ask the children to put a dot underneath their favourite letter that they have formed.
<b>Teach the letter (capital) 2 mins</b>	Model how to write it on the board (lines must match the children's book guidelines). <i>Use the letter formation 'patter' guidance to describe how to form the letter.</i> Model writing it in the air. Ask the children to write it in the air and then on the palm of the hand.
<b>Practise joining a letter 5 mins</b>	Show the children how to join the letter to another letter. E.g. <i>ca</i> . Children to practise this in their handwriting books.
<b>Practise joining in a word 5 mins</b>	Show the children how to write the letter in a word. Use the Year 2 Common Exception Words. Start with a word that begins with the letter and move onto a word with the letter inside of the word. E.g. could, because.



*Above: an alternative could be to practise a word with a capital letter, a word with a lower case letter, and then apply in a sentence with lots of words where the letter is included.*

## **Classroom Resources**

### **Handwriting Hints Poster**

Every classroom will display the Handwriting Hints poster. The poster displays useful hints on how the children must sit and hold their pencil when writing. Teachers will refer to the poster in Composition lessons and in KS1, in the taught handwriting sessions.

### **Handwriting Charts**

Every classroom will have a handwriting chart. The chart is made up of three coloured parts. The parts are tiered from blue to green to gold. All children have a name label for the chart (children's names are for the Composition set). The children will begin the year off the chart. The teacher will move the children onto the chart when they are displaying good handwriting. The children will progress up the chart as they are developing their handwriting in all areas of their writing. This is left to teacher discretion. For example, in a Year 2 set 1 group, the children will move onto the chart when they are writing all letters on the line. Then, move to green when they are joining some of their letters correctly. Finally, moving onto the gold tier when they are using diagonal strokes correctly and consistently. The chart is able to be differentiated between sets, enabling lower ability children and children with SEN to access the chart. For example, the handwriting expectation in Year 3 set 1, will not be the same as Year 3 set 3. Where it is used in the higher sets, the expectations must be set high. When the children reach the gold tier of the chart, they will get a reward. For example, writing with gold pencil or gaining their pen licence.

## **Assessment**

Teachers assess handwriting and presentation as part of their normal marking in line with the marking policy. They use this formative assessment to inform their further planning. A comment on handwriting or presentation should be written at the end of a piece of work as appropriate. When assessing writing during handwriting lessons, teachers should attempt to look at as many pieces of work as possible during the lesson, giving verbal feedback, to ensure that children are not learning 'bad habits'.

## **Monitoring**

Monitoring of handwriting and presentation comes under the Leader responsible for Composition. The Principal will also monitor, as with other subjects and in accordance with the School Improvement Plan. Monitoring can take the form of lesson observations, sampling and moderation of work, data analysis and looking at teachers' planning.

## Appendices

### Cursive Letter formation

Letter	Formation
<i>a</i>	Lead in, up, over, back round, straight down and flick.
<i>b</i>	Lead in, up, down, up again, round to join the bottom and flick.
<i>c</i>	Lead in, up, over, back <u>round</u> and stop.
<i>d</i>	Lead in, up, over, back round, up tall, down and flick.
<i>e</i>	Lead in, round the loop, down and round.
<i>f</i>	Lead in, up, over, back, down for a tail, loop and flick through the middle.
<i>g</i>	Lead in, up, over, back round, down for a tail and loop for a flick.
<i>h</i>	Lead in, up, down, round, down for a tail and loop for a flick.
<i>i</i>	Lead in, up, down, round to flick, take your pencil off and dot the top.
<i>j</i>	Lead in, up, down for a tail, loop for a flick, take your pencil off and dot the top.
<i>k</i>	Lead in, up tall, down and up again, round and down with a flick.
<i>l</i>	Lead in, up tall, down and round to flick.
<i>m</i>	Lead in, up, down, up, over and down again. Up and over once more and flick.
<i>n</i>	Lead in, up, down, up, over, down again and flick.
<i>o</i>	Lead in, up, over, back, round and flick at the top.
<i>p</i>	Lead in, up, down, up again, round to join and flick.
<i>q</i>	Lead in, up, over, back, round, down for a tail and straight flick.
<i>r</i>	Lead in, up, down, up again and round to flick.
<i>s</i>	Lead in, up, over, back, round, curl left then right and flick.
<i>t</i>	Lead in, up, down, round to flick. Take the pencil off to cross the t.
<i>u</i>	Lead in, up, down, round, up again and down to flick.
<i>v</i>	Lead in, up, down, up again and flick at the top.
<i>w</i>	Lead in, up, down, up again, down, up again and flick at the top.
<i>x</i>	Lead in to the top, diagonal line down and take your pencil off. Cross the x with a diagonal line from right to left.
<i>y</i>	Lead in, up, down, round to the top, down for a tail and loop for a flick.

## Block Print Letter formation

Letter	Formation
a	round (to the left), up, down and flick
b	down, up (to the middle) and round
c	round (to the left), stop and off
d	round (to the left), all the way up, all the way down and flick
e	round (to the right) to make the loop, down and round
f	over (to the left) and all the way down to make the tail pencil off
g	round (to the left), up, all the way down to make the tail and curve
h	down (to the line), up (to the middle), over, down and flick
i	down, flick and pencil off pencil on and dot
j	down to make the tail and round to flick
k	down (to the line), up (to the middle), over to make the loop, kick and flick
l	all the way down and round to flick
m	down, up, over, down, up, over, down and flick
n	down, up, over, down and flick
o	all the way round
p	all the way down to make the tail, back up the tail and round (to the middle)
q	round (to the left), up, all the way down to make the tail and sharp flick
r	down, up and over
s	curve round (to the left), down and across (to the right), curve round (to the left)
t	down, round to flick and pencil off pencil on and line across (to the right)
u	down, curve round, up, down and flick
v	down diagonal, up diagonal
w	down diagonal, up diagonal, down diagonal, up diagonal
x	down diagonal (to the right) and pencil off pencil on and up diagonal (to the right)
	down, curve round, up, all the way down to make the tail and curve

 THE PARKGATE ACADEMY  
LABORA OMNIA VINCIT

*ghi*

# Handwriting Hints

Hold your pencil in the correct pincer grip, with your fingers close to the tip.



Back straight up against the chair.

Pencil top pointing over your shoulder.

BBC – bottom to back of chair.

TNT – tummy near table.

Feet **flat** on the floor.

Knees at a 90° angle.

# Handwriting Chart

The handwriting chart is divided into three horizontal sections. The top section is yellow and contains two stars in the upper right corner. The middle section is green and contains the cursive letters 'ghi' on a dashed grid in the lower right corner. The bottom section is cyan and contains an illustration of a hand holding a red pen in the lower left corner.