

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;

**gold**

**grass**

**great**

**half**

**hold**

**hold**

**improve**

**kind**

**last**

**many**

**mind**

**money**

**most**

**move**

**Mr**

**Mrs**

**old**

**only**

**parents**

**pass**

**past**

**path**

**people**

**plant**

**poor**

**pretty**

**prove**

**should**

**steak**

**sugar**

**sure**

**told**

**water**

**who**

**whole**

**wild**

**would**

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

* Use full stops, exclamation and question marks to mark the end of a sentence.
* Accurate use of a capital letter at the start of a sentence
* Use commas for lists
* Use connectives to link ideas i.e. **also, as well,** **because, but**
* Use connectives that signal time i.e. **then, after,** **before**
* Use the past and present tense accurately
* Spell using accurate grapheme choices
* Use a word mat or dictionary to self-check and edit

spelling, to ensure punctuation is accurate and improve writing – i.e. through the addition of adjectives

* Use expanded noun phrases for description
* Spell 10 words with contractions i.e. **it’s, can’t, didn’t, hasn’t, couldn’t, I’ll**
* Use subordination accurately i.e. **when, if , that,** **because**
* Use coordination words i.e. **or, and ,but**
* Use the possessive apostrophe for one person
* Use simple similes
* Spell the first 10 sets of homophones & near homophones;

**there/their/they’re, here/hear, quiet/quite, see/sea, bare/bear, one/won, sun/son, to/too/two, blue/blew, night/knight**

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

**after**

**again**

**any**

**bath**

**beautiful**

**because**

**behind**

**both**

**break**

**busy**

**child**

**children**

**Christmas**

**class**

**climb**

**clothes**

**cold**

**could**

**door**

**even**

**every**

**everybody**

**eye**

**fast**

**father**

**find**

**floor**

**Months of the Year**

**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

* Form lower case letters of the correct size
* Form lower and upper case letters of the correct size compared to each other
* Ensure that there are accurate spaces between words