

Presentation, Marking and Feedback Policy 2026-27

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1. Principles

At William Patten we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.

The ***Education Endowment Foundation (EEF) research: Evidence review on feedback approaches and educational attainment in children and young people (August 2021)***, which underpins this policy, shows that effective teacher feedback to improve pupil learning should be based on the following recommendations -

Principles:

1. Lay the foundations for effective feedback.
2. Deliver appropriately timed feedback that focuses on moving learning forward.
3. Plan for how pupils will receive and use feedback.

Methods:

4. Carefully consider how to use purposeful and time-efficient, written feedback
5. Carefully consider how to use purposeful verbal feedback.

Implementation:

6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback.

Further information regarding the EEF research findings and how we have incorporated these recommendations into our Presentation, Marking and Feedback Policy, see appendix 1.

2. Presentation

2.1 General:

Teachers encourage children to present their work to the very best of their ability and to develop independence and resilience. (See appendix 2.)

- The vast majority of Y2 – Y6 children should record their work directly in their book, rather than on scaffolded sheets.
- Worksheets should only be used where absolutely necessary*; for EYFS, during the autumn term in Y1 or for children with SEND.
- *In maths, the use of worksheets will depend on the topic and the extent to which the outcome needs to be scaffolded. Wherever possible, children will record outcomes directly into their maths books. In some lessons, visuals from part of the worksheet, rather than the whole sheet, will be stuck into children's books. Although printed sheets are used for a greater number of outcomes in year 1, children will record directly into their maths books whenever this is possible.
- All work should be well presented across all subjects.
- Ensure that left-handed children sit on the left, to avoid their elbows clashing with right-handed children as they write.
- If a lesson does not have a written outcome, then no marking or recording of the learning intention is needed.
- Fonts: EYFS will use NTPreCursive on Active Inspire flipcharts and PowerPoints. Y1-Y6 will use Arial on PowerPoints.
- Backgrounds on slide: The elements that make presentations clearer and easier to follow for people with dyslexia also make them better in general. Bright white slide backgrounds can make text harder to read; choose an off-white or cream background instead.

2.2 Date:

All work should be dated.

- Reception: Short date, included on LI label or written by the teacher.
- Year 1: As per Reception, except long date should be used for English. When possible, children should write the long date themselves.
- Year 2 – Year 6: Majority of children will write the short date in topic & maths books and long date in English and Spanish books.
- Work continued into subsequent days should have the short date will be written in the margin with "LI cont./d".

2.3 Learning Intention (LI):

The LI should be shared with children at the beginning of each lesson and recorded at the start of any written outcome, so that the work can be evaluated within the context of the LI. In maths, children can record a title that has been derived from a longer LI by their teacher. The full LI itself will still be shared at the start of each lesson by the teacher.

2.3.1 EYFS:

- English: LI and Steps to Success sticker will be stuck into children's books before the task is completed.
- Maths: LI and self-assessment sticker will be stuck into children's books before the task is completed.

2.3.2 Y1

- English: See the Write Stuff Sub-heading.

- Topic: LI provided on a sticker for children to stick into books. As soon as possible, when children can write the LI, they will copy it from the board and underlined it using a ruler. This means that some children will write the LI, while others will use stickers.
- Maths: LI will be stuck in children's maths books, and can be included on any scaffolding being stuck directly into children's books or collated sheets when these are used in Y1.

2.3.3 Y2 – Y6:

- English: See the Write Stuff Sub-heading.
- Topic: Children will copy the LI, underlined using a ruler, into their books. If necessary, a sticker with the LI will be provided for SEND or children working below AE.
- Maths: LI will not be stuck in children's maths books. Where an LI is long and wordy, children can record a title that has been derived from it by their teacher.

2.3.4 English LI presentation -The Write Stuff

The plot point replaces the need for a written learning intention. The book title only needs to be written in English books on the first day of the unit, subsequent lessons with written outcomes, will have the plot point written at the start of the activity. If written outcomes are not part of a sequence of lessons, then the LI should be written, following the Topic LI instructions above.

- **Year 1:** A worksheet will be provided for children, which indicates the text that is being studied, the plot point and provides a scaffold for children to write Learning chunk (LC) 1, 2 and 3 responses.
- **Year 2 – Year 6:** Most children will draw the table, add the text and the plot point. They will write LC1, 2 and 3 in the margins. Some children may still need a Y1 type scaffold.

For example:

Wombat Goes Walkabout: Plot Point 1 - Meet the Wombat	
Or	
Wombat Goes Walkabout: Plot Point 2 - Wombat meets Kookaburra	
LC 1	
LC 2	
LC 3	

3. Written Marking and Feedback

Written marking and feedback will be considered under the following headings: general, self-assessment, formative feedback and assessment (specific instructions are outlined for the marking of English, Topic, Maths and Reception children's work), use of KWL grids and marking and feedback of children's spelling.

3.1 General

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

We believe that this can be achieved without extensive written dialogue or comments.

Marking should not be a burden for teachers when the time it takes is not repaid in positive impact on pupils' progress. Marking should be **meaningful** (mindful of children's age and

experience, depending on what works best for children and teachers), **manageable** (marking practice is proportionate and considers the time-effectiveness of marking in relation to the overall workload of teachers) and **motivating** (should help to motivate pupils to progress and time manageable for teachers.)

Therefore:

- We recognise the importance of oral feedback as this is a timely and an effective way of providing children with appropriate feedback, whilst maintaining a manageable marking culture within the school. The widespread use of **oral feedback is encouraged, throughout the school for a broad range of outcomes.** Verbal Feedback Given (VFG) should be used to indicate that children have received VF to address concerns and misconceptions, and make corrections etc.
- The vast majority of **written marking** will take the form of highlighting. If a sentence or word is highlighted in yellow, it indicates a successful feature of the child's work.
- Marking should indicate support (WS), visual support, such as word mat or Speed sound charts (VS), Group ratio (1:2 etc.).
- Teachers mark with a red pen. Teachers need to make every effort to model the Nelson handwriting in their writing in children's books.
- Supporting adults will mark the children's work **ONLY** if they have worked with the child to complete the activity. They will use a blue pen and utilise the Maximising the Impact of Teaching Assistants (MITA) codes, (S=Self scaffolding, P= prompting, C= clueing, M= modelling).
- Children mark in green pen. When a child peer-marks they will write their name in green pen at the bottom of the page.
- Marking may be a combination of teacher marking, self-marking, peer assessment and marking by the TA.
- Marking should address inconsistencies in SPAG and handwriting.
- All marking should follow the school policy.

3.2 Self-Assessment

Across all subjects, marking should indicate that common inaccuracies in work from day to day are being addressed.

- **English and Topic:** At the end of each lesson, children review their work according to the success criteria (displayed on a lesson slide, not on stickers in children's books). The review process will usually be discussion based, and children can interact during the process with thumbs up or down etc. Teachers should write their initials at the end of a piece of work, to indicate that the work has been reviewed.
- **English and Topic:** If used, cloze tasks (when children need to complete a missing part of a sentence), or exercises where the answer is either right or wrong, can be marked by the children, as a class or in group.
- **Maths:** All children (Y1-6) will review their work during the review phases of the lesson. Children in Y2-6) will mark their work during this time. Teachers will then need to check children's marking, make or identify corrections and address any misconceptions. The teacher will tick and initial beneath the final outcome of a lesson to indicate that they have also reviewed the child's work.

4. Formative feedback and marking

4.1 English (Independent longer writing tasks)

The baseline writing assessment completed in September, will be in response to a video stimulus. Work should be marked using the appropriate TAF grids.

Other independent writing outcomes will be part of the Write Stuff English Scheme; two or three of these will be set every half-term and these will be marked in depth as follows:

- Independent writing objectives are highlighted according to **TAF** statements for Y2 and Y6, and school devised **TAF equivalents** for other year groups. (See appendix 5.)
- The appropriate TAF sticker (WTS, EXS or GDS) should be stuck into children's books and highlighted as above. On the rare occasion, when a child straddles two levels – for example EXS, GDS – then both stickers should be used.
- **Yellow highlighting** indicates achievement of the TAF (or equivalent) statement. This might relate to an aspect of spelling, punctuation, effective vocabulary, ambitious and grammatically accurate sentence or section of work. At least one example of the achieved TAF statement should be highlighted, not every occurrence of the objective.
- **Green highlighting** indicates aspects of the work that is beyond the stated requirements of the lesson.
- Teachers should write their initials at the end of the extended writing piece, to indicate that the work has been marked.

4.2 Topic

- **Yellow highlighting** in topic books will recognise the correct use of key subject vocabulary and knowledge within the topic.
- There is an equal focus on successful writing and literacy skills across the curriculum and marking codes (see appendices 3 & 4) will be applied in all areas where necessary.

4.3 Maths

- Self-review is part of lesson design (see 3.2), but teachers will check and initial each recorded outcome of a lesson. Teacher marking, will confirm that the child's self-review is accurate and indicate with a tick (Y1) that an answer is correct. Wrong answers will be identified for further review by the child, with subsequent modelling, correction, written or verbal feedback provided where necessary to address an identified misconception.

4.4 Marking of Reception children's work.

It is imperative that children's work be marked when they are present, wherever possible, and that there is a dialogue during this marking procedure where the teacher explains what the child has achieved and the next steps. Teachers' comments, in relation to this dialogue may be written after the VF is given.

- Response to children's work should primarily be by verbal feedback (**VFG**), as at this point children cannot generally read and respond to written feedback. VF is a timely and effective means to provide children with feedback, suggest next steps and maintain a manageable and effective marking culture within the school.
- The marking key should be used to explain how a child completed the activity – WS, VS, Ind, Grp etc.
- Teachers/TAs should review the child's work and indicate if the SC has been met (**ticked**), partly met (**PM**) or if it remains a target (**T**).
- **No comments** need to be made, unless the adult marking the work wants to add an additional comment.
- Targets do not need to be re-written, as they will be evident on the SC.
- Children use the scale on the LI will indicate their level of confidence in the activity.

4.5 Use of the KWL Strategy in Topic Books:

- Children are encouraged to tick the 'What I Want to Know' statement on the KWL grid, when they think they grasp one of these concepts.
- The teacher can also tick this or use the code 'VFG' if they have spoken directly to the child about this.
- At the end of a topic, children will complete a short summary piece of writing that conveys what they have learnt throughout the topic. This end of unit written summary will be scaffolded where appropriate, according to age and individual needs, so that task is achievable. Teachers will then tick (not highlight) each fact/knowledge statement that is included in this piece of writing.

5. Spelling

Ensure that correct spellings are written clearly, using Nelson handwriting font.

5.1 Topic and English books:

KS1:

- Teachers to indicate 1 or 2 spellings for children to copy out on independent/extended pieces only. Teachers may choose to indicate the correct spellings of 1 or 2 key words in red on other pieces (e.g. sentence stacking lessons) to draw attention to them, but children would not be expected to copy them out. Year 2 teachers, please be aware that for moderation any spelling corrections in red pen would not count as independent corrections. Children will therefore first need the chance to make independent corrections.

KS2:

- For writing pieces within a unit of work (e.g. sentence stacking) where spelling errors are present, correct 1 and give the child the opportunity to practise the word twice at the bottom of the work. This word can be allocated during the lesson or when marking.
- In your selection of words try to prioritise statutory spellings or in topic lessons key vocabulary for most children. For children with SPLD and dyslexia, be aware of what appropriate spellings look like for them.
- Make sure children complete their spelling (green pen) at the start of lessons.
- On extended pieces, children should find and correct their own spellings as part of the editing process. Each child should therefore choose 2 spellings that they have corrected within the work to write out twice in green pen beneath their work, prioritising words from their word list. This will negate the need for teachers to allocate any spellings. If a child is not able to do this independently, please allocate them 2 words.

5.2 Maths books:

- If any provided key vocabulary (e.g. shape names or subject specific vocabulary) is spelt incorrectly, this should be indicated with the appropriate marking code and the correct spelling highlighted.

6. Marking Timeframe and responsibilities

6.1 Marking timeframes

Marking should be completed as soon as possible after the task has been completed and no later than by the following Monday. It is crucial that this is adhered to, so that errors can be quickly identified, and misconceptions clarified. All marking should follow the school policy.

6.2 Responsibility for marking

- All marking should be initialled by the person marking the work.
- Marking is not to be undertaken during library time, music lessons or timetabled workshops.
- TAs should not mark work, the exception being if they have worked with a child to complete the activity.
- TAs should not mark reading or maths assessments.

This policy is reviewed annually by the governing body.

Policy Agreed:	September 2026
Policy Review Date:	September 2027

7. Appendices

Appendix 1 - EEF Evidence review on feedback approaches and educational attainment in children and young people, (August 2021)

Research Application Summary

Recommendation 1	School Practice:
• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. • High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)	• Outcomes completed in children's English and topic books will be planned in accordance with the lesson's success criteria. • The success criteria in lesson slides will be shared with children, prior to completion of topic and English tasks alongside the Learning Intention (LI) for the lesson. • When reviewing outcomes of children's work, teachers will consider the outcome in accordance with the success criteria and overarching LI. • In maths, recorded work is preceded by teaching input that shows children how to relate a concept to a specific problem or context. A review phase is part of lesson design and this involves guided self-review of children's answers, with further explanation to extend learning and deepen understanding.
Recommendation 2	School Practice:
• Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. • Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. • Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.	• In English, outcomes of independent extended writing are highlighted according to Teacher Assessment Framework (TAF) statements for Y2 and 6 and to school devised TAF equivalents for other year groups. <i>'Models of excellent work can form a basis for feedback, particularly when a teacher highlights the successful aspects.'</i> <i>Ofsted Research Review Series: English July 2023</i> • In English, yellow highlighting indicates an aspect of the outcome that evidences achievement of the TAF statement. • Green highlighting is used to indicate any aspect of success in the work that is beyond the stated requirements of the lesson. • Topic outcomes will be marked in the same way, with an equal focus on successful writing and literacy skills across the curriculum.

	• Topic marking will also recognise the correct use of key subject vocabulary within the outcome and any reference the child has made to the key knowledge within the topic, including their demonstration of it. • In maths, a review phase is part of lesson design. This involves guided self-review of children's answers, with further explanation to extend learning and deepen understanding.
Recommendation 3	School Practice:
• Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.	• The highlighting of successful components of children's recorded outcomes ensures a feedback process that celebrates the positives of each child's individual achievements. • This process will also be used to encourage specific aspects of improvement. For example: ○ The targeted highlighting of capital letters and full stops, (where these are being encouraged) ○ The stated expectation that children include key facts in their topic writing. • Topic work 'builds' to a sustained piece of writing in which children summarise the key knowledge they have learnt, in the same way that English lessons 'build' towards application of taught genre-specific written features in an independent piece of extended writing.
Recommendation 4	School Practice:
• Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. • The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely	• The means of recognising successes in children's recorded outcomes by highlighting these, ensures that feedback relates directly to children's work and is visually accessible to all children. <i>'Written feedback can be time-consuming for teachers. There is also a risk that the pupils might not read feedback, or that they might not be able to understand it or act on it independently.</i> <i>Oral feedback is an effective alternative. For example, the teacher might note gaps or common errors in pupils' work and then give feedback to the whole class.'</i> <i>Ofsted Research Review Series: English July 2022</i>

to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.	- Where marking codes are used to address errors in written outcomes [topic, English and maths (such as the misspelling of a given mathematical term)] this will be followed up verbally with the child. - Teacher marking in maths is minimal, but it is regular, visual and responsive.
Recommendation 5	School Practice:
- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. - However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.	When feedback is given to a child about a specific aspect of their written work, the code VFG is indicated. This is particularly relevant to maths, when a child's misconception or error has been addressed directly within the lesson.
Recommendation 6	School Practice:
Enacting these recommendations will	Policy changes (2023 – 2024) referred to during September INSET 2023.

require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.	- Half termly book looks are scheduled throughout the year, to embed policy, disseminate good practice and inform school actions to ensure consistency and maximum positive impact. - Monitoring overseen by subject leaders, phase leaders and the SLT will measure the impact on progress and attainment.
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Appendix 2 – Presentation Expectations and Teacher Marking Code Key (on stickers on the inside book covers)

EYFS & KS1



KS2

Be Proud of Your Book



- Always write the date
- Take pride in presentation
- Use your neatest handwriting
- Underline dates and titles with a ruler
- Draw one line (with a ruler) through mistakes
- No doodling

Appendix 3 – Teacher Marking Codes:

EYFS

- VFG – Verbal Feedback Given
- Ind – Individually (completed)
- Grp – Group task
- WS – The child completed the task ‘with support’*
- VS – Visual Support
- Group ratio 1: (Indicates the adult: child ratio)
- Initial ____ (Initial of the adult who has assessed the work)

Y1 – Y6

- VFG – Verbal Feedback Given
- Grp – Group task
- WS – The child completed the task ‘with support’*
- PA – Peer Assessment
- SA – Self Assessment
- Group ratio 1: (Indicates the adult: child ratio)

*Children with SEND who regularly receive support from an adult, will have a further label alongside the outcome of work which indicates the nature and extent of the support received by the child during completion of the task.

Literacy - Support (WS) key (Helped to / with...)	
Scribe word/sentence	
Sound out word	
Sound chart / red words	
Identify GPC	
Letter formation	
Construct and hold sentence	

Maths - Support (WS) key (Helped to/ with...)	
Number formation	
Identify numbers	
1:1 Correspondence	
Match number to quantify	
Shape vocab and properties	
Measure /size /time vocab	

Appendix 4 – Marking Codes

Marking Code for Writing

- When these codes are used, an explanation must be provided to the child, so they understand the code, as well as how they can improve their work.
- All marking is to be done in red pen. When correcting technical errors, the following code is to be used.

Marking code EYFS and KS1

Incorrect spelling	~~
Something is missing	^
Incorrect case (underline letter)	<u>a</u>
Full stop missing	↓
Make this word better	[]
Start here	←
Finger space	∩
Sound out	
Incorrect tense (Y2 from summer term)	^t []
Correct maths answer	✓
Incorrect maths answer (follow-up/GPQ if needed)	.
Impressed my teacher	 or 

Marking Code KS2

Incorrect spelling (symbol underneath word)	~~
Word / phrase is missing	Λ
Incorrect / missing punctuation	Δ
Improve this sentence/word	[]
Incorrect case (circle the letter)	○
Incorrect tense	^t []
New sentence needed	/
New paragraph needed	//
Correct maths answer	✓
Incorrect maths answer (follow-up/GPQ if needed)	·

Appendix 5 – Teacher Assessment Framework (TAF) Statement Stickers

- write simple phrases and sentences that can be read by others	Y1 WT	- write sequenced sentences to form short narratives, re-reading to check they make sense.	Y1 WA
- write recognisable letters, most of which are correctly formed, including starting and finishing in the right place		- leave spaces between words	
- spell words by identifying sounds (phonemes) and representing them with one or more letters, in a way that is often phonically plausible		- demarcate some sentences with capital letters and full stops, question marks or exclamation marks	
		- join words and clauses using 'and'	
		- begin to use capital letters for names (including people, places and days of the week) and for the personal pronoun 'I'.	
		- segment words containing the 40+ taught phonemes and represent these using graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
		- spell many Year 1 common exception words (English Appendix 1)	
		- form lower-case letters in the correct direction, starting and finishing in the right place	
		- form letters (including capitals) of the correct size in relation to each other in some writing.	
- write effectively, coherently and consistently for different purposes, drawing on reading to inform the vocabulary and grammar of writing	Y1 GDS	- use the punctuation taught in Year 1 correctly	
- use the punctuation taught in Year 1 correctly (As detailed in English Appendix 2: spaces between words; capital letters, full stops, question marks and exclamation marks to demarcate sentences; capital letters for names and the personal pronoun 'I') with good consistency		- spell Year 1 common exception words, including the days of the week (See English Appendix 1) with good consistency	
- spell Year 1 common exception words, including the days of the week (See English Appendix 1) with good consistency		- correctly spell words that require regular plural suffixes (-s/-es) and -ing, -ed, -er and -est with no change to the root word, as well as the prefix un-.	
- form lower case letters, capital letters and digits in the correct direction, orientation and size in relation to one another.			
- write sentences that are sequenced to form a short narrative (real or fictional)	Y2 WT	- write simple, coherent narratives about personal experiences and those of others (real or fictional)	Y2 WA
- demarcate some sentences with capital letters and full stops		- write about real events, recording these simply and clearly	
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others		- demarcate most sentences with capital letters and full stops	
- spell some common exception words (see English Appendix 1)		- use question marks correctly when required	
- form lower-case letters in the correct direction, starting and finishing in the right place		- use present and past tense mostly correctly and consistently	
- form lower-case letters of the correct size relative to one another in some writing		- use co-ordination (e.g. or / and / but) to join clauses	
- use spacing between words		- use some subordination (e.g. when / if / that / because) to join clauses	
		- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
		- spell many common exception words (see English Appendix 1)	
		- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
		- use spacing between words that reflects the size of the letters.	
- write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of writing	Y2 GDS	- make simple additions, revisions and proof-reading corrections to their own writing	
- use the punctuation taught at key stage 1 mostly correctly (As detailed in English Appendix 2: spaces between words; capital letters, full stops, question marks and exclamation marks to demarcate sentences; capital letters for names and the personal pronoun 'I'; commas to separate items in a list; apostrophes for missing letters and singular possession e.g. 'the girl's name')		- spell most common exception words (English Appendix 1)	
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly. See English Appendix 1)		- use the diagonal and horizontal strokes needed to join some letters.	
- use the diagonal and horizontal strokes needed to join some letters.			

- demarcate most sentences with capital letters and full stops	Y3 WT
- form letters (including capitals) and digits of the correct size, orientation and relationship to one another most of the time, with appropriately sized spaces between words	
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	
- spell many words with taught GPCs correctly and make phonically-plausible attempts at others	
- spell correctly many KS1 common exception words (English Appendix 1)	

- write for different purposes, beginning to use paragraphs to group related material and using layouts suited to text type	Y3 WA
- in narratives: begin to create settings, characters and plot	
- include direct speech punctuated by inverted commas	
- use the range of previously taught punctuation mostly correctly (inc. capital letters, full stops, question and exclamation marks, commas for lists and apostrophes for contraction and singular possession)	
- use 'a' or 'an' correctly most of the time	
- use conjunctions, adverbs and prepositions to express time and cause (e.g. conjunctions - when, before, after, while, so, because; adverbs - then, next, soon, therefore; prepositions - before, after, during, in, because of)	
- include subordinate clauses using a range of conjunctions, including 'when', 'if', 'because', and 'although'	
- use verb tenses mostly correctly across the writing, including present perfect when used	
- spell correctly some words from the year 3 / year 4 spelling list	
- mostly use a neat, joined handwriting style with increasing accuracy	

- write effectively, with an understanding of purpose and audience, making deliberate ambitious word choices to add detail, effect and to engage the reader	Y3 GDS
- use an increasingly wide range of sentence structures, including sometimes varying the position of subordinate clauses	
- use the full range of taught punctuation correctly (capital letters, full stops, question and exclamation marks, commas for lists, apostrophes for contraction and singular possession and direct speech punctuation including inverted commas)	
- spell with a good level of accuracy, including spelling many of the Year 3 and 4 statutory spelling words correctly	

- write for a range of purposes	Y4 WT
- begin to use of paragraphs to organise ideas	
- in narratives, create 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)	
- often use capital letters and full stops to demarcate sentences, and sometimes use question marks, commas for lists and apostrophes for contraction	
- begin to spell correctly some words from the year 3 / year 4 spelling list	
- write legibly	

- write for different purposes, using paragraphs to group related material and layouts suited to text type	Y4 WA
- use the range of previously taught punctuation mostly correctly (inc. capital letters, full stops, question and exclamation marks, commas for lists and apostrophes for contraction and singular possession) and begin to use apostrophes for plural possession	
- use all necessary punctuation in direct speech with a good level of accuracy, including a comma after the reporting clause and always ending with punctuation within the inverted commas	
- include fronted adverbials in writing, in most cases punctuated correctly with a comma (e.g. Later that day, I heard the bad news.)	
- use a wider range of conjunctions in multi-clause sentences	
- expand noun phrases by adding modifying adjectives, nouns and/or prepositional phrases (e.g. the heroic soldier with unbreakable spirit)	
- use verb tenses mostly correctly across the writing, including present perfect when used	
- spell correctly most words from the year 3 / year 4 spelling list	
- use a neat, joined handwriting style with increasing accuracy and speed	

- write effectively, with an understanding of purpose and audience, making deliberate ambitious word choices to add detail, effect and to engage the reader	Y4 GDS
- sometimes apply learning about Standard and Non-Standard English to their own writing, for example when writing dialogue for characters	
- use the full range of taught punctuation correctly (capital letters, full stops, question and exclamation marks, commas for lists, apostrophes for contraction and singular/plural possession, direct speech punctuation including inverted commas and commas after fronted adverbials)	
- proofread consistently, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion	

- write for a range of purposes	Y5 WT
- use paragraphs to <u>organise</u> 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	
- spell correctly many words from the year 3 / year 4 spelling list, and begin to spell words from the year 5 / year 6 spelling list	
- write legibly	

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	Y5 GDS
- distinguish between the language of speech (e.g. contracted verb forms, colloquialisms...) and writing	
- use the full range of taught punctuation correctly (capital letters, full stops, question and exclamation marks, commas for lists and after fronted adverbials, apostrophes for contraction and singular/plural possession, all direct speech punctuation, commas to clarify meaning and brackets, commas and dashes for parenthesis)	
- edit confidently, proof-reading punctuation and spelling (including complex homophones), ensuring verb tenses are correct and consistent throughout, and removing or replacing unnecessary repetitions	

- write for a range of purposes	Y6 WT
- use paragraphs to <u>organise</u> 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	
- 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	

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	Y6 GDS
- distinguish between the language of speech (e.g. contracted verb forms, colloquialisms...) and writing, and choose the appropriate register	
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
- <u>use</u> the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	

- write for a range of purposes and audiences, making choices about language, structure and <u>organisation</u>	Y5 WA
- in narratives: describe settings, characters and atmosphere; use dialogue to convey character and advance the action with increasing confidence	
- use taught punctuation mostly correctly (inc. capital letters, full stops, question and exclamation marks, commas for lists and after fronted adverbials, apostrophes for contraction and singular/plural possession, and all direct speech punctuation) and begin to use commas to clarify meaning and brackets, commas and dashes for parenthesis	
- use words and phrases to link sentences within paragraphs, and paragraphs to one another, including adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	
- include relative clauses beginning with a relative pronoun	
- use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might...	
- ensure verb tenses are mostly correct/consistent across the writing	
- spell correctly many words from the year 5 / year 6 spelling list	
- join writing legibly, fluently and with increasing speed	

- 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)	Y6 WA
- in narratives, describe settings, characters and atmosphere	
- integrate dialogue in narratives to convey character & advance the action	
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms 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 within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)	
- 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	

EYFS TAF

- Write some or all of their name.	EYFS WT
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	
- Write some letters accurately.	

- Write recognisable letters, most of which are correctly formed.	EYFS GDS
- Spell words by identifying most sounds in them and representing the sounds with a letter or letters.	
- Write simple phrases and sentences that can be read by other.	

- Form some lower-case and capital letters correctly.	EYFS WA
- Spell words by identifying some of the sounds & then writing the sound with letter/s.	
- Write short sentences with words with known GPC, using a capital letter and full stop.	
- Re-read what they have written to check that it makes sense.	
- form lower-case letters in the correct direction, starting and finishing in the right place.	