

English writing

[English programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The Rationale behind Willersey Primary School's approach to Writing.

Key factors:

- Teachers promote excellence in writing and it is displayed in every classroom.
- writing toolkits are followed explicitly to promote high standards in all subjects.
- Whole class writing is taught, often using the 'Talk for Writing' approach and is structured using the Whole School Overview, which is organised into progressive skill-based genres. This is based on the Chris Quigley BAD Writing grid (Basic, Advancing, Deep). This overview is organised into Milestones – Milestone 1 for Years 1 and 2, Milestone 2 for Years 3 and 4 and Milestone 3 for Years 5 and 6.
- Model texts are adapted by the teacher to ensure they meet the needs of the class, demonstrating high aspirations and expectations.
- flexible writing interventions are used for children. These may focus more on spelling, handwriting or grammar as appropriate. However, the importance of good sentence structure is emphasised.
- During lessons children are expected to be as active as possible and this is achieved by:
 - Exciting hooks are created to inspire and engage the children
 - Use of white boards to see whole class responses
 - Teachers avoiding over-talking at the children
 - A 'ping-pong' approach is used to create balance of child and teacher talk
 - Partner talk features as appropriate
 - Children contribute to shared writing frequently
 - TAs are used effectively to ensure rapid and sustained progress for all learners
 - Positive praise and house points/Dojos are awarded for exceptional effort and attitudes towards writing.
- Teachers and TAs routinely model being an effective writer, through quality shared writing (pieces are pre-written, so we include what children need to be exposed to, but we use the children's ideas)

- When a new model text is introduced, children will orally rehearse and learn the model text, through text-mapping and actions.
- Text maps may be sent home as appropriate so that children can rehearse the text, ensuring that it is stored in their long-term memory (KS1). Texts are also rehearsed in lesson time.
- COLD writes are used to inform planning and set personalised targets; HOT writes are used to assess children's progress and attainment.
- The school's assessment system is updated regularly to inform planning.
- Writing is promoted through displays around the school and, the school is developing ways in which writing can be promoted through other ways such as in the local church and in the newsletter. This will be developed during the 2021/2022 academic year.

We want our children to develop:

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum
- A vivid imagination which makes readers engage with and enjoy their writing
- A highly developed vocabulary and excellent knowledge of writing techniques to extend details or description
- Well-organised and structured writing, which includes a variety of sentence structures
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values

Our main objectives (our essentials for progress) for writing are:

- To write with a purpose
- To use imaginative description
- To organise writing appropriately
- To use paragraphs
- To use sentences appropriately
- To present neatly

- To spell correctly
- To punctuate accurately
- To analyse writing
- To present writing

For our mixed-age classes, a series of ‘milestones’ is used to organise these main objectives (‘essentials for learning’) and to aid progression and to enable clear assessment and planning.

There are three milestones: Milestone 1 (Years 1 and 2), Milestone 2 (Years 3 and 4), Milestone 3 (Years 5 and 6).

Milestone 1: Writing (Years 1 – 2)

<i>Learning objective</i>	<i>Key Milestone indicator</i>	<i>Basic (Year 1 terms 1 and 2)</i>	<i>Advancing (Year 1 term 3, Year 2 term 1) ('expected level' by end of Year 2)</i>	<i>Deep (Year 2 terms 2 and 3)</i>
Milestone 1 composition				
To write with a purpose	Use some of the characteristic features of the type of writing used	A writing frame or structure provided by the teacher is used	When reminders are provided (for example, in the form of success criteria), knowledge of characteristic features is used.	Knowledge of characteristic features is applied independently without prompts or guidance
To use imaginative description	Use well-chosen adjectives to add detail.	With the support of a teacher adjectives are used.	Adjectives are generally chosen well for effect.	Adjectives are imaginative and chosen well to give interest to the reader
	Use names of people, places and things	With the support of a teacher, names are added to provide extra detail.	Generally, sufficient detail is provided to help the reader understand the main people, places and things.	Well-chosen detail is provided at the right point within writing to enhance the readers' understanding.
	Use nouns and pronouns for variety	With the support of a teacher, pronouns are used.	Generally, pronouns are interspersed with nouns to avoid repetition.	There is a good understanding and use of a mixture of nouns and pronouns.
	Use adverbs for extra detail.	With the support of a teacher, adverbs are used.	Generally, adverbs are used to provide the reader with extra detail.	Well-chosen adverbs add relevant and exciting information for the reader.
To organise writing appropriately	Re-read writing to check it makes sense.	There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.	Writing generally makes sense to the reader	Writing is re-read and changed, if necessary, so that it makes sense to the reader
	Use the correct tenses.	Tenses are used inconsistently.	Tenses are generally used correctly.	Tenses are used correctly and consistently throughout.
	Organise writing in line with its purpose.	When help and structure are provided, writing is organised in line with its purpose	Writing is generally organised appropriately.	Writing has a clear organisational structure. Prompts and guidance are not required.
To use paragraphs	Write about more than one idea.	When guides or prompts are provided, writing includes more than one idea or step.	When reminders are provided, ideas are split into paragraphs.	Writing is clearly organised into paragraphs that contain a definite theme.
	Group related information.	When guides or prompts are provided, writing includes more than one idea or step.	Paragraphs contain clearly related information.	A number of themes are developed.
To use sentences appropriately	Sequence sentences to form a clear narrative.	When help or structure is provided, writing includes a number of related sentences.	When reminders are provided, writing includes a number of related sentences that flow and make sense as a short narrative.	Writing is fluent and includes a series of well-constructed sentences that engage the reader.
	Join sentences with conjunctions and connectives.	When help or structure is provided, sentences are linked with conjunctions and connectives.	When reminders are provided, sentences are linked with a good range of conjunctions and connectives	Sentences are linked with a good range of conjunctions and connectives.
	Vary the way sentences begin.	When help or structure is provided, sentences begin with a range of words other than 'and' or 'then'.	When reminders and ideas are provided, sentences begin in a variety of ways.	Sentences begin in ways appropriate for the purpose of the writing and include imaginative variety.
Milestone 1 Transcription				
To present neatly	Begin to form lower-case letters correctly and of consistent size.	When help and support are provided, some letters and digits are beginning to show correct formation.	Letters and digits are generally formed correctly and consistently.	Letters and digits are correctly formed, with a definite sense of control.
	Form capital letters correctly and of consistent size.	When help and support are provided, some letters and digits are beginning to show correct formation.	Letters and digits are generally formed correctly and consistently.	Letters and digits are correctly formed, with a definite sense of control.
	Form digits 0–9 correctly and of consistent size.	There may be inconsistencies in the size of letters.	Letters and digits are generally formed correctly and consistently.	Letters and digits are correctly formed, with a definite sense of control.

	Begin to join some letters.	When help and support are provided, some letters are joined.	Some letters are joined	Most letters are joined.
	Use spacing between words that reflects the size of the letters	When help and support are provided, words are beginning to be spaced appropriately.	Words are usually spaced appropriately.	Words are spaced evenly and letters are well spaced both above and below the line.
To spell correctly	Spell words containing 40+ learned phonemes.	When help is provided, some of the 40+ learned phonemes are applied in writing.	Most of the 40+ learned phonemes are applied correctly in writing	Almost all simple words are spelled correctly.
	Spell common exception words	Some of the days of the week are attempted and the words 'said' and 'the' are sometimes written correctly	Most of the common exception words are spelled correctly.	All common exception words are spelled correctly.
	Add prefixes and suffixes.	Both -s and -es are beginning to be used for plurals.	Some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est) are used.	Writing includes a good range of prefixes and suffixes.
	Use the possessive (singular) apostrophe.	Apostrophes may sometimes be used.	When reminders of the rules are provided, the possessive apostrophe is used correctly.	The possessive apostrophe is generally used correctly.
	Distinguish between homophones and near-homophones.	Common homophones are sometimes confused and so misspelled.	Common homophones are generally distinguished and so spelled correctly	Common homophones are almost always spelled correctly.
To punctuate accurately	Begin to use a capital letter for the names of people, places, the days of the week and I.	When word banks and reminders are provided, capital letters are beginning to be used appropriately.	When reminders are provided, capital letters are generally used appropriately.	Capital letters are used consistently and appropriately.
	Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.	When help or structure is provided, full stops and capital letters are beginning to be used. Other punctuation is used in structured activity that is designed to practise these marks.	When reminders are provided, most sentences are punctuated and include a range of punctuation. Apostrophes for the contracted form of words are generally used correctly.	Punctuation is accurate. Apostrophes for the contracted form of words are understood and used correctly.
	Use subordination (when, if, that, because).	When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing	Subordination and coordination are used effectively to give extra meaning and clarity to writing.
	Use coordination (or, and, but)	When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing	Subordination and coordination are used effectively to give extra meaning and clarity to writing.
Milestone 1 Analysis and Presentation				
To analyse writing	Use and understand grammatical terminology in discussing writing: Year 1: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.	When help is provided, some of the terminology listed is beginning to be used correctly.	When reminders are provided, most of the terminology listed is used correctly.	A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.
	Use and understand grammatical terminology in discussing writing: Year 2: Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	Some of the features listed can be identified in questions about writing.	Most of the features listed can be identified in questions about writing.	A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.
To present writing	Read aloud clearly enough to be heard by peers and the teacher.	When support and encouragement are given, reading aloud is audible to others.	When reminders are provided, reading aloud is clear and audible to others.	Reading aloud is confident and fluent.
	Read aloud with some intonation.	When support and encouragement are given, there is some intonation when reading aloud.	There is generally good intonation.	There is good control and intonation.

Milestone 2: Writing (Years 3 and 4)

Learning objective	Key Milestone indicator	Basic (Year 3 terms 1 and 2)	Advancing (Year 3 term 3, Year 4 term 1) ('expected level' by end of Year 4)	Deep (Year 4 terms 2 and 3)
Milestone 2 composition				
To write with a purpose	Use the main features of a type of writing (identified in reading) Use techniques used by authors to create characters and settings	Writing frames or similar support are used. When help is provided, character descriptions are generally focussed on appearance rather than character traits. When help is provided, settings are generally described in terms of what can be seen.	When reminders (such as success criteria) are provided, the main features of the type of writing are applied. When reminders are provided, character descriptions include some character traits. When reminders are provided, descriptions of settings include an attempt to capture or suggest mood.	The main features of a type of writing are generally applied without prompts. Character descriptions include a mixture of appearance and action to convey the nature of the character Settings are generally conveyed well in terms of appearance, atmosphere and mood.
To use imaginative description	Create characters, settings and plots Use alliteration effectively Use similes effectively Use a range of descriptive phrases including some collective nouns	When help is provided, basic characters, settings and plots are developed. When encouragement is given, alliteration, similes and some descriptive phrases are used.	Characters, settings and plots are generally well developed to create a coherent narrative. When reminders are provided, alliteration is used effectively and there is some attempt at the use of similes When reminders are provided, collective nouns are used	Characters and settings are both described well. Plausible plots are developed and sustained throughout the narrative. Well-chosen descriptive phrases are used to enliven the narrative, and alliteration and similes are used appropriately for effect. The sparing but effective use of collective nouns shows a good understanding of their value. (For example: The sheep dispersed as the parliament of owls issued an order to return to normal activities).
To organise writing appropriately	Use organisational devices such as headings and sub-headings Use the perfect form of verbs to mark relationships of time and cause. For example: Present tense: she has arrived Past perfect tense: by the time we arrived at the party, it had ended. Future perfect: by the time we arrive the party will have ended. Use connectives that signal time, shift attention, inject suspense and shift the setting	When reminders are provided, organisational devices are used effectively. When reminders are provided, the perfect forms of verbs are used appropriately with the correct endings of past participles for regular (-ed) verbs	When reminders are provided, organisational devices are used effectively. When reminders are provided, the perfect forms of verbs are used in conjunction with appropriate past participle endings for both regular and some irregular verbs. For example: She has become; over the years she became; by the time she was eleven she had become). When reminders are provided of a range of connectives, effective choices are generally made.	Organisational devices are generally used effectively. The perfect forms of verbs are used effectively to show when an event happens. An understanding is demonstrated of how time shifts may be created through the use of language A good range of connectives is used to convey the passing of time, to inject suspense and to shift attention.
To use paragraphs	Organise paragraphs around a theme Sequence paragraphs	When examples are provided, paragraphs focus on a theme. An attempt to create a logical sequence for paragraphs can be seen.	When reminders (for example, to produce mind maps) are provided, paragraphs are well organised around a theme. Paragraphs have a logical order although there may be some examples of paragraphs out of logical sequence.	A theme is clearly introduced and developed, and remains consistent throughout each paragraph. A clear and logical sequence of paragraphs is evident.
To use sentences appropriately	Use a mixture of simple, compound and complex sentences Write sentences that include: Conjunctions, adverbs, direct speech punctuated correctly Clauses, adverbial phrases	When help is provided, writing includes a mixture of sentence types. Some of the features listed are used in writing	When reminders are provided, an effective mixture of sentences types is used. Most of the features listed are used in writing.	Writing demonstrates well-chosen and correctly punctuated sentence types. Sentences include all the features listed, as appropriate for the type of writing. Direct speech is almost always punctuated correctly.
Milestone 2 Transcription				
To present neatly	Join letter, deciding which letters are best left unjoined Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately	Writing is beginning to be joined appropriately. Some letters that it would be better not to join have been joined.	Writing generally shows appropriately and consistently joined letters. Writing generally shows accurate spacing and well-formed letters.	Writing almost always shows fluent, joined letters. Writing is easy to read due to clear and thoughtful spacing and parallel downstrokes.
To spell correctly	Use prefixes and suffixes, and understand how to add them. Spell homophones correctly Spell correctly often misspelled words Place the possessive apostrophe in words with regular and irregular plurals	When examples are provided, prefixes and suffixes are used. Some homophones are used correctly, while others may be misused.	Prefixes and suffixes are often used. Most homophones are used correctly. When reminders are provided, the possessive apostrophe for both regular and irregular verbs is used.	Well chosen prefixes and suffixes are used correctly. Almost all homophones are used correctly. The possessive apostrophe for both regular an irregular plurals is used accurately and consistently.
To punctuate accurately	Use commas after fronted adverbials Use and punctuate direct speech	When examples are provided, sentences that begin with an adverb are correctly punctuated. (For example: Unexpectedly, there was a loud knock at the door). When guidance is provided, direct speech is contained within speech marks (inverted commas).	When reminders are provided, fronted adverbials are correctly punctuated. Direct speech is generally contained within speech marks. Capital letters are generally used for the first letter of the first word of each sentence within the speech marks.	Fronted adverbials are correctly punctuated. In addition to the fluent use of speech punctuation as outlined in 'advanced,' the following is used and applied correctly: When breaking direct speech up, by inserting information about who is speaking, capital letters for the first word inside

			Direct speech is separated from the rest of the sentence, usually by a comma. (for example: Dad said softly, 'please sit down.')	the second set of speech marks are not used. (For example: 'If you think you can speak to me like that,' she said, 'you had better think again.'
Milestone 2 Analysis and Presentation				
To analyse writing	<i>Use and understand grammatical terminology when discussing reading and writing:</i> Year 3: word family, conduction, adverb, preposition, direct speech, speech marks (inverted commas) prefix, consonant, vowel, clause, subordinate clause Year 4: pronoun, possessive pronoun, adverbial	The use of the Year 3 terminology is growing and applied in most cases.	The use of Year 3 terminology is fluently applied and some of the Year 4 terminology is understood and used.	The Year 3 and 4 terminology is fluently applied throughout a range of reading and writing activities.
To present writing	<i>Read aloud to a group or whole class, using appropriate intonation</i>	When encouragement and support are provided, presentations are beginning to show confidence and appropriate intonation.	Appropriate intonation is attempted in most cases.	Presentation is articulate and intonation, pace and variation in volume show a good awareness of the audience.

Milestone 3: Writing (Years 5 and 6)

<i>Learning objective</i>	<i>Key Milestone indicator</i>	<i>Basic (Year 5 terms 1 and 2)</i>	<i>Advancing (Year 5 term 3, Year 6 term 1) ('expected level' by end of Year 6)</i>	<i>Deep (Year 6 terms 2 and 3) Exceeding level by end of Year 6</i>
Milestone 3 composition				
To write with a purpose	<i>Identify the audience for writing</i> <i>Choose the appropriate form of writing using the main features identified in reading</i>	When guidance is provided, the audience for writing is identified When structures are provided, writing is organised in line with its purpose When support is provided, the main features of a type of writing are included	When reminders are provided, writing shows an awareness of the audience When reminders are provided, the appropriate form of writing for its intended purpose is chosen When reminders are provided, the main features of a type of writing are used.	Writing shows a strong awareness of the audience The appropriate form of writing is chosen for its purpose The main features of the type of writing chosen are fluently and consistently applied.
To use imaginative description	<i>Use the techniques that authors use to create characters, settings and plots</i> <i>Create vivid images by using alliteration, similes, metaphors and personification</i> <i>Interweave descriptions of characters, settings and atmosphere with dialogue.</i>	When models or frameworks are provided, characters, settings and plots are successfully developed. When guidance is provided, alliteration, similes, metaphors and personification are used appropriately Dialogue and descriptions of characters, settings and atmosphere tend to be in separate blocks.	When reminders are provided, a good range of techniques is used to create characters, settings and plots. When reminders are provided, writing demonstrates a lively imagination, including the successful and appropriate use alliteration, similes, metaphors and personification There is some evidence of an attempt to interweave plot with descriptions of characters and settings.	Writing shows an impressive understanding of how to create characterisation, settings and plots. Vivid and believable images capture and sustain the reader's attention.
To organise writing appropriately	<i>Guide the reader by using a range of organisational devices, including a range of connectives.</i> <i>Choose effective grammar and punctuation</i> <i>Ensure the correct use of tenses throughout a piece of writing</i>	When guidance or frameworks are provided, organisational features are used appropriately A growing awareness of effective grammar and punctuation is emerging. Tenses are generally used correctly throughout a piece of writing, although there are some exceptions	When reminders (such as success criteria) are provided, key organisational devices are used appropriately. Connectives are usually well chosen but may appear formulaic Effective grammar and punctuation are often used Tenses are used correctly throughout a piece of writing	A range of effective features is used. Connectives are well chosen for the intended purpose. Effective grammar and punctuation are used accurately and efficiently. Tenses are used correctly and altered accurately within a piece of writing. (The perfect forms of verbs are used effectively).
To use paragraphs	<i>Write paragraphs that give the reader a sense of clarity</i> <i>Write paragraphs that make sense if read alone</i> <i>Write cohesively at length</i>	When guidance is provided, paragraphs have a clear purpose. Paragraphs may, at times, refer to previously introduced ideas, which may not mean absolute clarity for the reader. Shorter pieces of writing are clear and cohesive but longer pieces may lack cohesion.	When reminders are provided, paragraphs show a clear purpose and a logical sequence. Paragraphs generally make sense if read alone. When reminders are provided, pieces of writing, even longer pieces, are generally co-hesive.	Paragraphs are well sequenced, clear and organised. Each paragraph introduces a theme and expands upon it in appropriate detail. When read alone, paragraphs make sense and when read together they provide clarity. Longer pieces of writing are cohesive.
To use sentences appropriately	<i>Write sentences that include:</i> Relative clauses Modal verbs Relative pronouns Brackets Parenthesis A mixture of active and passive voice A clear subject and object Hyphens, colons and semi-colons Bullet points	Some of the features listed are evident. Support may be required.	Most of the features listed are evident. Reminders may be required	Almost all of the features listed are evident. Features are independently applied without prompts or reminders.

Milestone 3 Transcription				
To present neatly	<i>Write fluently and legibly with a personal style</i>	Writing is usually presented in a legible style. Some inconsistencies in style may appear, especially in longer pieces of writing.	Writing is generally fluent with some evidence of a consistent personal style emerging.	Writing is fluent and legible with a clear and consistent personal style.
To spell correctly	<i>Use prefixes appropriately Spell correctly some words with silent letters Spell the vast majority of words correctly</i>	When help is provided, prefixes are used appropriately. Words with silent letters are used, although there may be some spelling errors. Spelling shows a good understanding of the rules and exceptions to the rules.	When reminders are provided, prefixes are used appropriately. Some words with silent letters are used and spelled correctly. Most words, including commonly misspelled words, technical or subject specific words are spelled correctly.	Prefixes are used appropriately. Words with silent letters are spelled correctly. The vast majority of words, including technical or scientific words are spelled correctly.
To punctuate accurately	<i>Indicate grammatical and other features by: Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity Using brackets, dashes or commas to indicate parenthesis Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Punctuating bullet points consistently</i>	Some of the features listed are evident Support may be required.	Most of the features listed are evident. Reminders may be required.	All of the features listed are evident. Features are independently applied without prompts or reminders.
Milestone 3 Analysis and Presentation				
To analyse writing	<i>Use and understand grammatical terminology when discussing writing and reading: Year 5 Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity Year 6: Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</i>	Most of the features in the Year 5 list are evident	All of the features in the Year 5 list are evident. Most of the features in the Year 6 list are evident.	All the features in the Year 5 and Year 6 lists are evident.
To present writing	<i>Perform compositions, using appropriate intonation and volume</i>	Performances show an awareness of and experimentation with intonation, volume and pace.	Performances show confidence, appropriate intonation and good pace and volume.	Performances are confident and clear and show excellent awareness of the audience. Pace, volume and intonation are altered well for effect and the reaction of the audience is very positive.

The children will have these opportunities for writing:

	Key Stage 1 (Years 1 and 2)	Key Stage 2 (Years 3,4,5,6)
Narrative	<ul style="list-style-type: none"> • Write stories set in places pupils have been • Write stories with imaginary settings • Write stories and plays that use the language of fairy tales and traditional tales • Write stories that mimic significant authors • • Write narrative diaries 	<ul style="list-style-type: none"> • Write stories set in places pupils have been • Write stories that contain mythical, legendary or historical characters or events • Write stories of adventure • Write stories of mystery and suspense • Write letters • Write plays • Write stories, letters, scripts and fictional biographies inspired by

		reading across the curriculum
Non-Fiction	<ul style="list-style-type: none"> • Write labels • Write lists • Write captions • Write instructions • Write recounts • Write glossaries • Present information • Write non-chronological reports 	<ul style="list-style-type: none"> • Write instructions • Write recounts • Write persuasively • Write explanations • Write non-chronological reports • Write biographies • Write in a journalistic style • Write arguments • Write formally
Poetry	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description • Write nonsense and humorous poems and limericks 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem • Write haiku • Write Cinquain • Write poems that convey an image (simile, word play, rhyme and metaphor)

- A collection of evidence for pupils shows whether they are working towards, working at or working above (at greater depth) the expected standard.
- Writing in EYFS is recorded using TAPESTRY – observational evidence.
- Summative judgements for writing are recorded each term.

Ensuring all children make progress:

- A range of strategies are used to scaffold learning to ensure pupils are able to access learning and are fully engaged.
- Writing/planning frames are utilised to offer support.
- Small group guided writing activities/1:1 pupil conferencing supports pupils' writing development and ensures pupils are aware of the next steps for learning.
- Peer and self-assessment are used to guide and support pupils.
- Individualised support (teacher scribing, say and write strategies, drafting using an iPad/voice recognition software) is utilised for pupils as appropriate.
- Objective checklists are utilised to support pupils.
- Success criteria offers a level of challenge for more-able writers.
- Progress will be tracked and monitored, reviewed termly in pupil progress review meetings.
- Children's work is displayed, which gives an incentive to produce good work

- All pupils will make good progress from their starting points.