



Caslon Primary Community School,
Beecher Bear Daycare and Nursery,
Beech Tree SEMH Base and Tree Acre
(Early Years Inclusion Hub)

WRITING POLICY
(updated July 2025)

Aims:

- To develop in our pupils the ability to communicate effectively in speech and writing.
- To listen with understanding.
- To enable our children to become fluent and skilful writers
- To develop the skills to write for a wide range of purposes and in a wide range of genres.

To develop our pupils as Writers we:

- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit to improve their own writing.
- Give individual writing targets.
- Show them how to use punctuation to make meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

Curriculum Organisation

In the Foundation Stage the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning. In Key Stage 1 and 2 writing skills are delivered through the specific area of English and applied and enhanced in cross-curricular activities.

Teachers provide activities which are interesting and motivating and provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language such as phonics (See Early Reading Policy) and grammar so that children learn what they need to know in a systematic way. At least 5 hours of English is delivered each week with spelling and handwriting skills taught in daily short sessions.

Our teaching is planned from the National Curriculum and Development Matters in the Early Years. We plan English sessions flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained. Some more time in the week is set aside for independent reading and writing when this is appropriate.

We make clear to children the qualities and success criteria we are looking for in their work.

Within Beech Tree SEMH Base, pupils will be taught a broad curriculum which will cover age and stage appropriate skills. Staff discretion will be used to determine the approaches used to teach these skills and always aim to build on prior learning. Although it will be the intention to cover as much of the National Curriculum content as possible, meeting the pupils' SEMH needs will take priority.

We use a whole school approach to teaching English:

LITERACY TREE:

Literacy Tree is a complete, book-based platform for primary schools, which is based around our 'Teach Through a Text' pedagogy, covers and embeds all National Curriculum requirements and places audience and purpose at the core.

Literacy Tree's primary focus through its book-based pedagogy is to motivate children to write for a range of audiences and purposes using high-quality, diverse children's literature by significant authors. We do this by helping schools immerse children in a range of literary worlds and themes, heightening engagement and creating curiosity through process drama, discussion and debate. This allows them to see themselves represented and explore the lives and experiences of others.

There are different sections which are taught together to create a whole school English scheme of work. It is consistent across all year groups. The sections are as follows:

Writing Roots are book-based planning sequences providing comprehensive curriculum coverage, engaging children to write with a clear audience and purpose. This forms the backbone of our 'Teach Through a Text' pedagogy.

Teachers will plan and deliver Writing Roots units and use the appropriate resources. Teachers will have access to all texts taught and should share these with the class each lesson.

Spelling Seeds teach spelling and vocabulary in context through investigation and application. These sequences complement Writing Roots, using the same texts for additional short writing opportunities.

Spelling Seeds are taught as a sequence:

1. Give out list of spellings to focus to/learn for homework
2. Investigation
3. Practice
4. Application

5. Homework task

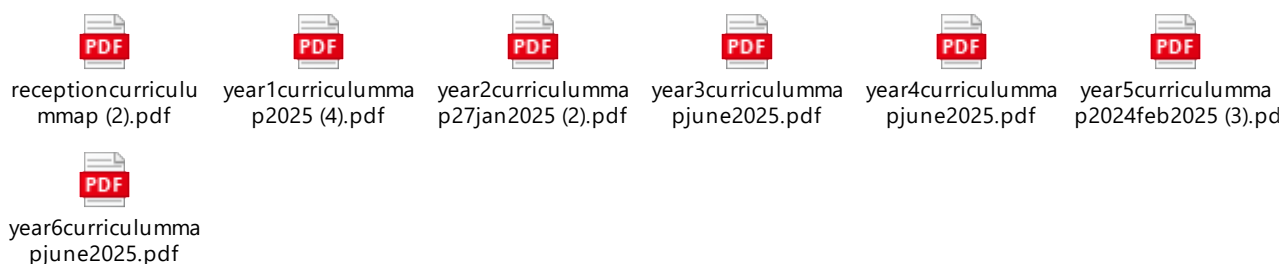
In Early Years and Key Stage 1, Ruth Miskin's Read, Write Inc. Phonics program is delivered to support the learning of phonics for early reading and writing skills.

Following on from this, as pupils complete the phonic programme, they move onto Spelling Seeds.

Vocabulary Vines are a support source to the Writing Roots and Spelling Seeds. They are explicitly identifying vocabulary from the book and providing additional opportunities for paired, small group and whole class experimentation with this vocabulary in context. Vocabulary Vines further complement spelling development too through exploration of the morphology (word structure) and etymology (origins) of words. They also provide oracy opportunities through a focus on talk tasks and on oral sentence construction. They are designed for short burst oral and vocabulary development

Literary Leaves enhance reading comprehension with sequenced activities that guide children through whole books, creating critical readers. These use novels, poetry collections, and high-quality non-fiction books connected to Writing Roots through Literary Themes. (***see reading policy for more detail***)

See curriculum maps below for books and genres covered in each year group:



Punctuation and Grammar are taught through the Writing Root lessons. All classes are required to have the relevant word classes displayed in their classroom. Expected coverage is as follows:

YEAR ONE Grammar coverage					
Write a simple sentence starting with a noun/proper noun	To orally use simple coordinating conjunctions: <i>and, but</i>	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an “-s” or “-es”	Orally devise alliteration: <i>a cool cat</i> <i>a sneaky snake</i>	Comparative and superlative adjectives, adding, “-er” and “-est” to regular adjectives:

					<i>fast – faster – fastest</i>
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction “and”	Use a capital letter for “I”	Suffixes of verbs, adding “-ed” or “-ing”	Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>	Choose a specific noun: “Alsatian” rather than “dog”
Finish the sentence with a full stop	Use adverbs of sequence: <i>first, second, then</i>	Start sentences with a capital letter	Use the prefix of “un-” to create antonyms: <i>happy – unhappy</i> <i>kind – unkind</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Subject-verb agreement with “I” and “he/she” with “to do” , “to be” and “to have” : <i>I/you/we have</i> <i>he/she has</i> <i>I/you/we do</i> <i>he/she does</i> <i>I am</i> <i>you/we are</i> <i>he/she is</i>	Use capital letters for days of the week	Use determiners: <i>the, a, an, my, your, his, her</i>	Use question marks	Use exclamation marks
First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in “-ly”		
Spelling			Sentence/grammar lessons		
Singular and plural (+ “-s” or “-es”)			Writing simple sentences in the first, second and third person (subject-verb agreement) – <i>I am happy. You are happy. He is happy.</i>		
Conjunctions (<i>and, but, then, so</i>)			Write a simple sentence starting with a proper noun		
Adjectives (non-gradable) – colour, size, age			Noun phrases – <u>adjective + noun</u> or <u>adjective + adjective + noun</u> or <u>determiner + noun</u> or <u>determiner + adjective + noun</u>		
Pronouns (<i>I, he, she, you</i>)			Write a simple sentence but add an adjective – <i>He has a red ball.</i>		
Common nouns			Write a simple sentence and add an adverb of manner (“-ly”) – <i>I play nicely.</i>		
Proper nouns – own names/days of the week			Write a simple sentence with a regular simple past tense verb (adding –ed) – <i>He worked in the classroom.</i>		
Verbs: simple-past-tense regular verbs, adding either “-ed” or “-ing”			Write a sentence in simple present continuous tense (“to be” + “-ing”) – <i>He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.</i>		
Verbs: Present tense for “to be” , “to do” and “to have” (<i>I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is</i>)			Use capital letters at the beginning of a sentence and full stops		
Connectives of sequence (<i>first, second, last, next, then</i>)					

<p>Determiners (<i>the, a, my, your, an, this, that, his, her, some, all</i>)</p> <p>Simple adverbs ending in “-ly” (<i>nicely, madly</i>)</p> <p>Prefix “un-” (<i>happy – unhappy, kind – unkind, tie – untie</i>)</p> <p>Comparative and superlative adjectives where you add “-er” or “-est”</p> <p>Prepositions</p> <p>Days of the week</p> <p>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</p>	<p>Subject-verb agreement with “I”, “you”, “we” and “he/she” for the verbs “to do”, “to be” and “to have”. (<i>I/you/we <u>have</u>, he/she <u>has</u>, I/you/we <u>do</u>, he/she <u>does</u>, I <u>am</u>, you/we <u>are</u>, he/she <u>is</u></i>)</p> <p>Write a question with a question mark</p> <p>Write a word/phrase or sentence with an exclamation mark</p> <p>Capital letters – “I”, proper nouns, days of the week</p> <p>Changing general nouns to specific nouns, eg, “car” to “Ferrari”</p> <p>How to use prepositions in a sentence</p> <p>Alliteration</p> <p>Similes</p> <p>Write a sentence using “and”</p>
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YEAR TWO Grammar coverage			
Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i>	Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i>	Ask a question and use a question mark	Form simple past tense by adding “-ed”: <i>He played at school.</i>
Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)	Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i>	Command, using the imperative form of a verb: <i>give...</i> <i>take...</i>	Use past continuous (progressive) tense <i>He was playing at school.</i>
Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i>	Subordinate conjunctions to create a complex sentence: <i>when</i> <i>if</i> <i>that</i> <i>because</i>	Write a sentence that ends with an exclamation mark	Using commas to separate lists: <i>He had a bag, ball and carpet.</i>
Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i>	Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)	Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i>	Apostrophes of omission: <i>he didn’t</i> <i>he couldn’t</i>
Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i>	Write a statement that starts with a capital letter and finishes with a full stop	Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i>	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.
Spelling		Sentence/ grammar lessons	

<p><u>Suffixes</u> Adding “-less” Adding “-ful” Adding “-ness” and “-er” to make a noun Doubling the final letter for an adjective and adding “-er” and “-est”</p> <p><u>Compound nouns</u> Noun + noun = compound noun Adjective + noun = compound noun</p> <p><u>Adding “-ly”</u> Making an adjective into an adverb</p> <p><u>Conjunctions</u> <i>or, and, but, when, because, if, that</i></p> <p><u>Prepositions</u> <i>behind, above, along, before, between, after</i></p> <p><u>Generalisers/determiners</u> <i>most, much, more, many, some, all</i></p> <p><u>Verbs</u> “-ed” and “-ing” verbs Imperative verbs, such as: <i>take, give, cut</i></p> <p><u>Time conjunction</u> <i>next, last, later</i></p> <p><u>Pronouns</u> <i>I, he, she, we, they, it, you</i></p> <p><u>Questions</u> <i>what, where, when, who, how</i></p> <p>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</p>	<p>To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence</p> <p>To identify imperative verbs and use these in a command – <i>Give me that pen.</i></p> <p>Subject-verb agreement of the simple present (<i>I like, she likes</i>), adding a “-s” to the third person</p> <p>To learn how and when to use the present continuous – <i>I am sitting on the carpet.</i></p> <p>To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: – <i>The building was big, but the Houses of Parliament were bigger.</i> – <i>Tom was the tallest boy in his class.</i></p> <p>Write a statement of fact with a capital letter and full stop</p> <p>Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark</p> <p>Write a short sentence with an exclamation mark</p> <p>Poems using alliteration to describe either a picture or a painting.</p> <p>Inverted commas: put the spoken word into inverted commas and start with a capital letter.</p> <p>Expanding noun phrases to include an adjective and a prepositional phrase. – <i>The red ball under the table</i></p> <p>Onomatopoeia: use pictures to create words and add an exclamation mark. – <i>Ouch!</i></p> <p>Prepositional phrases – <i>under the carpet..., above the whiteboard...</i></p> <p>Time conjunctions – <i>next, last, later</i></p> <p>Developing similes using the word “like”</p> <p>Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb</p> <p>Commas to separate lists</p> <p>Alliteration: verb + noun – <i>dancing dolphins</i></p> <p>Apostrophes of omission</p> <p>Write two simple sentences and join them together with “and”, “but” or “or”</p> <p>Write a complex sentence using “because”, “when”, “it” or “that”, placing the conjunction in the middle of the sentence – <i>I bought a new car because my old one broke down.</i></p>
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YEAR THREE Grammar coverage					
Formation of nouns using prefixes : <i>auto- anti- super- under-</i>	Expressing time, place and cause, using prepositions : <i>before, after, during, in, because of</i>	Exaggerated language : <i>unbelievable, glorious, etc.</i>	To make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”	Pronouns – To know the difference between the subject and object with the personal pronoun	Pronouns – Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i>
Consonants and vowels - Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)	Verbs – Present perfect: “has/have” + past participle <i>She has gone to the shops. instead of She went to the shops.</i>	Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</i>	To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i> Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i>	Quantifiers : <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>	Verbs – Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i>
Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i>	Powerful verbs : Synonyms for verbs such as “said” or “go” to create more powerful verbs	Inverted commas : Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	Compound sentences with co-ordinating conjunctions: <i>and but or so for nor yet</i>	The difference between a phrase and a clause	Verbs – Past perfect: “had” + past participle
Expressing time, place and cause using conjunctions : <i>when, before, after, while, so, because</i>	Prepositions : <i>next to, by the side of, in front of, during, though, throughout, because of</i>	Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i>	Complex sentences using subordinate conjunctions: <i>until although even if</i>	Pattern of three for persuasion : <i>Fun. Exciting. Adventerous!</i>	Homophones and their meanings: <i>bear – bare pear – pair</i>
Expressing time, place and cause using adverbs : <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		
Spelling			Sentence/ grammar lessons		
Word families Prefixes – <i>auto-, anti-, super-, under-</i> Conjunctions – <i>when, before, after, while, so, because</i> Adverbs – <i>then, next, soon</i>			Inverted commas Verbs – present perfect and past perfect Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”) Pattern of three and exaggerated language for persuasion		

<p>Synonyms for verbs to create more powerful vocabulary</p> <p>Prepositions – <i>next, though, during, throughout</i></p> <p>Homophones</p> <p>Quantifiers</p> <p>Plurals ending in “f” and “-fe”</p> <p>Plurals ending in “-sh”, “-ch”, “x”, “z”, “s”</p> <p>Irregular past-tense verbs</p> <p>Possessive adjectives</p> <p>Exaggerated language</p> <p>Adverbs ending in “-ly”</p> <p>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</p>	<p>Complex sentences using: <i>until, although, even if</i>. The conjunction is found in the middle of the sentence.</p> <p>Compound sentences using: <i>and, but, for, yet, nor, so, or</i></p> <p>Difference between clause and phrase</p> <p>Difference between fewer and less. Fewer is used for count nouns (<i>few apples</i>) and less is used for non-count nouns (<i>less water</i>)</p> <p>Personal pronouns (subject and object) and where to use them in the sentence</p> <p>Specific and technical vocabulary</p> <p>Knowing when to use “a” and “an”</p> <p>Identify all the word classes of a simple sentence</p> <p>Identify the subject of the sentence</p> <p>Inverted commas</p>
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Anything written in red is statutory requirement and must be taught.

YEAR FOUR Grammar coverage				
Possessive apostrophes for regular singular and plural nouns	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Prepositions: <i>at, underneath, since, towards, beneath, beyond</i>	Compound nouns using hyphens	Repetition to persuade: <i>Fun for now, fun for life</i>
Informal and formal language	Possessive pronouns: <i>yours, mine, theirs, ours, hers, his, its</i>	Plurals for nouns ending with a “y”: change the “y” to an “i” and add “-es” <i>baby – babies</i>	Starting a sentence with “-ing”, using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i>	Drop-in clause with an “-ing” verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.
Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i>	Specific determiners: <i>their, whose, this, that, these, those, which</i>	Verbs ending in “y”: change the “y” to an “i” and add “-es” <i>carry – carries</i>	Comparative and superlative adjectives: Change the “y” to an “i” and add either “-er” or “-est” <i>happy – happier – happiest</i>	A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed”	Verbs – Past perfect continuous: “had” + past participle + “-ing”	Know the difference between a preposition and an adverb	Capital letters for proper nouns: names, places, days of the week, months, titles and languages	Prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-”
Plural nouns of words ending in “o”: Know which words to add “s” to, which to add “-es” to and which	Powerful verbs Find synonyms of words to up-level	Verbs – Modal verbs: <i>could, should, would</i>	Compound sentences using all the co-ordinating conjunctions	Adjectives ending in “-ed”: <i>frightened, scared</i> , etc.

could take either “s” or “-es”	sentences and give a greater effect			
<p>Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i></p> <p>Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p>				
Spelling		Sentence/ grammar lessons		
Plural nouns of words ending in “o” Specific determiners Synonyms for verbs Progressive/continuous verbs Modal verbs Proper nouns – names of people, places, titles, languages, months and days Finding the antonyms of words using the prefixes “im-”, “in-”, “ir-”, “il-” Adjectives ending in “-ed” Verbs ending in “y”: change “y” to “i” and add “-es” Noun plurals ending in “y”: change “y” to “i” and add “-es” Comparative and superlative adjectives ending in “y”: <i>happy – happier – happiest</i> Prepositions Compound nouns using hyphens Specific determiners Possessive pronouns It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.		Possessive apostrophe for singular and regular plurals Informal and formal language Expanded noun phrases Fronted adverbials Inverted commas Use of pronouns for cohesion and to avoid repetition How to use specific determiners Past perfect continuous tense Change verbs in a sentence to give greater effect Starting a sentence with an “-ing” verb Write a drop-in clause with an “-ing” verb Modal verbs Know the difference between a preposition and an adverb Compound sentences Start a sentence with a preposition and a comma Repetition to persuade Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction How to use possessive pronouns		

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YEAR FIVE Grammar coverage					
Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”	Brackets for parenthesis	Developing technical language	Editing sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	Metaphors
Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”	Dashes for parenthesis	Start a complex sentence with a subordinate clause and use a comma	Drop-in “-ed” clauses: <i>Poor Tom, frightened by the</i>	Future tense verbs	Rhetorical questions

		to separate the subordinate clause	<i>fierce dragon, ran home.</i>		
Indicating degrees of possibility using modal verbs : <i>might, should, will, must</i>	Commas for parenthesis	Conjunctions to build cohesions: - Exemplification - Results - To summarise - To sequence	Indefinite pronouns : <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i>	Onomatopoeia	Personification
Indicating degrees of possibility using adverbs : <i>perhaps, surely</i>	Relative pronouns : <i>who, which, that, whom, whose</i>	Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i>	Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)	Colons for play scripts and to start a list	Secure use of compound sentences
Embellishing simple sentences	Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun	Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter... Far beneath the frozen soil...</i>	Speech in inverted commas		Modal verbs
Spelling			Sentence/ grammar Lessons		
Suffixes “-ate”, “-ise”, “-ify” Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-” Modal verbs Adverbs showing degrees of possibility Connectives for exemplification, results and summary Adjectives ending with “-ed” Relative pronouns Indefinite pronouns Technical language It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.			Modal verbs of possibility and obligation Embellishing simple sentences Brackets for parenthesis Commas for parenthesis Dashes/hyphens for parenthesis Expanding phrases starting with an adjective and ending in “-ed” – <i>Frightened and confused, Tom...</i> Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning Relative clauses to add detail Colons Compound sentences Complex sentences starting with a subordinate clause and separating the subordinate clause Onomatopoeia Metaphors		

	Personification Rhetorical questions Future tenses Moving words, phrases and clauses in a sentence to create different effects Editing sentences to either minimise or expand How to use indefinite pronouns
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YEAR SIX Grammar coverage					
Informal and formal speech: <i>find out / discover</i> <i>ask for / request</i> <i>go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i> Use the subjunctive for formal writing: <i>If I <u>were</u> you...</i>	Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i>	Semicolons to demarcate within a list	Simple sentences and how to embellish them	Modal verbs
Abstract nouns	Repetition for effect: persuasion, suspense, emphasis	Colon and bullet points for a list	Alliteration	Consolidating compound sentences and coordinating conjunctions	Auxiliary verbs
Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".	Conjunctions to signpost and create cohesion within a text: <ul style="list-style-type: none"> - order of sequence - time - conjunctions - additional ideas - space and place - contrasting - exemplification - results - to summarise 	Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i>	Similes	Complex sentences and subordinate conjunctions	Tense (past, present and future)
Antonyms: using prefixes	Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs	Identify the subject and object of the sentence	Metaphors	Combining complex and compound clauses to create a sentence	Pronouns: relative and possessive
Collective nouns	Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i>	Ellipses to create suspense and to show missing words in a quote	Personification	Rhetorical questions	Relative clauses
The difference between passive and active	Semicolons	Antonyms	Fronted adverbials	Expanded noun phrases: <i>The witch, who</i>	Determiners and generalisers

sentence and when to use the passive	to mark the boundary between clauses: <i>It's raining; I'm fed up</i>	to create different effects in sentences		<i>crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase	
Imperative verb					

Anything written in red is statutory requirement and must be taught.

Spelling	Sentence/ grammar lessons
Antonyms	Fronted adverbials
Synonyms	Expanded noun phrases
Informal and formal language	Determiners and generalisers
Conjunctions	Imperatives
Connectives	Semicolons
Relative pronouns	Colons
Possessive pronouns	Bullet points
Hyphens for compound nouns	Dashes
Collective nouns	Passive and active sentences
Modal verbs	Informal and formal language
Abstract nouns	Rhetorical questions
Imperative verbs	Personification
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Metaphors
	Alliteration
	Similes
	Compound sentences
	Complex sentences
	Combining complex and compound clauses
	Relative clauses to create complex sentences
	Pronouns – relative and possessive
	Ellipses
	Relative clauses
	Subject and object of the sentence
	Layout devices (could also be used in guided reading)
	Past tense
	Present tense
	Future tense
	Auxiliary verbs
	Modal verbs
	Embellishing simple sentences
	Repetition for effect
	Inverted commas

Independent Whole School writing

After each completed Literacy Tree unit, teachers will set an independent writing task specific to their class and linked to the Literacy Tree unit covered. This will then be uploaded onto seesaw for moderation purposes.

Cross-Curricular Writing

Being able to apply writing skills in a range of contexts across all subjects is key to the success of our pupils as writers. Teachers will plan opportunities for our pupils to write in other subjects such as Science, History and PHSE in the same depth and with the same level of skill which we would expect to

see in their cold writing. The contexts can be broad from story writing, recounts, diary entries, explanations and therefore covering the range of writing genres. These pieces of work may be used as part of the monitoring process to assess a pupil's writing attainment along with the whole school writing tasks. Teachers will plan an independent cross-curricular piece of writing for each half term. This will be uploaded to seesaw for moderation purposes.

Caslon's Non-Negotiables of Writing

Teaching:

- Teaching must be done daily for at least 45 minutes.
- Units from Literacy Tree are to be used and adapted where necessary.
- School power points are to be used to teach from daily
- Teachers must model high quality writing and thinking aloud to demonstrate how they construct their writing.
- Pupils must be allowed independent writing time.
- Twice weekly spelling sessions.
- Weekly handwriting sessions (See Kinetic Letters Policy)

Marking:

- Pupils mark and edit with their turquoise pens. Initial work is to be presented in pencil (year 6 can earn a pen license)
- Teachers are to mark in green
- At the end of a completed piece of writing, teachers must mark for the children to respond and edit (see marking policy and example)
- Time for children to respond to feedback must be given. Children will respond using a turquoise editing pen.

Displays:

- Whole school Literacy Tree will be displayed in each classroom.
- Writing Roots, Spelling Seeds, Vocabulary Vines and Literacy Leaves are to be updated on the display for each new unit.
- Working walls should provide a record of features of writing taught through English lessons.
- Grammar word classes are displayed in each classroom and referred to when teaching.

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