



Eardisley CE Primary School Writing Non-Negotiables

Presentation:

- Date to be written in full – top right-hand side and underline.
- Title/learning question to be written two lines underneath in full and underlined with a ruler.

Spelling:

- Ensure focus on correct spelling of high-frequency words and age-appropriate spellings within writing.

Handwriting:

- Letter reversals to be always corrected and development marking to ask for the letter (s) to be practised.
- Focus on neat handwriting, and cursive style from Year 2 upwards.
- Regular discrete handwriting practice.

Vocabulary:

- Encourage widest possible word choice.
- VCOP and word banks in every classroom at age-appropriate level.
- Open access to word mats, word banks and dictionaries and thesauruses.

Planning:

- Daily lesson based largely, but not wholly, on Hamilton planning.
- The majority of writing to be based on quality children's texts.

Teaching:

- Guided and modelled writing to be a feature of most lessons.
- Writing frame support for least able.
- Pupils build up to a piece of independent/extended writing.
- Aim for at least one independent/extended piece per topic.

Assessment:

- Success Criteria/Key Knowledge for each main piece of work.
- Make good use of Blooms Taxonomy questions.
- Learning questions reflect the Assessment Framework.
- Emphasis on working towards Greater Depth in writing through moderated writing.
- Assessed and 'leveled' piece of writing at end of each unit.
- Independent piece of writing to be moderated at several points across the year.

Writing Across the Curriculum

- Take as many opportunities as possible to promote writing across the curriculum. Share with English Leader.