

AIREDALE JUNIOR ACADEMY



WRITING POLICY AT AIREDALE JUNIOR ACADEMY

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Writing at Airedale Junior Academy

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Aim	1. To embed and refine the agreed writing cycle through timely and accurate monitoring and feedback, with a clear focus on improving transcription, handwriting, and spelling to cultivate proficient sentence writers. 2. To refine elements of the writing cycle with a specific focus on developing curricular and teaching practices, that empower children to read and comprehend texts at greater depth.
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What does the research tell us?

Nick Hart

Cognitive load & working memory

Reluctance to write

The writing framework 2025

Adam Bushnell emphasizes that children must be explicitly taught strategies to develop their language skills. He advocates for exposing them to a diverse range of authors, enabling them to analyse authorial intent critically. This approach equips children with the ability to manipulate grammar and vocabulary purposefully to achieve desired rhetorical and literary effects. To achieve this, research by Nick Heart discusses teaching the concept of a sentence as the sentence is a threshold concept in English; core knowledge that transforms how children think about reading and writing. Their understanding of a sentence also enables or inhibits other concepts further down the line so getting it right is vital. Because of explicit teaching, children will be equipped with skills to independently 'respond and adapt' rather than 'replicate and amend' as their cognitive load will be reduced through small step, sequential and re-teaching of milestones for each term.

What is the aim of our writing curriculum?

Children who see themselves as authors and who have a specific purpose will be motivated to achieve their best results. Writing for a true purpose and acknowledgment for the intended reader provides a key motivator to the author. Therefore, the subject matter and stimulus material are crucial if pupils are to demonstrate a depth of understanding. Combining composition and transcription skills is also crucial, these elements work hand in hand when supporting pupils' creative imagination by reducing cognitive load. The compositional elements provide the most significant evidence when promoting pupil voice, but when those elements are supported by explicit teaching of the transcription skills (handwriting and spelling in particular) true depth of understanding is achieved. The promotion of fluent written transcription skills is highlighted in recommendation 6 (EEF Improving Literacy in Key Stage 1, 2016) whereby teachers support children to practise effectively by providing opportunities for effective feedback and response so that by the end of Key Stage Two pupils' writing will be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.

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How do we implement our aims?		
Term-by-term overview		
Year 3		
Books go here...	Books go here...	Books go here...
Autumn • Use most diagonal and horizontal strokes needed to join letters that are relative to one another • Use co-ordinating and subordinating conjunctions correctly • Use apostrophe for contraction and singular possession correctly • Use of 'a' and 'an' correctly • Use time conjunctions • Use time adverbs • Use time prepositions • Simple sentences (main clause/ independent clause) • Complex sentence (main/ independent clause & dependent clause) • Write in past and present tense • Apply punctuation (capital letters, full stops, question marks, exclamation marks, commas and apostrophes)	Spring • Use all diagonal and horizontal strokes needed to join letters that are relative to one another • Use co-ordinating and subordinating conjunctions correctly • Use apostrophe for contraction and singular possession correctly • Use of 'a' and 'an' correctly • Use time and place conjunctions • Use time and place adverbs • Use time and place prepositions • Simple sentences (main clause/ independent clause) • Complex sentence (main/ independent clause & dependent clause) • Some correct use of paragraphs • Write in past and present tense. Some evidence of starting to write sentences in present perfect form from simple past • Apply punctuation (capital letters, full stops, question marks, exclamation marks, commas and apostrophes)	Summer • Use all diagonal and horizontal strokes needed to join letters that are relative to one another • Use co-ordinating and subordinating conjunctions correctly • Use apostrophe for contraction correctly • Use apostrophe for singular possession and plural possession mostly correct • Use of 'a' and 'an' correctly • Use time, place and cause conjunctions • Use time, place and cause adverbs • Use time, place and cause prepositions • Simple sentences (main clause/ independent clause) • Complex sentence (main/ independent clause & dependent clause) • Paragraphs used correctly most of the time • Heading and sub-headings used to aid presentation

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		• Inverted commas used correctly for speech • Write in past and present tense. Some evidence of starting to write sentences in present perfect form from simple past • Apply punctuation (capital letters, full stops, question marks, exclamation marks, commas, apostrophes and inverted commas)
Year 4		
Books go here...	Books go here...	Books go here...
Autumn • Use all diagonal and horizontal strokes needed to join letters that are relative to one another • Use a range of co-ordinating and subordinating conjunctions correctly • Use apostrophes correctly • To begin to use standard English forms of verb inflections instead of local spoken forms (e.g. we were instead of we was) • To use modifying adjectives to expand noun phrases • Some examples of fronted adverbials (time) which are punctuated correctly • Use of pronouns • Use time, place and cause conjunctions • Use time, place and cause adverbs • Use time, place and cause prepositions	Spring • Use all diagonal and horizontal strokes needed to join letters that are relative to one another • Use a range of co-ordinating and subordinating conjunctions correctly • Use apostrophes correctly • To begin to use standard English forms of verb inflections instead of local spoken forms (e.g. we were instead of we was) • To use modifying adjectives to expand noun phrases • Some examples of fronted adverbials (time and place) which are punctuated correctly • Use of pronouns • Use time, place and cause conjunctions	Summer • Use all diagonal and horizontal strokes needed to join letters that are relative to one another • Use a range of co-ordinating and subordinating conjunctions correctly • Use apostrophes correctly • To begin to use standard English forms of verb inflections instead of local spoken forms (e.g. we were instead of we was) • To use modifying adjectives to expand noun phrases • Some examples of fronted adverbials (time, place and manner) which are punctuated correctly • Use of pronouns • Use time, place and cause conjunctions

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• Simple sentences (main clause/ independent clause) • Complex sentence (main/ independent clause & dependent clause) • Headings, sub-headings and paragraphs used correctly • Punctuate direct speech mostly correctly • Inverted commas used correctly for speech • Write in past and present tense. Some evidence of starting to write sentences in present perfect form from simple past • Apply punctuation (capital letters, full stops, question marks, exclamation marks, commas, apostrophes and inverted commas)	• Use time, place and cause adverbs • Use time, place and cause prepositions • Simple sentences (main clause/ independent clause) • Complex sentence (main/ independent clause & dependent clause) • Headings, sub-headings and paragraphs used correctly • Punctuate direct speech • Inverted commas used correctly for speech • Write in past and present tense. Some evidence of starting to write sentences in present perfect form from simple past and from simple past to present perfect • Apply punctuation (capital letters, full stops, question marks, exclamation marks, commas, apostrophes and inverted commas)	• Use time, place and cause adverbs • Use time, place and cause prepositions • Simple sentences (main clause/ independent clause) • Complex sentence (main/ independent clause & dependent clause) • Headings, sub-headings and paragraphs used correctly • Punctuate direct speech in a range of ways • Inverted commas used correctly for speech and speech • Write in past and present tense. Some evidence of starting to write sentences in present perfect form from simple past and from simple past to present perfect • Apply punctuation (capital letters, full stops, question marks, exclamation marks, commas, apostrophes and inverted commas) • Begin to discuss audience for and purpose of the writing
Year 5		
Books go here...	Books go here...	Books go here...
Autumn	Spring • Write legibly, fluently and with increasing speed by:	Summer • Write legibly, fluently and with increasing speed by:

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• Use all diagonal and horizontal strokes needed to join letters that are relative to one another • Use a range of co-ordinating and subordinating contractions correctly • Use apostrophes correctly • To begin to use standard English forms of verb inflections instead of local spoken forms (e.g. we were instead of we was) • To use modifying adjectives to expand noun phrases • Some examples of fronted adverbials (time, place and manner) which are punctuated correctly • Use of pronouns • Use time, place and cause conjunctions • Use time, place and cause adverbs • Use time, place and cause prepositions • Simple sentences (main clause/ independent clause) • Complex sentence (main/ independent clause & dependent clause) • Headings, sub-headings and paragraphs used correctly • Punctuate direct speech in a range of ways • Inverted commas used correctly for speech and speech • Write in past and present tense. Some evidence of starting to write sentences in present perfect form from simple past and from simple past to present perfect	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task • Use apostrophes correctly • Punctuate direct speech in a range of ways • Inverted commas used correctly for speech and speech • Use of pronouns • Use time, place and cause conjunctions • Use time, place and cause adverbs • Use time, place and cause prepositions • Simple sentences (main clause/ independent clause) • Complex sentence (main/ independent clause & dependent clause) • Begin to write relative clauses beginning with, who, which, where, when, whose and that. • Begin to use adverbs to indicate degrees of possibility • Begin to use devices to build cohesion within a paragraph (then, after that, this ,firstly)	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task • Write relative clauses beginning with, who, which, where, when, whose and that or an omitted relative pronoun • To use adverbs to indicate degrees of possibility • To use devices to build cohesion within a paragraph (then, after that, this ,firstly) • Link ideas across paragraphs using adverbials of time, place, number or tense choice • Use brackets, dashes and commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity • Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
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• Apply punctuation (capital letters, full stops, question marks, exclamation marks, commas, apostrophes and inverted commas) • Begin to identify the audience for and purpose of the writing	• Begin to link ideas across paragraphs using adverbials of time, place, number or tense choice • Begin to use brackets, dashes (informal) and commas (formal) to indicate parenthesis • Identify the audience for and the purpose of the writing, beginning to select the appropriate form and using other similar writing as models for their own • Write in past and present tense. Evidence of starting to write sentences in present perfect form from simple past and from simple past to present perfect	
Year 6		
Books go here...	Books go here...	Books go here...
Autumn • Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task • Write relative clauses beginning with, who, which, where, when, whose and that or an omitted relative pronoun • To use adverbs to indicate degrees of possibility	Spring The pupil can: • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	Summer The pupil can: • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms)

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- To use devices to build cohesion within a paragraph (then, after that, this ,firstly) - Link ideas across paragraphs using adverbials of time, place, number or tense choice - Use brackets, dashes and commas to indicate parenthesis - Use commas to clarify meaning or avoid ambiguity - Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* - write legibly.	in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) - use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs - use verb tenses consistently and correctly throughout their writing - use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) - spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary - maintain legibility in joined handwriting when writing at speed.2
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Teaching Sequence

Year 3						
Spell & explore	Spell & write	Replicate, write & amend	Replicate, write & amend	Practice	Adapt & apply	Edit and revise.
Introducing the hook/book Identify and teach spelling pattern/rule Morphology and etymology Explore the spelling rule and related vocabulary Choose the words for the week's focus	Handwriting focus using selected words from the spelling pattern/rule Reiterate spelling rule Spellings in context	Handwriting focus Write an amended sentence using I do, we do, you do and the spelling rule. Modelling good examples and alternatives within the theme	Handwriting focus Write an amended sentence using I do, we do, you do and the spelling rule. Modelling good examples and alternatives within the theme	Applying the spelling rules, handwriting focus and sentence structure using dictations and holding a sentence	Brief model and review Independent writing using foci taught so far – spelling, spacing, handwriting, punctuation & sentence structure	Review writing and reflect on improvements and how to uplevel Revisit & reteach Focus on key elements and foci for the sequence
Year 4						
Spell & explore	Spell & write	Replicate, write & amend	Replicate, write & amend	Practice	Adapt & apply	Edit and revise
Introducing the hook/book Identify and teach spelling pattern/rule Morphology and etymology Explore the spelling rule and related vocabulary	Handwriting focus using selected words from the spelling pattern/rule Reiterate spelling rule Spellings in context	Handwriting focus Write an amended sentence using I do, we do, you do and the spelling rule. Modelling good examples and alternatives within the theme	Handwriting focus Write an amended sentence using I do, we do, you do and the spelling rule. Modelling good examples and alternatives within the theme	Applying the spelling rules, handwriting focus and sentence structure using dictations and holding a sentence	Brief model and review Independent writing using foci taught so far – spelling, spacing, handwriting, punctuation & sentence structure	Review writing and reflect on improvements and how to uplevel Revisit & reteach Focus on key elements and foci for the sequence

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Choose the words for the week's focus						
Year 5						
Spell & explore	Spell & write	Replicate, write & amend	Replicate, write & amend	Practice	Adapt & apply	Edit and revise
Introducing the hook/book Identify and teach spelling pattern/rule Morphology and etymology Explore the spelling rule and related vocabulary Choose the words for the week's focus	Handwriting focus using selected words from the spelling pattern/rule Reiterate spelling rule Spellings in context	Handwriting focus Write an amended sentence using I do, we do, you do and the spelling rule. Modelling good examples and alternatives within the theme	Handwriting focus Write an amended sentence using I do, we do, you do and the spelling rule. Modelling good examples and alternatives within the theme	Applying the spelling rules, handwriting focus and sentence structure using dictations and holding a sentence	Brief model and review Independent writing using foci taught so far – spelling, spacing, handwriting, punctuation & sentence structure	Review writing and reflect on improvements and how to uplevel Revisit & reteach Focus on key elements and foci for the sequence
Year 6						
Spell & explore	Spell & write	Replicate, write & amend	Replicate, write & amend	Practice	Adapt & apply	Edit and revise
Introducing the hook/book Identify and teach spelling pattern/rule Morphology and etymology Explore the spelling rule and related vocabulary Choose the words for the week's focus	Handwriting focus using selected words from the spelling pattern/rule Reiterate spelling rule Spellings in context	Handwriting focus Write an amended sentence using I do, we do, you do and the spelling rule. Modelling good examples and alternatives within the theme	Handwriting focus Write an amended sentence using I do, we do, you do and the spelling rule. Modelling good examples and alternatives within the theme	Applying the spelling rules, handwriting focus and sentence structure using dictations and holding a sentence	Brief model and review Independent writing using foci taught so far – spelling, spacing, handwriting, punctuation & sentence structure	Review writing and reflect on improvements and how to uplevel Revisit & reteach Focus on key elements and foci for the sequence
What will children be able to do?						
Milestones						
Year 3						
Autumn 1: Children will ✓ Use most diagonal and horizontal strokes needed to join letters that are relative to one another ✓ Independently write two and three-part sentences with adjectives and adverbs ✓ <u>Orally rehearse</u> sentences with co-ordinating conjunctions (and, but, or, so) ✓ Will write sentences with co-ordinating conjunctions (and, but, or, so)		Spring: Children will ✓ Use all diagonal and horizontal strokes needed to join letters that are relative to one another ✓ Orally rehearse sentences with time and place conjunctions (when, before, after) ✓ Independently write sentences with time and place conjunctions (when, before, after where, wherever)		Summer: Children will ✓ Use all diagonal and horizontal strokes needed to join letters that are relative to one another ✓ <u>Orally rehearse</u> sentences with time, place and cause conjunctions (when, before, after, while, so, because) ✓ Independently write sentences with time, place and cause conjunctions (when, before, after, while, so, because)		

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✓ <u>Orally rehearse</u> sentences with subordinating conjunctions (because, if, when) ✓ Independently write sentences with subordinating conjunctions (because, if, when) ✓ <u>Orally rehearse</u> two- and three-part sentences with part swap ✓ Independently write two- and three-part sentences with part swap ✓ Rewrite sentences into alternative tenses (past and present) ✓ Know the difference between apostrophe for singular possession and the contracted form and use appropriately Autumn 2: Children will ✓ Discuss the difference between main/independent clauses and subordinate/dependent clauses in a sentence ✓ Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel ✓ <u>Orally rehearse</u> sentences with time conjunctions (when, before, after) ✓ Independently write sentences with time conjunctions (when, before, after) ✓ <u>Orally rehearse</u> sentences with time adverbs (then, next, soon)	✓ <u>Orally rehearse</u> sentences with time and place adverbs (then, next, soon) ✓ Independently write sentences with time and place adverbs (then, next, soon) ✓ <u>Orally rehearse</u> sentences with time and place prepositions (before, after, during, in) ✓ Independently write sentences with time and place prepositions (before, after, during, in) ✓ Beginning to use paragraphs to group related material ✓ Identify the difference between main/independent clauses and subordinate/dependent clauses in a sentence. ✓ <u>Orally rehearse</u> and starting to rewrite sentences from simple past to present perfect form ✓ <u>Orally rehearse</u> and starting to rewrite sentences from present perfect form to simple past	✓ <u>Orally rehearse</u> sentences with time, place and cause adverbs (then, next, soon, therefore) ✓ Independently write sentences with time, place and cause adverbs (then, next, soon, therefore) ✓ <u>Orally rehearse</u> sentences with time, place and cause prepositions (before, after, during, in, because of) ✓ Independently write sentences with time, place and cause prepositions (before, after, during, in, because of) ✓ Some use of paragraphs to group related material ✓ Heading and sub-headings to aid presentation ✓ Rewrite sentences from simple past to present perfect form ✓ Rewrite sentences from present perfect form to simple past. ✓ Some accurate use of inverted commas to indicate direct speech ✓ Accurate use of a subordinate/dependent clause with a main/independent clause in a sentence ✓ Begin to know the difference between apostrophe for singular possession and apostrophe for plural possession
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✓ Independently write sentences with time adverbs (then, next, soon) ✓ <u>Orally rehearse</u> sentences with time prepositions (before, after, during, in) ✓ Independently write sentences with time prepositions (before, after, during, in)		
Year 4		
Autumn: Children will ✓ Use all diagonal and horizontal strokes needed to join letters that are relative to one another ✓ Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel ✓ <u>Orally rehearse</u> sentences with time, place and cause conjunctions (when, before, after, while, so, because) ✓ Independently write sentences with time, place and cause conjunctions (when, before, after, while, so, because) ✓ <u>Orally rehearse</u> sentences with time, place and cause adverbs (then, next, soon, therefore) ✓ Independently write sentences with time, place and cause adverbs (then, next, soon, therefore) ✓ <u>Orally rehearse</u> sentences with time, place and cause prepositions (before, after, during, in, because of)	Spring: Children will ✓ Use all diagonal and horizontal strokes needed to join letters that are relative to one another ✓ To use standard English forms of verb inflections instead of local spoken forms (e.g. we were instead of we was) ✓ To expand noun phrases with the addition of modifying adjectives and nouns. ✓ <u>Orally rehearse</u> sentences with time and place fronted adverbials ✓ Independently write sentences with time and place fronted adverbials ✓ To use a comma to demarcate a fronted adverbial with some accuracy ✓ Some use of apostrophes for singular and plural possession ✓ To start to use paragraphs to organise ideas around a theme ✓ To use all appropriate punctuation to indicate direct speech when the	Summer: Children will ✓ Use all diagonal and horizontal strokes needed to join letters that are relative to one another ✓ Know the difference between apostrophe for singular possession and apostrophe for plural possession ✓ To accurately expand noun phrases with the addition of modifying adjectives, nouns and preposition phrases ✓ <u>Orally rehearse</u> sentences with time, manner and place fronted adverbials ✓ Independently write sentences with time, manner and place fronted adverbials ✓ To use a comma to demarcate a fronted adverbial accurately ✓ To use all appropriate punctuation to indicate direct speech. (e.g. "Hello," said Pete. Or Pete said, "Hello.") ✓ To use all appropriate punctuation to indicate direct speech when the

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✓ Independently write sentences with time, place and cause prepositions (before, after, during, in, because of) ✓ Some use of paragraphs to group related material ✓ Heading and sub-headings to aid presentation ✓ Rewrite sentences from simple past to present perfect form ✓ Rewrite sentences from present perfect form to simple past. ✓ Some accurate use of inverted commas to indicate direct speech ✓ Accurate use of a subordinate/dependent clause with a main/independent clause in a sentence ✓ Begin to know the difference between apostrophe for singular possession and apostrophe for plural possession Autumn 2: Children will ✓ To begin to use standard English forms of verb inflections instead of local spoken forms (e.g. we were instead of we was) ✓ To expand noun phrases with the addition of modifying adjectives ✓ <u>Orally rehearse</u> sentences with time fronted adverbials ✓ Independently write sentences with time fronted adverbials	reporting clause starts and ends a sentence. (e.g. "Hello," said Pete. Or Pete said, "Hello.") ✓ Some use of accurate pronouns or nouns within and across sentences to aid cohesion and avoid repetition (personal and possessive) ✓ <u>Orally rehearse</u> sentences with time, place and cause conjunctions (when, before, after, while, so, because, although, even though) ✓ Independently write sentences with time, place and cause conjunctions (when, before, after, while, so, because, although, even though) ✓ Identify determiners (articles, possessives, demonstrative, quantifiers and numbers)	reporting clause is in the middle of two parts of direct speech. (e.g. "Hello," said Pete, "How are you?") ✓ To accurately use apostrophes for singular and plural possession ✓ To use paragraphs to organise ideas around a theme ✓ To accurately use pronouns or nouns within and across sentences to aid cohesion and avoid repetition (personal and possessive) *with reference to determiners ✓ <u>Orally rehearse</u> sentences with time, place and cause conjunctions (when, before, after, while, so, because, although, if, since, even though) ✓ Independently write sentences with time, place and cause conjunctions (when, before, after, while, so, because, although, if, since, even though) ✓ Independently use determiners (articles, possessives, demonstrative, quantifiers and numbers)
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✓ Begin to use a comma to demarcate a fronted adverbial ✓ To use all appropriate punctuation to indicate direct speech when the reporting clause starts the sentence (e.g. Pete said, "Hello.") ✓ Beginning to use pronouns or nouns within and across sentences to aid cohesion and avoid repetition (personal and possessive)		
Year Five		
Autumn one: Children will ✓ Use all diagonal and horizontal strokes needed to join letters that are relative to one another ✓ Know the difference between apostrophe for singular possession and apostrophe for plural possession ✓ To accurately expand noun phrases with the addition of modifying adjectives, nouns and preposition phrases ✓ <u>Orally rehearse</u> sentences with time, manner and place fronted adverbials ✓ Independently write sentences with time, manner and place fronted adverbials	Spring: Children will ✓ Use all diagonal and horizontal strokes needed to join letters that are relative to one another ✓ Use of adverbs and modal verbs to indicate possibility mostly used correctly ✓ Begin to link ideas across paragraphs using adverbials of time, place and number ✓ <u>Orally rehearse</u> sentences using a relative clause ✓ <u>Starting to compose</u> sentences using a relative clause punctuated correctly	Summer: Children will ✓ Use all diagonal and horizontal strokes needed to join letters that are relative to one another ✓ Independent use of adverbs and modal verbs to indicate possibility ✓ Begin to link ideas across paragraphs using adverbials of time, place, number and tense ✓ <u>Orally rehearse</u> sentences using a relative clause ✓ <u>Independently compose</u> sentences using a relative clause punctuated correctly

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✓ To use a comma to demarcate a fronted adverbial accurately ✓ To use all appropriate punctuation to indicate direct speech. (e.g. "Hello," said Pete. Or Pete said, "Hello.") ✓ To use all appropriate punctuation to indicate direct speech when the reporting clause is in the middle of two parts of direct speech. (e.g. "Hello," said Pete, "How are you?") ✓ To accurately use apostrophes for singular and plural possession ✓ To use paragraphs to organise ideas around a theme ✓ To accurately use pronouns or nouns within and across sentences to aid cohesion and avoid repetition (personal and possessive) *with reference to determiners ✓ <u>Orally rehearse</u> sentences with time, place and cause conjunctions (when, before, after, while, so, because, although, if, since, even though) ✓ Independently write sentences with time, place and cause conjunctions (when, before, after, while, so, because, although, if, since, even though) ✓ Independently use determiners (articles, possessives, demonstrative, quantifiers and numbers) Autumn two: Children will	✓ Independently substitute commas for brackets when demarcating relative clauses as parenthesis ✓ To use inverted commas correctly for speech and dialogue ✓ Use of pronouns for cohesion across paragraphs ✓ Use time, place and cause conjunctions ✓ Use time, place and cause adverbs ✓ Use time, place and cause prepositions ✓ Simple sentences (main clause/ independent clause) used for effect ✓ Complex sentence (main/ independent clause & dependent clause) used for effect ✓ To <u>orally rehearse</u> sentences with relative clauses beginning with, who, which, where, when, whose and that. ✓ To independently compose relative clauses beginning with, who, which, where, when, whose and that. ✓ Some use of adverbs to indicate degrees of possibility ✓ Some use of devices to build cohesion within a paragraph (then, after that, this ,firstly) ✓ Begin to link ideas across paragraphs using adverbials of time, place, number or tense choice	✓ To use inverted commas correctly for speech and dialogue ✓ Use of pronouns for cohesion across paragraphs ✓ Use time, place and cause conjunctions ✓ Use time, place and cause adverbs ✓ Use time, place and cause prepositions ✓ Simple sentences (main clause/ independent clause) used for effect ✓ Complex sentence (main/ independent clause & dependent clause) used for effect ✓ To <u>orally rehearse</u> sentences with relative clauses beginning with, who, which, where, when, whose and that. ✓ To independently compose relative clauses beginning with, who, which, where, when, whose and that. ✓ Some use of adverbs to indicate degrees of possibility ✓ Some use of devices to build cohesion within a paragraph (then, after that, this ,firstly) ✓ Begin to link ideas across paragraphs using adverbials of time, place, number or tense choice ✓ Begin to use brackets, dashes (informal) and commas (formal) to indicate parenthesis
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✓ Use all diagonal and horizontal strokes needed to join letters that are relative to one another ✓ <u>Orally rehearse</u> sentences using adverbs as degrees of possibility (perhaps, surely) ✓ Some use of adverbs as degrees of possibility ✓ <u>Orally rehearse</u> using modal verbs (might, should, will, must) ✓ Some use of modal verbs ✓ Begin to link ideas across paragraphs using adverbials of time ✓ <u>Orally rehearse</u> sentences using a relative clause ✓ Independently use commas when demarcating relative clauses as parenthesis	✓ Begin to use brackets, dashes (informal) and commas (formal) to indicate parenthesis ✓ Identify the audience for and the purpose of the writing, beginning to select the appropriate form and using other similar writing as models for their own ✓ <u>Orally rehearse</u> sentences in past and present tense. Evidence of starting to write sentences in present perfect form from simple past and from simple past to present perfect ✓ Write in past and present tense. Evidence of starting to write sentences in present perfect form from simple past and from simple past to present perfect	✓ Identify the audience for and the purpose of the writing, beginning to select the appropriate form and using other similar writing as models for their own ✓ Independently substitute commas for brackets and dashes when demarcating relative clauses as parenthesis ✓ Use brackets, dashes and commas to indicate parenthesis with accuracy ✓ Use commas to clarify meaning or avoid ambiguity with accuracy
Year Six		
Autumn 1 Children will ✓ Use all diagonal and horizontal strokes needed to join letters that are relative to one another ✓ Independent use of adverbs and modal verbs to indicate possibility ✓ Begin to link ideas across paragraphs using adverbials of time, place, number and tense	Summer: Children will ✓ Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing.) ✓ • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly	Summer: Children will ✓ Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing.) ✓ • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly

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✓ To use inverted commas correctly for speech and dialogue ✓ Use of pronouns for cohesion across paragraphs ✓ Use time, place and cause conjunctions ✓ Use time, place and cause adverbs ✓ Use time, place and cause prepositions ✓ Simple sentences (main clause/ independent clause) used for effect ✓ Complex sentence (main/ independent clause & dependent clause) used for effect ✓ To <u>orally rehearse</u> sentences with relative clauses beginning with, who, which, where, when, whose and that. ✓ Use time, place and cause adverbs ✓ Use time, place and cause prepositions ✓ Simple sentences (main clause/ independent clause) used for effect ✓ Complex sentence (main/ independent clause & dependent clause) used for effect ✓ To <u>orally rehearse</u> sentences with relative clauses beginning with, who, which, where, when, whose and that. ✓ To independently compose relative clauses beginning with, who, which, where, when, whose and that. ✓ Some use of adverbs to indicate degrees of possibility ✓ Some use of devices to build cohesion within a paragraph (then, after that, this ,firstly)	appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). ✓ In narratives, describe settings, characters and atmosphere. ✓ Integrate dialogue in narratives to convey character and advance the action. ✓ Use a range of devices to build cohesion including: ✓ Conjunctions ✓ adverbials of time and place ✓ pronouns ✓ synonyms. ✓ Use verb tenses consistently and correctly throughout writing. ✓ Use the range of punctuation taught in KS2 mostly correctly. ✓ Spell correctly most words from the Y5/6 spelling list and use ✓ Use ambitious words. ✓ Maintain legibility in joined handwriting when writing at speed. ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ✓ Proofread for spelling and punctuation errors	appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). ✓ In narratives, describe settings, characters and atmosphere. ✓ Integrate dialogue in narratives to convey character and advance the action. ✓ Use a range of devices to build cohesion including: ✓ Conjunctions ✓ adverbials of time and place ✓ pronouns ✓ synonyms. ✓ Use verb tenses consistently and correctly throughout writing. ✓ Use the range of punctuation taught in KS2 mostly correctly. ✓ Spell correctly most words from the Y5/6 spelling list and use ✓ Use ambitious words. ✓ Maintain legibility in joined handwriting when writing at speed. ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ✓ Proofread for spelling and punctuation errors
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Writing at Airedale Junior Academy

✓ Begin to link ideas across paragraphs using adverbials of time, place, number or tense choice ✓ Begin to use brackets, dashes (informal) and commas (formal) to indicate parenthesis ✓ <u>Orally rehearse</u> sentences using a relative clause ✓ <u>Independently compose</u> sentences using a relative clause punctuated correctly ✓ Identify the audience for and the purpose of the writing, beginning to select the appropriate form and using other similar writing as models for their own ✓ Independently substitute commas for brackets and dashes when demarcating relative clauses as parenthesis ✓ Use brackets, dashes and commas to indicate parenthesis with accuracy ✓ Use commas to clarify meaning or avoid ambiguity with accuracy ✓	✓ Distinguish between the language of speech and writing and choose the appropriate register. ✓ Exercise an assured and conscious control ✓ Cover levels of formality, particularly through manipulating grammar and vocabulary to achieve this. ✓ Use the range of punctuation taught at KS2, correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.	✓ Distinguish between the language of speech and writing and choose the appropriate register. ✓ Exercise an assured and conscious control ✓ Cover levels of formality, particularly through manipulating grammar and vocabulary to achieve this. ✓ Use the range of punctuation taught at KS2, correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.
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Key Teacher Assessment Criteria

By the end of lower Key Stage Two children will be able to:

Independently apply the taught skills mapped out in the document using the milestones for Year 3 and Year 4.

Composition

- **Plan their writing** by discussing and organising ideas, using simple planning formats where appropriate
- **Draft and write** by creating settings, characters and plot in narratives, and organising ideas using paragraphs and logical structures in non-fiction.
- **Evaluate and edit** their work, making improvements to grammar, vocabulary and clarity, and assessing the effectiveness of their writing.

Writing at Airedale Junior Academy

Vocabulary, Grammar and Punctuation

- **Use a growing range of sentence structures**, including varied conjunctions, expanded noun phrases, and adverbials to add detail.
- **Apply grammar and punctuation** taught in Years 3 and 4, such as commas in lists, inverted commas for direct speech, and correct verb tense choices.
- **Use language effectively** for different contexts, choosing vocabulary that reflects purpose and audience.

Transcription (Spelling and Handwriting)

- **Spell most words correctly** from the statutory Year 3/4 spelling list and apply taught spelling rules, including prefixes and suffixes.
- **Use dictionaries** to check unfamiliar words.
- **Handwrite legibly**, using joined handwriting consistently

Writing at Airedale Junior Academy

What interventions are in place?



Writing Intervention Pathway



At Airedale Infant and Junior Academy, teaching every pupil to write fluently is our priority.

Pupils access a range of interventions across school dependent upon their area of need. The following 'Writing Pathway' is used as an assessment tool to ensure all pupils are placed within the correct intervention to support their reading journey.

Writing cycle pathway 				
Area of need	Pupil cannot form letters correctly	Pupil unable to write a simple sentence (Noun and verb)	Previous key stage SPAG gaps	Writing for a range of purposes
Support	Fine motor intervention Handwriting intervention	Daily tutoring using Nick Heart approaches Oracy	SPAG interventions 3xs weekly	Oracy SPAG interventions Reading cycles
Assessment	Within interventions 2 formal <u>half</u> termly assessments	Ongoing tutoring log using daily assessments Half termly assessment	Termly assessments and QLA analysis by CT and English team	Termly assessments and QLA analysis by CT and English team

Writing at Airedale Junior Academy

How do we assess writing?

Writing is assessed termly against clearly defined milestones to ensure consistent progress and attainment across all year groups. These assessments are guided by our Marking and Feedback Policy 2025–2026, which outlines expectations for both summative and formative evaluation. To maintain high standards and ensure consistency, we participate in moderation events within the Castleford Trust Writing Pyramid as well as through Wakefield local authority services. Additionally, we embed effective day-to-day strategies such as hot marking in lessons and providing in-the-moment feedback, allowing teachers to address misconceptions promptly and support pupils' development in real time

English Marking Key		English Expectation	
			
VF	Verbal Feedback	In my English book I will:	
✓	Well done! This is correct.	♦ Always present my work neatly	
○	Oops! You have made a mistake with punctuation	♦ Read what my teacher has written on my last piece of work	
sp	This is an incorrect spelling for you to change	♦ Respond to tasks in green pen	
~~~~~	You have made an incorrect word/phrase choice	♦ Write the full date at the start of every piece of work	
^	You have missed a word or phrase out	♦ Always correct any spelling errors	
*	You need to make an edit change here		

### What does writing look like across the curriculum?

Subject writing mirrors the writing curriculum for the year group (meaning some genres will not feature or feature less).