



Writing Policy

By Joe Gibson and Josie Galati

Signed off by: Kelly Portbury



Cranbrook
Primary School



Writing at Cranbrook Primary School

At Cranbrook writing is fun and engaging, providing our children with opportunities to write independently for a broad range of purposes and audiences.

Our curriculum is mapped using a progression of knowledge and skills directly taken from the National Curriculum which enables children to revisit genres of writing – ensuring foundational skills for writing are internalised, revisited and built upon from year group to year group.

Cranbrook is committed to providing our children with a writing curriculum which prioritises high-quality texts to encourage curiosity and a love of writing from a variety of genres, ethnic backgrounds and authors. Each text is carefully selected and allocated to each cohort based on the knowledge and skills obtained through writing in that year group.

Teachers use progression documents for writing, vocabulary, grammar, punctuation, spelling and speaking and listening to: assess children's ability; identify gaps in learning; ensure appropriate curriculum coverage; provide meaningful feedback for children to develop their writing and strengthen foundational skills.

Both spelling and handwriting are taught discretely by class teachers.

At Cranbrook Primary School, we strive to develop a love for the English language in its written and spoken forms. We encourage children to develop the skills to **communicate confidently** and effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable and reflective readers.

We aim to provide an environment for rich language development and written work, which is motivating and purposeful and is characterised by high expectations of success. We want to develop **resilience** in our children in the face of adversity, so that they are not afraid to make mistakes so the **fullest potential of each individual child may be realised**.

We recognise that:

- Writing is a pre-requisite for educational and social progress.
- Writing is enhanced by our reading, **broadens our horizons** and opens doors to **new possibilities**.
- Writing empowers pupils to communicate both **creatively** and **imaginatively**.



Cranbrook Primary School Writing Policy

- Writing is **essential** for independent thinking and learning. It develops our ability to reflect and refine our composition.
- The mastery of writing is an essential life skill.
- Oracy is key in developing transcription skills.

We aim:

- To ensure no opportunity is missed to foster an enjoyment of writing amongst pupils and a recognition of its value.
- To develop children, who are imaginative, creative, independent, inquisitive, inquiring and confident writers.
- For children to see writing as purposeful and pleasurable.
- For writing to be developed across a range of meaningful contexts, purposes and audiences.
- For each child to develop the necessary skills to be a competent writer with a secure understanding of the fundamentals – spelling, grammar, handwriting and punctuation.
- For writing to be seen as an essential life skill.

Implementation

Early Years (EYFS)

Cranbrook recognises the Early Years as a crucial stage for developing the physical, cognitive and phonetic foundations needed for writing.

We believe that the foundational skills required for writing are underpinned by oracy skills so children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model the use of spoken language and create opportunities for children to develop their oracy skills in every lesson. Daily, weekly and medium-term planning clearly demonstrate this focus and include early Talk for Writing techniques and storytelling such as ongoing imitation of texts through repetition of oral storytelling.

In addition to cross-curricular opportunities, specific writing objectives are planned to begin giving children the foundational skills they will need as writers. A wide range of writing materials are always available to children in the classroom and a role play area complements the termly topic, which is used to provide a real purpose for children's early writing. Teachers provide weekly opportunities to work with children on a 1:1 basis to develop their writing, with the teacher annotating work where appropriate, in order to give meaning to the marks made by pupils and create stories and the importance of children writing freely as emergent writers.

To support our EYFS pupils in developing these foundational skills needed for writing, there is much emphasis placed on the development of both fine and gross motor skills, which young children need to develop so they can become more confident in exploring the world around them. Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is



Cranbrook Primary School Writing Policy

important. We endeavour to include daily activities, such as PE, outdoor learning, weaving and dough modelling, with a focus on developing both fine and gross motor skills to support children in creating a secure foundation upon which handwriting skills can then be based.

Key Stage 1

We revisit and build upon the foundational skills for writing in KS1, providing a wide range of planned and incidental opportunities for children to continue to develop their writing skills. We ensure that activities are purposeful and linked to other curriculum areas which provide contexts for children to apply their skills, endeavouring to ensure real audiences as often as possible. Our learning objectives are taken from the English National Curriculum which we use in conjunction with Talk for Writing techniques to support our planning of the teaching sequence; ensuring children develop their writing skills across a wide range of forms.

Through the Talk for Writing techniques, an emphasis is placed on children developing their oracy skills as a prerequisite to writing. A wide range of speaking and listening and drama techniques are used to provide children with opportunities to explore and extend their talk as a rehearsal for writing.

We make clear links with children's reading skills and high-quality texts are used as a basis for developing writing skills, with reading and writing objectives being clearly linked in teacher's planning. Children take part in text analysis activities in order to imitate the work of others before attempting work of their own.

A range of techniques are used to teach writing. Teachers plan for modelled writing activities (using the teacher as a model and a scribe for the pupils' ideas), independent writing through creative writing opportunities and a range of writing scaffolds and frameworks to support children in developing independence.

At KS1, Children are involved in a daily Twinkl phonics lesson to aid the development of spelling throughout KS1 which also feeds into English sessions. Grammar content is also embedded through the daily English sessions and frequently revisited through daily memory tasks and lesson starters to ensure good coverage and secure recall of the grammar objectives taught at each year group. This is supplemented by twice weekly spelling lessons from The Spelling Shed, to further develop the understanding of spelling rules and patterns.

In KS1, daily handwriting sessions are also carried out to support children with the development of letter formation. Cranbrook Primary School follows the Twinkl scheme of handwriting across the school to ensure consistency in formation and letter joins as children progress towards using a continuous cursive style.



Key Stage 2

We continue to use the English National Curriculum split into upper and lower KS2. Whilst focusing on developing key skills, teachers' planning also aims to make links across the curriculum and uses topic themes, as well as educational visits and special events to provide real contexts for writing with real audiences. We recognise that where children see a purpose they will be motivated to write with the quality of their writing will be enhanced.

We continue to embed opportunities for role play and oracy throughout KS2 as we recognise that spoken language and oracy underpins literacy skills. Children focus upon deconstructing high-quality model texts to identify the building blocks of good writing and then apply those same structures into their own written pieces.

Handwriting sessions continue three times a week in Year 3 and 4, twice weekly in Year 5 and 6, to support children in developing secure letter formation and a more fluent, fluid handwriting style. This is further embedded through publishing opportunities, where children redraft edited work into a neat final draft.

KS2 children continue with twice weekly spelling shed lessons which focus on morphology, phonology and orthography. This ensures the children understand the building blocks of words, from phonemes and syllables to root words, prefixes and suffixes. In addition it covers spelling rules and patterns, equipping children with the foundational skills needed to become experts in spelling.

Assessment

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

In the EYFS, pupils' achievements are ongoing and assessed against the Early Learning Goals. All EYFS staff use Assessment for Learning (AfL) techniques and formative assessment occurs daily.

In KS1 and KS2 continuous assessments of writing progress are made throughout the year using Assessment for Learning (AfL) techniques and formative assessment. Children utilise success criteria to assess their own writing and peer marking provides opportunities for pupils to reflect on each other's achievements and identifying areas for improvement. Teachers also assess against the success criteria and provide a mixture of live, oral and written feedback to develop children's writing.

Teachers track pupil progress using Sonar Tracker software. This allows staff to identify emerging trends for individuals and groups of pupils and adapt and adjust planning as necessary. Pupil progress meetings, between class teachers and phase leaders, take place termly, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps. The English team will monitor and evaluate the teaching and learning of writing across the school.



Adaptive practice

Planning at all levels ensures that the interests of boys and girls are taken into account. Pupils are flexibly grouped – sometimes working in ability or mixed ability groups, according to the task. Pupils are given opportunities to learn as individuals, in pairs, small groups and as a whole class, both independently and with support from teachers and teaching assistants. Intervention programmes at a range of levels are run for individuals and groups of children throughout the year. This is overseen by the subject leader and Special Educational Needs Coordinator (SENCO).

Class teachers, with support from the English team and SENCO, will adapt lessons based on the needs of individual children, to ensure that all pupils can access the learning and achieve their full potential. This may include, but is not limited to, the use of: sentences starters, vocabulary mats, visual resources or translating tasks into a child’s home language.

Further intervention groups may be implemented in conjunction with the SENCO and English team to support identified children, such as phonics and Lexia to aid spelling and reading, fine motor skills to aid handwriting, Colourful Semantics to develop sentence structure and social skills groups to support oracy.

**Year Group Purpose of Study for Writing
(End of year goals)**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
By the end of EYFS, it is expected that children should be able to write a coherent sentence with a capital letter and full stop.	By the end of Year 1, children should be able to write several developed sentences that include description, linking ideas with the conjunction ‘and’, including statements, questions and exclamations.	By the end of Year 2, writers should be able to produce simple narratives using some coordinating and subordinating conjunctions. They should also be able to write about real-life events such as historical moments, recounts of trips	By the end of Year 3, children should have a better understanding of audience and purpose. They should be able to write for a range of different purposes and audiences. They should now be confident in basic sentence	By the end of Year 4 children should have secured their understanding of audience and purpose, writing for a wide range of purposes. They should be writing with a good awareness of the audience, choosing vocabulary for	By the end of Y5, children should be writing for a wide range of audiences and purposes. They should be beginning to select grammatical structures and vocabulary for effect, considering the impact on the reader. They	By the end of Year 6, children must write for a wide range of purposes and audiences, manipulating vocabulary and grammar for effect. In writing narratives, children must be able to create effective settings, characters



Cranbrook Primary School Writing Policy

		<p>and current affairs. They should be able to spell many phonetic words and common exception words correctly and make phonetically plausible attempts at unfamiliar words.</p>	<p>structure and punctuation, using a wider range of conjunctions to link ideas. Children should be beginning to join their handwriting and spell accurately, following the spelling patterns taught at Y3. Children should also be beginning to monitor whether their own writing makes sense.</p>	<p>specific purposes to manipulate the reader. Children should be using a wider range of sentence structures to create variety in their writing. They should be continuing to develop their cursive handwriting style, with more fluidity. Children should be confidently spelling most words from the Y3/4 spelling list and monitoring their own work and work of others for mistakes and areas of improvement.</p>	<p>should be writing narratives with effective character, settings and atmosphere, paying attention to the effect on the reader as well as beginning to integrate dialogue into narratives. Children should be able to use a much wider range of punctuation accurately, alongside a wide range of sentence structures. Children should be consistently using a cursive handwriting style with increasing fluency and legibility. They should be able to spell many words from the Y5/6 spelling list with accuracy.</p>	<p>and atmosphere. They must also be able to effectively integrate dialogue into a narrative. They must use the full range of punctuation taught at KS2 and write with cohesive cursive handwriting. Children must use a wide range of sentence structures accurately. They must have secure understanding of the spelling rules taught at KS2, spelling most Y5/6 words accurately.</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Cranbrook Primary School Writing Policy

Our Commitment to Writing:

EYFS

- Daily phonics
- Continuous oral feedback and modelling of language.
- Daily opportunities for writing through phonics-based tasks and continuous provision
- Daily handwriting sessions (10 minutes each) and further opportunities through continuous provision
- Phonics boosters/interventions for identified children
- 1:1 feedback.

Year 1

- Daily English lessons – 1 hour in length
- At least one opportunity to write at length each week
- Daily phonics
- Daily handwriting sessions (10 minutes each)
- Phonics boosters/interventions for identified children
- 2x per week spelling lessons (10 minutes each)
- 1:1, small group and whole class feedback through each lesson.

Year 2

- Daily English lessons – 1 hour in length
- At least one opportunity to write at length each week
- Daily phonics
- Daily handwriting sessions (10 minutes each)
- Phonics boosters/interventions for identified children
- 2x per week spelling lessons (10 minutes each)
- 1:1, small group and whole class feedback through each lesson.

Year 3

- Daily English lessons – 1 hour in length
- At least one opportunity to write creatively at length each week
- 3x per week handwriting sessions (15 minutes each)
- Phonics boosters/interventions for identified children
- 2x per week spelling lessons (15 minutes each)
- 1:1, small group and whole class feedback through each lesson.

Year 4



Cranbrook Primary School Writing Policy

- Daily English lessons – 1 hour in length
- At least one opportunity to write creatively every week
- 3x per week handwriting sessions (15 minutes each)
- Phonics boosters/interventions for identified children
- 2x per week spelling lessons (15 minutes each)
- 1:1, small group and whole class feedback through each lesson.

Year 5

- Daily English lessons – 1 hour in length
- At least one opportunity to write creatively every week
- Twice weekly handwriting sessions (15 minutes each)
- Phonics boosters/interventions for identified children
- 2x per week spelling lessons (15 minutes each)
- 1:1, small group and whole class feedback through each lesson.

Year 6

- Daily English lessons – 1 hour in length
- At least one opportunity to write creatively every week
- Twice weekly handwriting sessions (15 minutes each)
- Phonics boosters/interventions for identified children
- 2x per week spelling lessons (15 minutes each)
- Opportunities for 1:1 writing tutorials.
- 1:1, small group and whole class feedback through each lesson.



Spelling and Handwriting

It is essential to teach pupils transcription skills (handwriting and spelling) from an early age, therefore Cranbrook begins teaching these fundamental skills in Reception. This early instruction helps pupils to acquire these skills gradually, allowing them to free up cognitive space for composing.

Spelling and handwriting are taught discretely in every year group using Spelling Shed and Twinkl Handwriting respectively. Spelling lessons are timetabled twice weekly whereas handwriting is daily.

Spelling Shed:

The Spelling Shed scheme aims to develop confident, accurate and independent spellers who can apply spelling knowledge effectively in their writing. The programme is designed to be a progressive, whole-school curriculum that supports pupils in understanding how words work and how spelling patterns are formed.

The Spelling Shed scheme achieves these aims through a structured, research-informed and progressive approach to spelling instruction. It provides full coverage of the National Curriculum spelling objectives, including statutory word lists and spelling rules. Learning is organised into weekly teaching sequences that progressively build pupils' knowledge and skills.

Each unit focuses on a specific spelling pattern, sound or word feature, helping pupils understand how words are constructed and why they are spelled in particular ways. Spelling Shed also develops a deeper understanding of spelling by exploring sound–letter relationships (phonics), word structure (morphology) and word origins (etymology), enabling pupils to recognise patterns and apply strategies when spelling unfamiliar words.

Lessons include opportunities for revision, consolidation and retrieval practice, helping pupils embed spelling patterns in long-term memory and develop automaticity.

Pupils reinforce their learning through interactive games and online practice, which are set by the class teacher for children to engage with at home. This increases pupil motivation and allow teachers to monitor progress and set personalised tasks. Children who accrue the most points by interacting with the Spelling Shed games, have their names displayed outside of their classes with an overall winner for the top and bottom floors also being displayed on the our Spelling Shed notice boards.

The scheme supports differentiation and adaptive teaching, enabling teachers to provide additional support or challenge so that all pupils can progress in their spelling development.

Twinkl Handwriting:

The Twinkl Handwriting Scheme aims to develop fluent, legible and automatic handwriting across the primary phase. The scheme is designed as a whole-school, progressive programme that enables pupils to develop secure transcription skills so that handwriting becomes effortless and supports wider writing outcomes. The Twinkl Handwriting Scheme achieves these aims through a structured, systematic and progressive approach to handwriting teaching across EYFS to Year 6.



Cranbrook Primary School Writing Policy

A sequenced progression framework, which builds skills step by step from early handwriting foundations to fluent joined writing, ensures consistent teaching and expectations across all year groups. Handwriting is taught using a letter family approach, where letters are grouped according to the movements needed to form them. This helps pupils transfer skills across letters and develop secure formation habits.

The scheme includes activities that develop the fine motor skills, posture and pencil control necessary for effective handwriting, particularly in the early years. Warm-up exercises and pre-writing activities build strength and coordination before formal letter formation begins.

Pupils first learn accurate printed letter formation, before progressing to exit strokes, joins and cursive writing as their control and confidence improve. Structured lesson packs, modelling and practice activities support pupils to embed handwriting skills, develop fluency and apply them across different writing contexts.

The scheme also supports adaptive teaching, allowing teachers to meet the needs of different learners and provide additional support where necessary, including guidance for left-handed writers.

The expectations for handwriting in each year group are presented on the top and bottom floor handwriting displays.



Writing Overview

Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.	<p>I can identify known phonemes in unfamiliar words.</p> <p>I can use syllables to divide words when spelling.</p> <p>I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.</p> <p>I can name all the letters of the alphabet in order.</p> <p>I can use letter names.</p>	<p>I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p> <p>I can learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>I can spell many common exception words*</p> <p>I can spell some words with contracted forms*</p> <p>I can learn the possessive</p>	<p>I can spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>I can recognise and spell homophones.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can spell words correctly which are in a family.</p> <p>I can spell the commonly mis-spelt words from the Y3/4 word list.</p> <p>I can identify the root in longer words.</p> <p>I can write from memory simple sentences,</p>	<p>I can spell words with prefixes and suffixes and can add them to root words.</p> <p>I can recognise and spell homophones.</p> <p>I can use the first two or three letters of a word to check a spelling in a dictionary.</p> <p>I can spell the commonly mis-spelt words from the Y3/4 word list.</p> <p>I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>I can write from memory simple sentences, dictated by the</p>	<p>I can form verbs with prefixes (e.g. restructure, disappear).</p> <p>I can convert nouns or adjectives into verbs by adding a suffix (e.g. dark becomes darken class becomes classify).</p> <p>I understand the rules for adding prefixes and suffixes.</p> <p>I can spell words with silent letters.</p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I can spell the commonly mis-spelt words from the Y5/6 word list.</p>	<p>I can spell most words correctly from the year 5 and 6 word lists</p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I can convert nouns or adjectives into verbs by adding a suffix (e.g. dark becomes darken class becomes classify).</p>



Cranbrook Primary School Writing Policy

			<p>apostrophe (singular)</p> <p>I can distinguish between homophones and near-homophones</p> <p>I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>I can apply spelling rules and guidelines, as listed in the NC English Appendix 1</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>dictated by the teacher, that include words and punctuation taught so far.</p>	<p>teacher, that include words and punctuation taught so far.</p>	<p>I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p> <p>I can use a thesaurus.</p>	
Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	They are beginning to form lower case and upper case letters and the numbers 0-9	I can sit correctly at a table, holding a pencil comfortably and correctly.	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters	I use the diagonal and horizontal strokes that are needed to join letters.	I can use the diagonal and horizontal strokes that are needed to join letters.	I can choose the style of handwriting to use when given a choice.	I can maintain legibility, fluency and speed in handwriting through choosing whether or not to



Cranbrook Primary School Writing Policy

		<p>I can form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>I can form capital letters and digits 0-9.</p>	<p>I can use spacing between words that reflects the size of the letters.</p>	<p>I understand which letters should be left unjoined.</p>	<p>I understand which letters should be left unjoined.</p> <p>My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>I can choose the handwriting that is best suited for a specific task.</p>	<p>join specific letters.</p>
Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>They write simple sentences which can be read by themselves and others.</p>	<p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences in chronological order to recount an event or experience.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I leave spaces between words.</p>	<p>I can write simple, coherent narratives about Personal experiences and those of others (real or fictional)</p> <p>I can write about real events, recording these simply and clearly</p> <p>I can plan or say aloud what I want to write about</p> <p>I am beginning to proof read to check for errors in</p>	<p>I can discuss models of writing and understand its structure, grammatical features and use of vocabulary.</p> <p>I can compose sentences using a wider range of structures.</p> <p>I can write a narrative with a clear structure, setting, characters and plot.</p>	<p>I can compose sentences using a range of sentence structures.</p> <p>I can orally rehearse a sentence or a sequence of sentences.</p> <p>I can write a narrative with a clear structure, setting and plot.</p> <p>I can improve my writing by changing grammar and vocabulary to</p>	<p>I can discuss the audience and purpose of the writing.</p> <p>I can start sentences in different ways.</p> <p>I can use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can develop characters through action and dialogue.</p>	<p>I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>I can describe settings, characters and atmosphere in narratives</p> <p>I can integrate dialogue in narratives to convey character</p>



Cranbrook Primary School Writing Policy

		<p>I know how the prefix 'un' can be added to words to change meaning.</p> <p>I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing e.g. (e.g. helping, helped, helper).</p>	<p>spelling and grammar.</p> <p>I can evaluate my writing with the teacher or my peers</p>	<p>I can write a range of non-narrative using appropriate organisational devices such as headings and sub-headings.</p> <p>I am beginning to suggest improvements to my own writing and that of others through editing and up levelling.</p> <p>I can make improvements to grammar, vocabulary and punctuation.</p> <p>I use a range of sentences with more than one clause by using a range of conjunctions (e.g. when, if, because, although).</p> <p>I use the perfect form of verbs to mark the relationship of time and cause.</p>	<p>improve consistency.</p> <p>I use a range of sentences which have more than one clause.</p> <p>I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p> <p>I can use direct speech in my writing and punctuate it correctly.</p> <p>I can suggest improvements to my own writing and that of others through editing and up levelling.</p> <p>I can make improvements to grammar, vocabulary and punctuation.</p> <p>I can proof-read to check for errors in</p>	<p>I can establish a viewpoint as the writer through commenting on characters and events.</p> <p>I can use grammar and vocabulary to create an impact on the reader.</p> <p>I can use stylistic devices to create effects in writing.</p> <p>I can add well-chosen detail to interest the reader.</p> <p>I can summarise a paragraph.</p> <p>I can organise my writing into paragraphs to show different information or events.</p> <p>I am starting to assess the effectiveness of my own and others' writing.</p>	<p>and advance the action</p> <p>I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p> <ul style="list-style-type: none">• use passive verbs to affect how information is presented• use modal verbs to suggest degrees of possibility• use contracted forms in dialogues in narrative <p>I can use a range of devices to build cohesion within and across paragraphs</p> <ul style="list-style-type: none">• Pronouns• conjunctions• adverbials of time and place• synonyms <p>I can assess the effectiveness of my own and others' writing.</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Cranbrook Primary School Writing Policy

				<p>I can proof-read to check for errors in spelling and punctuation</p> <p>I can read my compositions aloud with intonation and expression</p>	<p>spelling and punctuation</p>	<p>I am starting to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>I can ensure the consistent and correct use of tense</p> <p>I can ensure correct subject and verb agreement when using singular and plural</p> <p>I can proof-read for spelling and punctuation errors</p>	<p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing</p> <p>I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>I can proof-read for spelling and punctuation errors</p>
Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure	They write simple sentences which can be read by themselves and others.	I can combine words to make a sentence.	I can write simple, coherent narratives about personal experiences and	I can express time, place and cause by using conjunctions, adverbs and	I can use noun phrases which are expanded by adding modifying adjectives, nouns	<p>I can use relative clauses.</p> <p>I can use adverbs or modal verbs to</p>	I can use verb tenses consistently and correctly throughout my writing



Cranbrook Primary School Writing Policy

		I can join two sentences using 'and'.	those of others (real or fictional) I can write about real events, recording these simply and clearly	prepositions (e.g. before, after, because).	and preposition phrases. I can use fronted adverbials.	indicate a degree of possibility.	I can use a wide range of clause structures, sometimes varying their position within the sentence
Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	They will begin to write short sentences that use capital letters and full stops.	<p>I can separate words using finger spaces.</p> <p>I can use capital letters to start a sentence.</p> <p>I can use a full stop to end a sentence.</p> <p>I can use a question mark.</p> <p>I can use an exclamation mark.</p> <p>I can use capital letters for names.</p> <p>I can use a capital letter for 'I'.</p>	<p>I can demarcate most sentences with:</p> <ul style="list-style-type: none"> • full stops • question marks • exclamation marks • capital letters <p>I can use present and past tense mostly correctly and consistently</p> <p>I can use coordination (or/and/but) to join clauses</p> <p>I can use some subordination (when/if/that/because) to join clauses</p>	I can use inverted commas to punctuate direct speech.	<p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use apostrophes to mark plural possession.</p> <p>I use commas after fronted adverbials.</p>	<p>I can use brackets, dashes and commas to indicate parenthesis.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p>	<p>I can use mostly correctly:</p> <ul style="list-style-type: none"> • commas for clarity • punctuation for parenthesis • inverted commas <p>I am making some correct use of</p> <ul style="list-style-type: none"> • dashes • colons • hyphens • semi-colons
Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	They will begin to write short sentences that use	I can sequence sentences to form a narrative.	I can write for different purposes.	I am starting to use paragraphs.	I can write in paragraphs.	I can build cohesion between paragraphs.	I can write for a range of audiences and purposes, drawing on my



Cranbrook Primary School Writing Policy

	capital letters and full stops.			<p>I can use headings and sub headings.</p> <p>I can use the present perfect form of verbs instead of the simple past.</p>	I make an appropriate choice of pronoun and noun within and across sentences.	I can use adverbials to link paragraphs.	<p>own reading as inspiration.</p> <p>I can choose an appropriate form for my writing.</p> <p>I can choose an appropriate register for my writing.</p>
Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Phoneme, grapheme, digraph, letter, capital letter, full stop, word, sentence, and, because	Letter, capital letter word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, split digraph, trigraph	Noun, noun phrase, statement, question, exclamation, command, suffix, compound, adjective, adverb, past tense, present tense, future tense, past progressive tense, present progressive tense, apostrophe, comma	Preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), present perfect tense, past perfect tense	Determiner, article, pronoun, possessive pronoun, plural possessive, adverbial, cohesion, standard English	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points