

# Heron Park Primary Academy

*We care, we play, we grow and ALWAYS try our best!*



Heron Park Primary Academy – Teaching Guidance Documents 2025

## Pedagogical Guide for teachers for Teaching Writing

This is a guide for how we teach writing at Heron Park Primary Academy. In this document you will find the processes and strategies we use when teaching this subject as well as curriculum and assessment information. Some children may still be accessing RWInc writing support in KS2.

### The Leadership of Writing

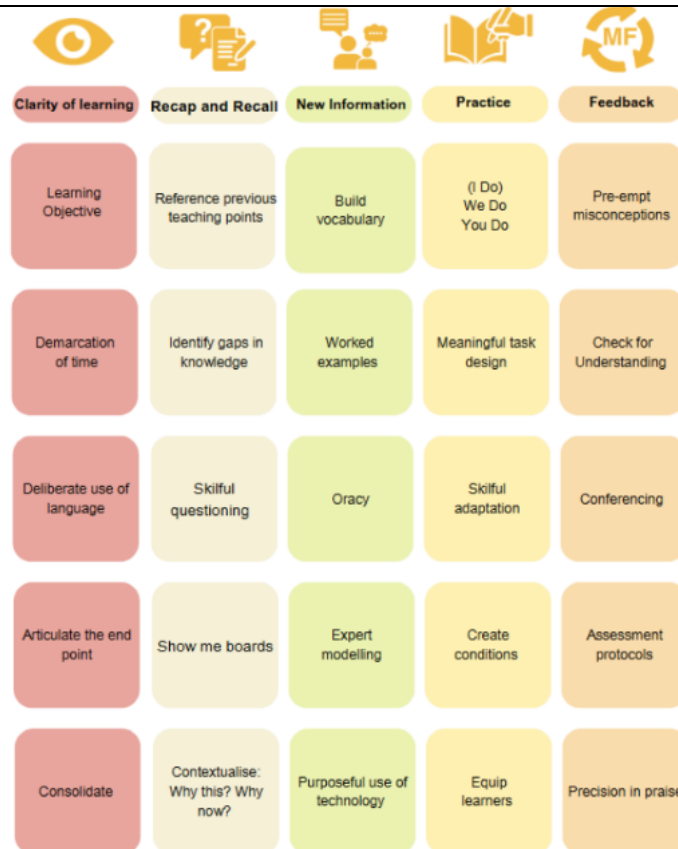
Quality of Education Lead  
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## The Teaching of Writing



At Heron Park, lesson design is firmly rooted in the **Aurora 5 in 5** framework, which guides our pedagogical approach across the Trust. This model emphasises five core aspects: **Clarity of Learning, Recap and Recall, New Information, Practice, and Feedback**. Each element plays a vital role in shaping high-quality teaching and learning. Teachers begin with clear learning objectives and structured time management to ensure clarity. Recap and recall strategies help pupils connect new learning with prior knowledge, identifying gaps and reinforcing understanding. The introduction of new information is supported through vocabulary development and worked examples, while practice is scaffolded using approaches such as “I Do, We Do, You Do” to build independence. Feedback is used proactively to pre-empt misconceptions and check for understanding, ensuring all pupils are supported in achieving their learning goals. Together, these components create a consistent and effective structure for lesson delivery across the school.

To best meet the needs of our pupils in writing, we provide high quality stimuli that grow our children’s writing diet, ensuring that they have opportunities to write for different purposes. We offer daily writing lessons, of at least forty-five minutes, that build towards a published outcome, over the course of a two week unit. Throughout each unit, imagination, independence, compositional understanding, presentation and writing stamina are fostered. Our writing lessons are taught whole class, with our less confident writers being supported/ scaffolded effectively to access the same text/stimuli and our rapid graspers being provided with opportunities to extend and develop their authorial skill-set with greater independence and control.

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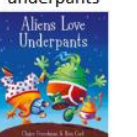







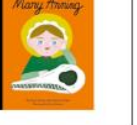
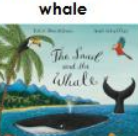

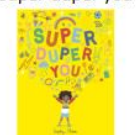
*We care, we play, we grow and ALWAYS try our best!*




A range of stimuli (considering diet of rich texts, contextual topic links and other stimuli) are used to ensure high pupil engagement. See the 'Key Stimulus Map' below:



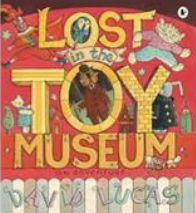

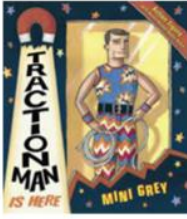

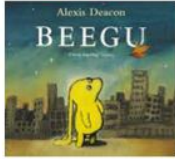


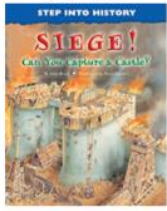

## HERON PARK PRIMARY ACADEMY: WRITING KEY STIMULUS MAP 2025-2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>	<b>Colour Monster goes to school</b>  <b>Superheros (Supertato)</b> 	<b>Light and Dark</b> <b>Orion and the Dark</b>  <b>Rama and Sita</b> <b>RAMA - SITA</b>  <b>Winter</b> <b>Nativity story</b>  <b>Stick Man</b>	<b>Space</b> <b>Look Up</b>  <b>Aliens love underpants</b>  <b>On the Move</b> <b>Naughty Bus</b>  <b>London Calls</b>	<b>In the forest</b> <b>We are going on a bear hunt</b>  <b>Goldilocks and the three bears</b>  <b>Eid &amp; Ramadan</b>  	<b>Growing</b> <b>The little red hen</b>  <b>Jack and the beanstalk</b>  <b>Dinosaurs</b> <b>If I had a dinosaur</b>  	<b>Ocean Explorers</b> <b>The snail and the whale</b>  <b>Clean up</b>  <b>Moving on</b> <b>Super-duper you</b>  <b>Zog</b>


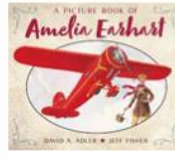


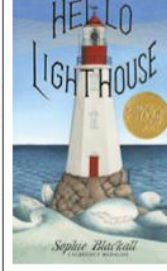
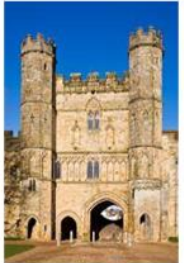
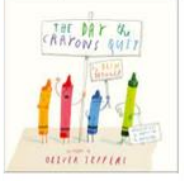
						
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Reception is where we begin to invest in our children's love of reading and writing. We use a variety of texts to inspire play, oracy and written outcomes through both whole-class inputs and continuous provision stations. Our writing at the start of the year focuses predominantly on letter and word formation, relating to our phonics, but as we progress through the year, we explore whole sentence writing through both dictation and construction to further children's outcomes.



<b>Year 1</b>	<b>Lost in the toy museum</b>  Toy Story clip 	<b>Traction man</b>  Toy poem. 	<b>Beegu</b>  Planetarium experience 	<b>Man on the moon</b> 	<b>Non- Fiction Siege - can you capture a castle?</b> 	<b>Poetry Unit</b> 
	Writing to entertain Story Writing to inform Letter	Writing to entertain Description Writing to entertain Spine Poem	Writing to inform Letter Writing to inform Recount about the planetarium experience	Writing to entertain Story Writing to inform Instruction	Writing to inform Instructions Writing to inform Recount of trip	Writing to entertain Location poem Writing to entertain Description




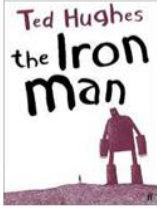
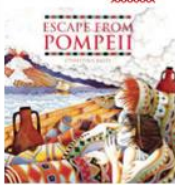



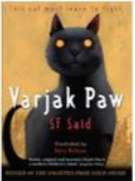



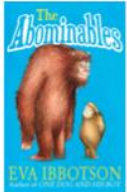


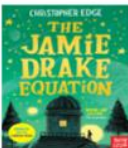



In year one, we begin to explore writing for two key purposes: writing to entertain and inform. Investing time into sentence construction is the foundation for all year one writing, which then advances into producing our outcomes above. Children even begin to explore poetry through two units and can link their writing to both fictional and real-life events.

<b>Year 2</b>	<b>Tell me a Dragon</b>  How to Catch a Dragon 	<b>Visit the Queen</b>  (Paddington Queen video) 	<b>Great Women in History</b>  Amelia Earhart - what happened next? 	<b>Explorers artefacts and roleplay.</b>  Peruvian animal poetry 	<b>Lighthouse Keepsers Lunch</b>  Hello Lighthouse 	<b>School trip to Battle Abbey</b>  The Day the Crayons Quit 
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	Writing to inform Recount	Writing to entertain Narrative	Writing to inform Letter	Writing to entertain Poetry	Writing to entertain Narrative	Writing to inform Recount
	Writing to inform Instructions	Writing to entertain Poetry	Writing to entertain Narrative	Writing to entertain Description	Writing to inform Instructions	Writing to inform Letters
<p>In year two, we are even more aspirational with our chosen texts and outcome ideas so that all children are given opportunity to write for a range of purposes <u>in order</u> to reach the end of key stage expectations. Children's writing skills advance rapidly in this year group, as they are introduced to more advanced grammatical and organisational features and are given more independence as they move through their units.</p>						
<b>Year 3</b>	<b>Stone Age Boy by Satoshi Kitamura</b> 	<b>A River by Marc Martin</b> 	<b>The Iron Man by Ted Hughes</b> 	<b>Escape from Pompeii by Christina Balit</b> 	<b>Leon and the Place between by Angela McAllister</b> 	<b>Nim's Island by Wendy Orr</b> 
	Writing to entertain Narrative	Writing to inform Recount	Writing to entertain Explanation	Writing to entertain Poetry	Writing to persuade Poster	Writing to persuade Advert
<b>Year 4</b>	<b>Krindlekrax by Phillip Ridley</b> 	<b>Varjak Paw by SF Said</b> 	<b>Kensuke's Kingdom by Michael Morpurgo</b> 	<b>Greek Myths</b> 	<b>The Wild Robot by Peter Brown</b> 	<b>The Abominables by Eva Ibbotson</b> 
	Writing to persuade Letter	Writing to entertain Setting description	Writing to entertain Poetry	Writing to entertain Character description	Writing to inform Recount	Writing to persuade Advertisement
	Writing to entertain Character description	Writing to entertain Narrative	Writing to persuade Letter	Writing to inform Newspaper	Writing to entertain Narrative	Writing to inform Biography
<p>Across our lower key stage two, children's writing is diversified through an exposure to a range of rich texts and writing for a new purpose: persuading. Children hone their construction skills and begin to work towards longer outcomes, with a broader insight to grammatical, structural and authorial features.</p>						
<b>Year 5</b>	<b>Charlotte's Web by E.B. White</b> 	<b>Letters from the Lighthouse by Emma Carroll</b> 	<b>The Jamie Drake Equation by Christopher Edge</b> 	<b>Clockwork by Phillip Pullman</b> 	<b>Scribbleboy by Phillip Ridley</b> 	<b>Secrets of a Sun King by Emma Carroll</b> 

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	<b>Writing to persuade</b> Advertising (farm leaflet)	<b>Writing to entertain</b> 'The Dream Giver' - Produce the opening to a brand-new novel to go alongside this video.	<b>Writing to discuss</b> Balanced argument (Is travelling to space a good or bad thing?)	<b>Writing to entertain</b> Narrative adaptation and character description	<b>Writing to persuade</b> Instructional writing around mechanical or clockwork items	<b>Writing to entertain</b> Narrative - creating tension in writing
<b>Year 6</b>	<b>Writing to entertain</b> Narrative (alternative chapter)	<b>Writing to entertain</b> Poem contrasting setting and mood in WW2	<b>Writing to entertain</b> Alien encounter moving narrative forward with dialogue	<b>Writing to inform</b> How to survive in a rainforest	<b>Writing to entertain</b> Alternative chapter	<b>Writing to inform</b> Newspaper report about the discovery of King Tut's tomb?
	<b>Holes by Louis Sachar</b> 	<b>Coraline by Neil Gaiman Doherty</b>  <b>Francis (Literacy Shed Clip)</b>	<b>Cosmic by Frank Cottrell-Boyce</b> 			<b>The Explorer by Katherine Rundell</b> 
	<b>Writing to inform</b> Non-chronological report about a yellow-spotted lizard	<b>Writing to persuade</b> Advertisement for a Greek Tourist Destination	<b>Writing to inform</b> Newspaper article about Fa's death <b>Writing to explain</b> Hunting explanation as Fa's voice.	<b>Writing to inform</b> David Attenborough style speech	<b>TBC</b>	<b>TBC</b>

	<b>Writing to entertain</b> Description of setting and characters	<b>Writing to entertain</b> Francis - narrative (Literacy shed)	<b>Writing to entertain</b> Narrative demonstrating shift in perspectives and formality	<b>Writing to inform</b> Biography of David Attenborough & futuristic biography?	<b>TBC</b>	<b>TBC</b>
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Within upper key stage two, our pupils explore writing for all four purposes, to: entertain, inform, persuade and discuss. They hone their extensive knowledge of text features and begin to explore authorial intent and conscious control over formality and word choice. We set high expectations for outcomes and all pupils work to edit and refine their work, before publishing pieces that they are proud of.

Our curriculum also considers the purpose for writing and gives students ample opportunity to write for different purposes, honing their understanding of different genres of writing. Each primary phase focuses on the following:



	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
<b>Year 1 &amp; 2 (KS1)</b>	Story Description Poetry	Recount Letter Instruction		
<b>Year 3 &amp; 4 (LKS2)</b>	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
<b>Year 5 &amp; 6 (UKS2)</b>	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Guidance for the content and composition of each writing purpose can be found below:  
<https://michaelt1979.files.wordpress.com/2016/08/4-writing-purposes-guidance1.pdf>

Two different writing cycles are planned across a half-term with a longer outcome being written at the end of each. The planning structure, leading towards each outcome is as follows:


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## English Planning Template



Key writing stimuli:	Writing Purpose: To	Author write idea:	
Writing Toolkit:  Writing Toolkit My writing should include:	1.  2.  3.	Grammar Focus:	Spelling Pattern:
		Punctuation Focus:	Handwriting Focus:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
W e e k 1	<b>Hook and vocabulary builder</b> LO: To expand my vocabulary	<b>Grammar input</b> LO: To identify and use _____	<b>Grammar recap leading to model text analysis and writing toolkit</b> LO: To analyse the features of a (text type)	<b>Plan</b> LO: To plan my writing	<b>Transcription &amp; shared writing</b> LO: To write sentences that reflect what the writing requires
W e e k 2	<b>Review of grammar focus and spelling focus</b> <b>Write paragraph 1 (FG)</b> L.O: To write to (I/P/E/D) Toolkit in books	<b>Write paragraph 2 (LF)</b>	<b>Write paragraph 3 (LF)</b>	<b>Editing based on feedback (ARMS and CUPS)</b> LO: To edit and improve my writing.	<b>Author write (publishing page - PF)</b> LO: To write a cohesive, extended piece of writing.

	Day 1	Day 2	Day 3	Day 4
W e e k 1	<b>Hook and vocabulary builder</b> LO: To expand my vocabulary  <b>To grow my vocabulary (words).</b>	<b>Grammar input leading to model text analysis and writing toolkit</b> LO: To analyse the features of a (text type) Toolkit in books  <b>To spot the key parts of a [text type].</b>	<b>Plan</b> LO: To plan my writing  <b>To plan my writing.</b>	<b>Transcription &amp; shared writing</b> LO: To write sentences that reflect what the writing requires  <b>To practise writing [text type] sentences.</b>
W e e k 2	<b>Review of grammar focus and spelling focus</b> <b>Write paragraph 1 or 1 and 2 (FG)</b> L.O: To write to (I/P/E/D)  <b>To write to [I/P/E/D]</b>	<b>Write paragraph 2 or 2 and 3 (LF)</b>  <b>To write to [I/P/E/D]</b>	<b>Editing based on feedback (ARMS and CUPS)</b> LO: To edit and improve my writing.  <b>To make changes to improve my writing.</b>	<b>Author write (publishing page - PF)</b> LO: To write a cohesive, extended piece of writing.  <b>To publish my writing.</b>

### Our Teaching Sequence

Each writing unit follows a two-week cycle, which supports the children in constructing a piece of writing, as an outcome, known as an 'author write'. The sequence of lessons supports children to:



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- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 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

For each phase of the planning sequence, teachers should refer to the model lesson exemplification and INSET day CPD notes.

As pupils progress through the writing sequence, they analyse high-quality model texts to formulate their writing toolkit, drawing upon these as examples for their own writing. Teachers utilise these model texts to build children’s understanding of fundamental grammar, punctuation and spelling rules.

KS1 children focus predominantly on the always targets as part of their writing:

- Finger spaces
- Capital letters
- Full stops
- Handwriting and letter formation
- Reading back their sentences

KS2 children focus on all of the above, as well as key features of the text type they are producing. One of these features may focus on layout devices of the text (e.g. headings, subheadings, bullet points), with the others focusing on content (e.g. noun phrases **to** add description, fronted adverbials **to** build cohesion, short sentences **to** build suspense etc). Toolkits feature on our working walls and in the children’s books.

Always targets:	
	Writing toolkit My writing should include:
1.	
2.	
3.	

Towards the end of the unit, children should be given time to edit their work in a pink pen to improve: content, grammar, spellings, punctuation, etc. We focus on both editorial editing (CUPS) and authorial editing (ARMS), looking for:

- C - capitalisation for proper nouns
- U - usage of noun-verb-tense agreements
- P - punctuation
- S - spellings

- A - adding words or sentences
- R - removing unneeded words of sentences
- M - moving a word or a sentence
- S - substituting or uplevelling words or sentences for others

Revise	Edit
<b>A</b> Add words or sentences	<b>C</b> Capitalisation for nouns, places, titles, months etc.
<b>R</b> Remove unneeded words or sentences	<b>U</b> Usage - match nouns and verbs accordingly.
<b>M</b> Move a word or a sentence	<b>P</b> Punctuation - ? ! , * ; : () -
<b>S</b> Substitute words or sentences for others	<b>S</b> Spelling - Check all words, look for funny phrases, use the dictionary.

All editing should happen throughout the build up lessons, leading towards our ‘author write’ and should be supported by the teachers live marking and feedback. For this, we use the following codes:



Marking and Feedback Codes		
	sp	spelling
		finger spaces
ABC	CL	capital letters
●	FS	full stops
		handwriting
	VF	verbal feedback
		next steps
	?	doesn't make sense
		check again for
		finish or carry on
		punctuation

	^	missing word
	○	missing punctuation
		add in _____ here
		what went well
	I	independent
	S	supported

The author writes at the end of the cycle are a chance for the children to put into practice all of their learning into one cohesive piece. Children should write at length, in a quiet and calm class environment. Children should be encouraged to take pride in these outcomes, presenting them to the best of their ability. They should start each 'author write' on its own page and a dual-margin border should be used, as per these examples:



EYFS



Year 1



Year 5

Author writes should be easy to spot when flicking through a child's book.





### **Writing in our Early Years Foundation Stage**

In order for our children to achieve well in writing in the foundation stage, we teach writing daily through our phonics sessions, Literacy sessions and in our continuous provision. This ensures that they are both building the physical skills needed for writing and that they have the opportunity to write for different purposes.

Our writing literacy sessions are always based on a high quality text that encourages the children to engage, use their imagination, expand their vocabulary and build their independence. These sessions develop in time and skills as the children progress through the year. Our literacy sessions are taught as a whole class and when we come to writing we work in small groups using scaffolding to start building independence.

We follow the Read Write Inc scheme in our phonics writing lessons. These sessions are taught to the whole class at the start of the year and as the year progresses we break into small groups.

There are always opportunities for children to explore writing independently within our classroom environment. We have a writing area that is equipped with a variety of writing equipment that the children are free to use. We encourage children to include writing in their play for example writing a list, labelling a plan.

### **Writing Across the Curriculum**

In addition to our English lesson writing, we also promote writing across the curriculum; a key opportunity for foundation subject writing is planned each half-term to address our concept questions. This can take on the form/purpose for writing that has been previously covered and should showcase a range of genres. We expect teachers to deliver this writing opportunity using the same pedagogy as a core English unit.

*Example: Y5 science concept question: Why are some changes reversible or irreversible?*

*Outcomes could include:*

- a) writing to entertain - producing a story about a detective character who has to identify as many reversible and irreversible changes as possible throughout the day*
- b) writing to inform - producing a science information poster to raise awareness of changes that happen all around us*
- c) writing to persuade - producing a scientific journal article to convince other scientists that you have found a brand new reversible and irreversible change.*
- d) writing to discuss - writing a balanced argument about which is more important in our lives, reversible or irreversible changes.*

### **Target Cards**

Every child should have a target card, placed in the back of their book, which is referred to whenever children are in their writing lessons. The targets should be based on specifics that the children are currently working to include in their writing. These should follow the school-wide template and will be updated each term, taking into account the children's outcomes and assessment sheet gaps (see below).



**KS1 Writing Targets for \_\_\_\_\_**

Term 1	Writing	•				
	Spelling					
	Handwriting	<hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/>				
Term 2	Writing	•				
	Spelling					
	Handwriting	<hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/>				
Term 3	Writing	•				
	Spelling					
	Handwriting	<hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/>				

**KS2 Writing Targets for \_\_\_\_\_**

Term 1	Writing	•				
	Spelling					
	Handwriting	<hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/>				
Term 2	Writing	•				
	Spelling					
	Handwriting	<hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/>				
Term 3	Writing	•				
	Spelling					
	Handwriting	<hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/> <hr style="border: 1px solid red;"/>				

## Assessment

Across the school, each year group is provided with core writing attainment strands to achieve and focus on, specifically for their year group, so that children remain 'on track' to reach the end of key stage descriptors, in both key stage 1 and 2. Expectations for what 'on track' looks like in Autumn, Spring and Summer are detailed so that teachers can check where their pupils are at:



### NATIONAL STANDARDS TRACKER FOR WRITING

#### WORKING AT 'EXPECTED'

A simple way to check pupils 'on track' for ARE in writing within the key stage using the national end of key stage materials

	AUTUMN	SPRING	SUMMER
<b>Y1</b>	Beginning to demonstrate some elements of KS1 WTS	Demonstrates at least half of the KS1 WTS elements and has secured some	Demonstrates all of the KS1 WTS elements and has secured more than half
<b>Y2</b>	Has secured all elements of KS1 WTS and is beginning to show evidence of some KS1 EXS elements	Demonstrates at least half of the KS1 EXS elements and has secured some	Has secured all elements of KS1 EXS
<b>Y3</b>	Has mastered all elements of KS1 EXS and is beginning to demonstrate some elements of KS1 GDS	Demonstrates at least half of the KS1 GDS elements and has secured some	Has secured all elements of KS1 GDS
<b>Y4</b>	Has mastered all elements of KS1 GDS and beginning to demonstrate some elements of KS2 WTS	Demonstrates about half of the KS2 WTS elements and is beginning to secure some	Demonstrates at least half of the KS2 WTS elements and has secured some
<b>Y5</b>	Demonstrates all of the KS2 WTS elements and has secured more than half	Has secured all elements of KS2 WTS	Has mastered all elements of KS2 WTS and is beginning to demonstrate some elements of KS2 EXS
<b>Y6</b>	Demonstrates at least half of the KS2 EXS elements and has secured some	Demonstrates all of the KS2 EXS elements on occasion and has secured at least half	Has secured all elements of KS2 EXS

**NOTE:** This is an assessment tool to support teachers in identifying where pupils are and to identify the gaps between where they are and where they need to be at the end of the key stage. This tool aims to support teachers in deciding whether pupils are: On track/ Not on track/ Above ARE.



### NATIONAL STANDARDS TRACKER FOR WRITING

#### WORKING ABOVE 'EXPECTED'

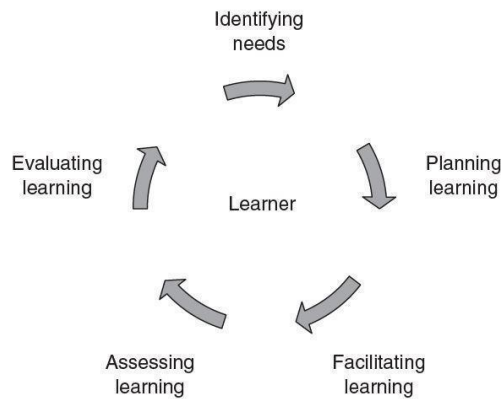
A simple way to check pupils who are exceeding ARE remain 'on track' for GDS in writing within the key stage using the national end of key stage materials

	AUTUMN	SPRING	SUMMER
<b>Y1</b>	Securely demonstrates all elements of KS1 WTS and is beginning to show evidence of some KS1 EXS elements	Demonstrates at least half of the KS1 EXS elements and has secured some	Has secured all elements of KS1 EXS
<b>Y2</b>	Has mastered all elements of KS1 EXS and is beginning to demonstrate some elements of KS1 GDS	Demonstrates at least half of the KS1 GDS elements and has secured some	Has secured all elements of KS1 GDS
<b>Y3</b>	Has mastered all elements of KS1 GDS and beginning to demonstrate some elements of KS2 WTS	Demonstrates about half of the KS2 WTS elements and is beginning to secure some	Demonstrates at least half of the KS2 WTS elements and has secured some
<b>Y4</b>	Demonstrates all of the KS2 WTS elements and has secured more than half	Has secured all elements of KS2 WTS	Has mastered all elements of KS2 WTS and is beginning to demonstrate some elements of KS2 EXS
<b>Y5</b>	Demonstrates at least half of the KS2 EXS elements and has secured some	Demonstrates all of the KS2 EXS elements on occasion and has secured at least half	Has secured all elements of KS2 EXS
<b>Y6</b>	Has mastered all elements of KS2 EXS and is beginning to demonstrate some elements of KS2 GDS	Demonstrates all of the KS2 GDS elements on occasion and has secured at least half	Has secured all elements of KS2 GDS

**NOTE:** This is an assessment tool to support teachers in identifying where pupils are and to identify the gaps between where they are and where they need to be at the end of the key stage. This tool aims to support teachers in deciding whether pupils are: On track/ Not on track/ Above ARE.

Individual writing assessment sheets detail each year group's descriptors, which children are assessed against. These are paper-based and stored in a class folder. Assessment takes place using these descriptors twice per half-term, using a summative, longer piece of writing to assess against.

After assessing, teachers should make notes of common themes or arising gaps that should then be addressed in subsequent planning / units of writing, fulfilling the teaching and learning cycle.



### Handwriting

In Key Stage 1, children are taught handwriting in both their RWInc and whole-class writing sessions. Our teachers explicitly teach letter formation and joins so that children are able to learn a mature style of writing, which will lead to cursive writing. There are three handwriting stages and details of the progression can be found here (the only exception is the letter 'f' - see exemplification below):

**Stage 1**

- [https://cdn.oxfordowl.co.uk/2016/07/22/08/59/12/314/rwi\\_RPhO\\_HW\\_1a.pdf](https://cdn.oxfordowl.co.uk/2016/07/22/08/59/12/314/rwi_RPhO_HW_1a.pdf)
- [https://cdn.oxfordowl.co.uk/2016/07/22/08/59/20/970/rwi\\_RPhO\\_HW\\_1b.pdf](https://cdn.oxfordowl.co.uk/2016/07/22/08/59/20/970/rwi_RPhO_HW_1b.pdf)

**Stage 2**

- [https://cdn.oxfordowl.co.uk/2016/07/22/08/59/28/461/rwi\\_RPhO\\_HW\\_2.pdf](https://cdn.oxfordowl.co.uk/2016/07/22/08/59/28/461/rwi_RPhO_HW_2.pdf)

**Stage 3**

- [https://cdn.oxfordowl.co.uk/2016/07/22/08/59/35/352/rwi\\_RPhO\\_HW\\_3.pdf](https://cdn.oxfordowl.co.uk/2016/07/22/08/59/35/352/rwi_RPhO_HW_3.pdf)

We teach the children that when we use the handwriting signal they automatically go into the perfect handwriting position:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip



**Handwriting Rhyme**

1 2 3 4

Are my feet flat on the floor?

5 6 7 8

My chair is in, my back is straight.

**Read Write Inc**  
Phonics

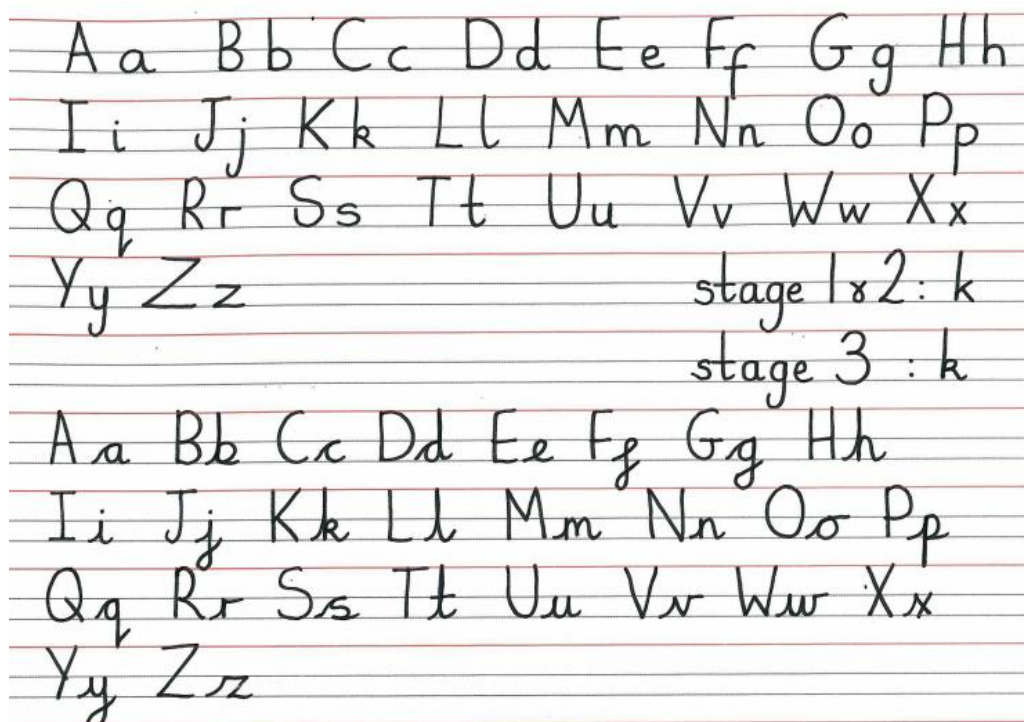


# Heron Park Primary Academy

*We care, we play, we grow and ALWAYS try our best!*

In Key Stage 2, children are expected to use cursive handwriting. This is taught explicitly through teacher modelling and pupil practice, in both discrete handwriting sessions and transcription opportunities within our writing sessions.

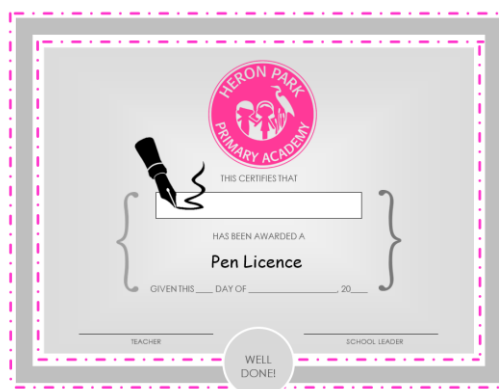
Our English books have guidelines in them which ensure that letter formation and size is consistent and progressive across EYFS, KS1 and KS2. We expect our staff member to model our handwriting policy accurately within their classroom environments, modelling, feedback and marking and for children to aspire to meet our expectations below:



During each writing cycle, children also look at handwriting for individual letters and this can be linked to spelling their phase's common exception words or end of phase word lists (appendix 2 of the National Curriculum).

As soon as children have mastered their cursive letter formation and joins, can write legibly and neatly with high standards of presentation in line with our pen licence rubric, they are awarded a pen licence and can write in pen in all subjects except maths.

Link to the pen licence rubric: <https://docs.google.com/document/d/1KCaSqkFYZIDwb4gNGUdjF-cHLWLJS4SS/edit>





### Grammar, Punctuation and Spelling

Our writing curriculum supports pupils to control their speaking and writing consciously, using Standard English. They are taught to use elements of spelling, grammar and punctuation, learning key grammatical terms for our English language as listed in each year group's progression document. This equips our pupils with the tools needed to construct grammatically accurate pieces of writing. The learning of these elements are entwined in our two-week cycles of writing and are supported in key stage two with discrete grammar, punctuation and spelling teaching too.

During each writing cycle, teachers identify grammar, punctuation, handwriting and spelling focuses. For grammar, each year group is responsible for covering their year group's objectives, which can be found here: <https://drive.google.com/file/d/1UveQ05PkfPnbXfcZiVvnudmr9gpi6Upr/view?usp=sharing>

For spelling, this includes the teaching of spelling patterns (sometimes prefixes/suffixes/common word endings) as well as common exception words and/or homophones. Our spelling progression can be found here: <https://docs.google.com/document/d/1s7dZ0Htmj7ioSHGDOUWcXA7pdmO0taaQwk0gLIYcGU8/edit>

Within our handwriting and transcription sessions, children also link together letter formation and spelling of common exception words or their end of phase expectation word lists (years 3&4 and years 5&6 - Appendix 2 of the National Curriculum).