

Rationale and assessment criteria:

Intent

The aim of this document is to align the National Curriculum (NC) for writing in key stages 1 and 2 with Trust wide expectations for progression and assessment.

All key stage 1 and 2 pupils will be assessed using the Consortium Trust Writing Framework document.

This framework sets out the order in which teachers are expected to teach the NC content so that skills are built upon sequentially, termly and yearly.

Where pupils are working significantly below their key stage, teachers should use pre-key stage standards to determine progression in teaching, identifying accurate next steps and planning accordingly. The use of [this guidance](#) will form the basis of teacher assessment judgments for pupils engaged in subject specific learning but who are working out of key stage.

Where pupils are not engaged in subject specific study the [engagement model](#) should be used.

It is a Trust expectation that school's use the framework as their sole document for assessing writing against the National Curriculum outcomes.

Grids should be kept in pupil's books or in an assessment folder.

Implementation

Teachers will use the writing framework documents to support planning throughout each term.

Schools will review their texts and ensure that they effectively support pupils to practice the core content whilst modelling strong examples and providing a stimulus for writing.

In line with the intent, the content should be taught in termly order. Teachers should adapt texts (with school leaders approval) to ensure termly content is fully taught each term.

Teachers are encouraged to use the content to create model texts which showcase skills. The use of AI is encouraged where teachers edit and proof-read texts in advance of teaching.

The documents should be available to all teachers and leaders and used to identify strengths and weaknesses across the cohort. Leaders are required to monitor the implementation and impact of teacher assessments.

There is an expectation that handwriting is perfectly joined and consistent and most words (including subject specific and CEW) are spelt correctly.

Letter formation should be accurate, and staff should model correct formation and provide timely and accurate feedback to pupils.

Impact

Consortium Trust assesses writing once per term and all outcomes are reported using Arbor.

Grade	Guidance
GDS	The writer engages the reader through deliberate choice of language – demonstrating a consistent and controlled writers voice inspired by experiences or their reading.
EXS	Where all descriptors for the term are fully met.
WTS	Not all descriptors in the term are met in full.
PKS or EM	Where pre key stage outcomes are applicable or the engagement model is in place apply the criteria as per national descriptors
Pupils with a particular weakness:	Must have an identified diagnosis. Teachers must provide evidence of what they have put in place, over and above general practice, to allow this child to succeed.

Outcomes are tracked in line with both National KS2 outcomes, and the progress made by individual pupils from the end of reception.

The Trust aim is for RWM outcomes and writing outcomes to increase to at least in line with national.

Pre Key Stage 1 Standards in writing:

	The pupil can:
Standard 1	<ul style="list-style-type: none"> say an appropriate word to complete a sentence when the adult pauses – for example: ‘We’re going to the... zoo/park/shop/beach’ draw lines or shapes on a small or a large scale – for example: on paper, in the air, or in sand
Standard 2	<ul style="list-style-type: none"> say a clause to complete a sentence that is said aloud – for example: ‘When we went to the beach today... we ate ice cream / I played in the sand / it was hot’ correctly form most of the 10, or more, lower-case letters in Standard 2 of English language comprehension and reading identify or write these 10, or more, graphemes on hearing corresponding phonemes
Standard 3	<ul style="list-style-type: none"> make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know correctly form most of the 20, or more, lower-case letters in Standard 3 of English language comprehension and reading identify or write these 20, or more, graphemes on hearing the corresponding phonemes spell words with known graphemes by identifying the phonemes and representing the phonemes with graphemes – for example: in, cat, pot.
Standard 4	<ul style="list-style-type: none"> make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed form most lower-case letters correctly identify or write the 40, or more, graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs – for example: frog, hand, see, chop, storm, splash spell a few common exception words – for example: I, the, he, said, of
Standard 5	<p>working towards the KS1 expected standard</p> <ul style="list-style-type: none"> write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops. segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.
Standard 6	<p>working at the KS1 expected standard</p> <ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and 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* 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.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.