

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;

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

* Use a full stop to mark the end of a sentence and a capital letter at the start of a sentence
* Use exclamation and question marks
* Use a capital letter for names of people, places, days of the week and the personal pronoun I
* Rehearse aloud what they are going to write
* Spell phonetically plausible words using the phonic blends within Y1 requirements
* Use ***ed*** for past tense
* Use ***and*** to join sentences
* Use a word mat to spell and check common exception words
* To use the prefix ‘**un**’
* To add the suffixes – **ing, er, est** to root words

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 spaces between words
* Form letters correctly – especially descenders

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

**a**

**are**

**ask**

**be**

**by**

**come**

**do**

**friend**

**full**

**go**

**has**

**he**

**here**

**his**

**house**

**I**

**Is**

**Love**

**me**

**my**

**no**

**she**

**so**

**some**

**the**

**there**

**Days of the Week**

**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.

**of**

**once**

**one**

**our**

**pull**

**push**

**put**

**said**

**says**

**school**

**she**

**so**

**some**

**the**

**there**

**they**

**to**

**today**

**was**

**we**

**were**

**where**

**you**

**your**