

At Piddle Valley CE First School we understand the National Curriculum is designed to help pupils meet age related expectations. We believe to show mastery of the English writing curriculum, children need to be able to demonstrate key skills or concepts independently. What constitutes independent writing has been defined and agreed across GTAT under the following principles;

their

there

they’re

together

turned

tried

used

wanted

walk

were

where

with

**Writing is likely to be independent if it:**

* Emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about
* Enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character
* Has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation
* Is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support and ideas
* Is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils

Children that show understanding of the key skills and concepts beyond mastery are deemed to be working at greater depth.

Handwriting

* There is evidence of joined handwriting in independent writing
* Consistent use diagonal and horizontal stroke to join letters

Mastery is the achievement of these skills and concepts. Other elements within the National Curriculum we have defined as requiring coverage not mastery.

* Punctuation is accurate
* Commas are used after a fronted adverbial
* Paragraphs are used to organise the writing
* Spelling of most of the Y3/4 wordlist is correct – this may be the consequences of self-checking and editing
* When self-editing and checking mistakes in spellings or punctuation can be identified and corrected
* When self-editing the effectiveness of the writing or the writing of others they can assess and offer suggestions for improvement
* There is evidence of a range of sentence types and sentences with more than one clause and range of conjunctions

 **Common exception words that must be spelt correctly**

**appear**

**disappear**

**imagine**

**increase**

**important**

**interest**

**position**

**possess**

**possession**

**mention**

**question**

always

are

around

because

behind

can’t

caught

could

colour

colourful

decided

does

favourite

found

friend

goes

have

jumped

kind

our

other

people

really

said

thought