



# Writing Curriculum and Assessment Support Package

## Guidance Notes

The documents in this package are designed to support teachers in the **planning, delivery and assessment** of the English writing curriculum. All documents can also be found in the 'Curriculum Support and Assessment Package' folder on the Assessment page on the Merton Extranet.

There are three types of document in this package:

### 1. **Progression maps** for all areas of the writing curriculum:

- Composition, Cohesion & Effect
- Word, Sentence & Paragraph
- Transcription: handwriting and spelling

The progression maps provide:

- Links to pupils' work that exemplifies age-related-expectations or greater depth for statements in the National Curriculum
- Progression of skills and knowledge across all year groups
- The Teacher Assessment Framework statements for Years 2 and 6
- Statutory NC statements
- Non-statutory guidance from the NC
- Additional statements provided by HertsforLearning

### 2. **Samples of work** exemplifying objectives in the National Curriculum, annotated to give guidance on:

- How pupils might demonstrate their understanding of specific objectives in their writing
- Writing that shows pupils are 'secure' in their application of the exemplified objectives
- What ARE application of specific objectives looks like.

### 3. **Additional guidance documents** about specific aspects of the grammar curriculum

## Principles

The National Curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

This is best achieved through an **English curriculum** that:

- focuses on **high quality, authentic texts from a range of cultures**, that enable pupils to analyse **how authors use language features and grammar structures**; and the **effect these have on the reader**;
- makes **explicit links** between what pupils read and what they write;
- makes links between the **grammar** that is being taught and how it can be **applied with purpose within the focus genre** in written work;
- allows pupils time to **develop, discuss, explore and present their ideas and vocabulary choices**, the ways that these may be applied and how they may meet the context and purpose of the writing.

## 1. Progression Maps

The curriculum has been designed such that each year group's work builds on the skills of previous years and phases. The progression maps support in ascertaining where there are gaps in pupils' learning across the primary phase - progression can be tracked back according to the skill being developed, supporting provision for pupils who are not yet working at age-related expectations.. It is recommended that KS1 teachers also refer to the Early Years Outcomes documents to identify skills which build towards the Early Learning Goal for Writing.

Careful assessment should be made of pupils working below or towards age-related expectations before tracking back – it may be that pupils are working out of phase overall but that they are able to access the year group objectives for specific skills. This should be taken account of for each lesson. **Wherever possible and appropriate, pupils should be supported in accessing the age-related programme of study through the planning of targeted support to meet their needs.**

merton		Merton Curriculum and Assessment Support Package – Progression Map				English
		Writing: Word, Sentence and Paragraph level skills				
Key:		National Curriculum statements	Non-statutory National Curriculum guidance	Teacher Assessment Frameworks (TAFs)	Additional statements from EYF	Exemplification links
* Refers to TAF statements that appear in more than one strand of learning						
Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word level skills	Regular plural noun suffixes -s or -es (for example, dog, dogs, wish, wishes), including the effects of these suffixes on the meaning of the noun <i>NF1-1</i>	Formation of nouns using suffixes such as -ness, -ed and by compounding (for example, whiteboard, supermarket)  Formation of adjectives using suffixes such as -ful, -less (a list of suffixes can be found in the year 2 spelling section in English Appendix 2)		The grammatical difference between plural and possessive -s	Converting nouns or adjectives into verbs using suffixes (for example, -ate, -ise/-ize)	
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helping, helps)	Use of the suffixes -er, -est in comparative adjectives and the use of -ly in Standard English to turn adjectives into adverbs. <i>N2-2/NF2-3</i>				
	How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing, undo the knot)		Formation of nouns using a range of prefixes (for example super-, anti-, auto-)		Verb prefixes (for example, dis-, mis-, over- and re-)	
			Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)			How words are related by meaning as synonyms and antonyms (for example, big, large, little)  The pupil can use a range of devices to build cohesion (e.g. conjunctions, adverbs of time and place, pronouns and appositives) within and across paragraphs. *
Sentence level skills Punctuation	Leaves spaces between words Pupils should be taught to recognise sentence boundaries in spoken sentences					Uses full range of punctuation accurately to demarcate sentences; within sentences uses commas to mark grammatical boundaries (with occasional lapses of accuracy), apostrophes and ellipses for omission or to suggest a shift in time, place, mood or subject. <i>N6-4</i>
	Begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks. <i>N2-2/NF2-2</i>	Uses capital letters, full stops, question marks and exclamation marks to demarcate single and multi-clause sentences. <i>NF2-3</i>				The pupil can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) Refer to Appendix 2 to see the full range.
	Punctuates most single clause sentences with a capital letter and a full stop.	The pupil can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.				

Classification codes for annotated pieces of work that exemplify that statement or objective (e.g. *NF1-1* or *N6-3*).

Progression across the primary phase can be tracked back according to skill to aid provision for pupils working below age-related expectations.

Using the progression maps to support planning for pupils working below or towards age-related expectations:

1. Start with the pupil's latest assessment: which phase are they working within?
2. What skill are you teaching from your programme of study?
3. Use the grid to identify gaps from previous years that build towards that skill.
4. Adapt expectation/ activities accordingly for that pupil.
5. Consider further necessary access support e.g. visuals, writing frames, sentence starters, target group, IT access, differentiated texts.

<b>Name</b>	<b>Most recent assessment</b>	<b>Action</b>
Jesina Yr2	ELG (BARE) = ARE Reception	Use Yr1 curriculum as a starting point for learning. Consider necessary individual access arrangements.
Billy Yr3	A5 (WTS) = ARE end Yr2	Teach Yr3 curriculum. Consider necessary individual access arrangements.
Jijun Yr4	A5 (BARE) = ARE end Yr2	Use Yr3 curriculum as a starting point for learning. Consider necessary individual access arrangements.
Sami Yr5	B5 (WTS) = ARE end Yr4	Teach Yr5 curriculum. Consider necessary individual access arrangements.
Ellie Yr6	B1 (BARE) = developing Yr3	Use Yr3 curriculum as a starting point for learning. Consider necessary individual access arrangements.

## **2. Samples of pupils' work**

**The samples of work are intended to be used as guidance and reference only to support planning, delivery and assessment in wider terms** and are structured to demonstrate to teachers what objectives may look like in pupils' writing. They are not intended to be 'ARE pieces of writing' and may, indeed, include pieces that are below or above ARE for objectives other than those which are being exemplified.

Wider assessment of pupils' work should be made in consideration of range of writing across a number of genres. Judgement of security should not be based on the number of times that a pupil demonstrates a skill, but rather on the teacher having sufficient evidence to show that the pupil is confident in his or her application of it.

The curriculum is structured in three phases and it is recommended that teachers use the materials to familiarise themselves with objectives from across their phase, developing a clear understanding of how pupils are expected to progress in their writing through the year groups. Colleagues should be aware that some learning objectives occur in more than one place within the grids as they provide the basis for a range of skills further up the curriculum.

For each year group there are examples of writing from fiction and non fiction genres. Each sample includes:

- a) A handwritten copy of the piece of writing with a brief context summary;
- b) A list of the NC learning objectives and Teacher Assessment Framework statements that are exemplified within the piece;
- c) Annotation which links the statements with examples of where and how the pupil has met the objective within the text.
- d) A typed transcription of the piece of writing (in a separate document)

It is impossible to fully capture in the annotated examples, how secure a pupil may be in those objectives that are assessed orally or that require conferencing with the pupil. When making judgements about a pupil's security or depth of understanding, the following should be taken into account:

- Is the pupil able to **discuss and explore** ideas when **planning** their work?
- How confident is the pupil in **editing, evaluating and discussing** their work, taking into account the audience and purpose of the task?
- How well does the pupil **structure** their writing in accordance with the conventions of the chosen genre?
- Does the pupil make conscious choices when **applying grammatical skills** in order to create an effect for their reader?
- Is the pupil able to **refer to technical terms** and **use** these to talk about their work?
- Is the pupil **developing stamina** in longer pieces of written work?

Classification code

Exemplified objectives from National Curriculum and Teacher Assessment Frameworks (Yrs 2 & 6 only)

Context

Work sample

<p><b>Year 3 NB-1</b></p> <p>Narrative - Story</p> <p>1/1</p> <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>• Cross curricular</li> <li>• Independent first draft following planning session</li> </ul>	<p><b>Exemplification of:</b></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Begins to use paragraphs as a way to group related material</li> <li>• Begins to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Expresses time, place and cause using conjunctions, prepositions and adverbs</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Drafts and writes by creating settings, characters and plot in narrative</li> <li>• Drafts and writes by organising paragraphs around a theme</li> </ul>	
<p>The student has written a narrative story. The text is written in cursive and includes several paragraphs. The story appears to be about a character named Cleopatra and a character named Julius Caesar. The student has used paragraphs to group related material and has used various conjunctions, prepositions, and adverbs to express time, place, and cause.</p>	<p>The student has continued the narrative story. The text is written in cursive and includes several paragraphs. The student has used paragraphs to group related material and has used various conjunctions, prepositions, and adverbs to express time, place, and cause. The student has also used nouns and pronouns appropriately for clarity and cohesion.</p>	
<p><b>Drafts and writes by organising paragraphs around a theme</b></p> <p><b>Begins to use paragraphs as a way to group related material</b></p> <ul style="list-style-type: none"> <li>- uses paragraphs to indicate the stages in the narrative structure</li> <li>- clear changes in setting or action indicated by break in paragraphs</li> <li>- structural chronology guides reader through using a range of time adverbials (once, tomorrow, one night, etc), as they arrive, when it was midnight, next afternoon)</li> </ul>	<p><b>Begins to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></p> <ul style="list-style-type: none"> <li>- a range of different pronouns are used to avoid repetition and add cohesion through the text (personal pronouns: he, she, they; possessive pronouns: her, their; relative pronouns: who, relative pronoun: himself)</li> </ul>	<p><b>Expresses time, place and cause using conjunctions, prepositions and adverbs</b></p> <ul style="list-style-type: none"> <li>- a range of adverbials are used showing different grammatical structures</li> <li>- using conjunctions (expressing time: while drinking creamy hot chocolate, when it was midnight, as night fell)</li> <li>- using prepositions (expressing time: in the morning; expressing place on their backs, in the darkness of the large room, in the captain; expressing cause: because relaxing location by a sunny army)</li> <li>- using adverbs (expressing time: late in the morning; next afternoon; afterwards, he acted, then below, happily ever after)</li> </ul>

Annotations and extracts from work sample which demonstrate how the objective has been exemplified

### **3. Additional grammar guidance documents**

Where the teaching of grammar is most effective, it is embedded within the wider English curriculum and addressed in both of reading and writing lessons. In order for this to be successful teachers' subject knowledge must be strong.

The following documents in the package have been written to support teacher subject knowledge of the grammar curriculum. They are also available on the Merton Primary English Extranet page:

- Expanding noun phrases to add detail (yrs 1-6)
- Expressing time, place and cause using adverbs, prepositions and conjunctions (LKS2)
- Getting to grips with adverbials (LKS2)
- Using parenthesis (UKS2)
- What do we call connectives now?
- Sentence forms: a guide for KS1 teachers
- An overview of 'to have' and 'to be' as auxiliary verbs
- An overview of the perfect and progressive verb forms (yrs 2-6)
- Using the Subjunctive Mood (yr6)
- Planning a unit of writing: a checklist (yrs 1-6)
- Writing Genres: Key Features and Grammar Progression ([Merton 2015](#)) (yrs 1-6)

Should you require further support with or training in grammar subject knowledge, please contact Sigi Leigh ([sigi.leigh@merton.gov.uk](mailto:sigi.leigh@merton.gov.uk)).

## Accessing the Extranet

- Google 'Merton extranet'
- Click on 'School Improvement Services – Merton Council'
- Scroll to the bottom of the page – click on 'Extranet site' link under the 'Contact Us' heading
- Log in with Igfl details
- Use menu on the left hand side of the page to find required information:
  - Primary English:
    - i. Grammar guides
    - ii. Planning support
    - iii. Subject leader support
  - Assessment:
    - iv. Curriculum and Assessment package
    - v. English and maths progression grids
    - vi. Maths exemplification doc
  - Primary Maths:
    - vii. Pitch and expectation document
    - viii. Wandsworth and Merton themes
    - ix. Subject leader support

