



# Success in Writing



## Intent – What do we want to achieve?

At Hardy Mill our English curriculum develops our children's love of reading, writing and discussion. These elements of the English curriculum work hand-in-hand with each other and with other subjects as children apply their English skills across the curriculum.

We nurture a culture where children take pride in their writing, can write clearly, accurately and cohesively and adapt their language and writing style for a range of audiences and purposes. They are able to apply their grammatical knowledge to develop and refine their writing and use a wide variety of carefully chosen vocabulary.

Our children develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. This is crucial to a high quality education and gives our children the tools they need to participate as a fully literate member of society.

See:


*Long Term Plans*

*Success in Writing in EYFS*

*Hardy Mill National Curriculum Writing Progression*

*Genre overviews*

*Progression in Text Type*

Reception Learning Overview							End Points
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	
	All About Me	Into the Woods	Our World and Beyond	Food Glorious Food	Can We Explore It?	In and around the Sea	
Progression through Development Matters in Literacy							
Skill	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<b>Writing</b> 	Can copy their name. Give meanings to the marks they make. Form taught lower case letters correctly. Write initial sounds.	Can write their name. Form taught lower case letters correctly. Begin to write CVC words using taught sounds. Begin to spell words by identifying the sounds and then writing the sounds with letters. Begins to spell taught tricky words correctly.	Form taught lower-case letters correctly. Can spell words using taught sounds. Can spell some taught tricky words correctly. Begin to write short sentences using fingers spaces. Can spell taught tricky words correctly.	Form taught lower-case correctly. Begin to form taught capital letters correctly. Can spell words by hearing the sound and writing the grapheme. Can write short sentences using finger spaces and a full stop. Begin to write longer words which are spelt phonetically which can be read by others. Can spell taught tricky words correctly.	Can form taught lower-case and capital letters correctly. Can write short sentences with words using a capital letter. Can write short sentences using finger spaces. Can write short sentences using a full stop. Write longer words which are spelt phonetically. Begins to reread what s/he has written to check it makes sense. Spell taught tricky words.	Can form taught lower-case and capital letters correctly. Can write short sentences with words with known sound-letter correspondences. Can write short sentences using a capital letter, finger spaces and a full stop. Can read their work back and check it makes sense.	Spells words by identifying sounds in them and representing the sounds with a letter or letter. Writes recognisable letters, most of which are correctly formed. Writes simple phrases and sentences that can be read by others.

## Progression of knowledge and skills in writing

In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. Once this knowledge is secure, children can apply this knowledge to a range of purposes and evaluate written text.

Substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the LTM.

Disciplinary knowledge in writing, it is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. It is the process of thinking critically and creatively using the automaticity of substantive knowledge.

### Key

Statements in black are from National Curriculum

Statements in blue are from National Curriculum Appendix 2

Statements in green have been added to enhance progression and to ensure consolidation of previously taught knowledge and skills.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELGs	Handwriting					
Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	sit correctly at a table, holding a pencil comfortably and correctly	sit correctly at a table, holding a pencil comfortably and correctly	sit correctly at a table, holding a pencil comfortably and correctly		write legibly, fluently and with increasing speed by:  choosing the writing implement that is best suited for a task.	
Writes recognisable letters, most of which are correctly formed.	begin to form lower-case <b>letters</b> in the correct direction, starting and finishing in the right place	form lower-case letters of the correct size relative to one another	form lower-case letters of the correct size relative to one another		form lower-case letters of the correct size relative to one another	
	♣ form <b>capital letters</b> ♣ form digits 0-9	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
	understand which <b>letters</b> belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined		write legibly, fluently and with increasing speed by:  choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	

		use spacing between words that reflects the size of the letters.	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	
<b>Composition</b>				
	<b>Pupils should be taught to:</b>			
Spells words by identifying sounds in them and representing the sounds with a letter or letter.	<ul style="list-style-type: none"> <li>♣ say out loud what they are going to write about</li> <li>♣ compose a <b>sentence</b> orally before writing it</li> <li>♣ re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>♣ plan or say out loud what they are going to write about</li> <li>♣ write down ideas and/or key words, including new vocabulary</li> </ul>	compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>
Writes simple phrases and sentences that can be read by others	sequence <b>sentences</b> to form short narratives	encapsulate what they want to say, sentence by sentence	organise paragraphs around a theme	use a wide range of devices to build cohesion within and across paragraphs
	Sequencing <b>sentences</b> to form short narratives	Sequence sentences to form narratives and non-fiction texts	Introduction to paragraphs as a way to group related material	<p>Use paragraphs to organise ideas around a theme</p> <p>Link ideas across paragraphs using:</p> <ul style="list-style-type: none"> <li>adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]</li> <li>or tense choices [for example, he had seen her before]</li> </ul> <p>Use devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]</p> <p>Link ideas across paragraphs using a wider range of cohesive devices:</p> <ul style="list-style-type: none"> <li>repetition of a word or phrase,</li> <li>grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence],</li> <li>and ellipsis</li> </ul>
			in narratives, create settings, characters and plot	in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action

			in non-narrative material, use simple organisational devices [for example, headings and sub-headings]		use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
			Headings and sub-headings to aid presentation	Headings and sub-headings to aid presentation and organise information.		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
	See “Planning Platforms” and “Progression in Text Type” documents					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Vocabulary, grammar and punctuation					
	Pupils should be taught to:					
	leave spaces between words How words can combine to make sentences	Learn how to use sentences with different forms: <b>statement, question, exclamation, command</b> How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command</b>				
		Learn how to use some features of written Standard English				
	join words and clauses using <b>and</b>	Learn how to use <b>subordination</b> (using when, if, that, or because)  <b>and co-ordination</b> (using or, and, or but)	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	To write multi-clause sentences accurately using a wide range of conjunctions.		

	<p>Joining words and joining clauses using and</p> <p>Confidently join sentences with and</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>	<p>Subordinating <b>conjunctions</b> – used at the beginning of a <b>subordinating clause</b>, a <b>clause</b> that does not make sense on its own. (if as when while after before because)</p> <p>Coordinating <b>conjunctions</b> – they give equal importance to the words and sentences they connect. (for and but or so)</p>	<p>Subordinating conjunctions – used at the beginning of a subordinating clause, a clause that does not make sense on its own. (if as when while after before because although until since)</p> <p>Coordinating conjunctions – they give equal importance to the words and sentences they connect. (for and but or so nor yet)</p>	<p>Subordinating conjunctions – used at the beginning of a subordinating clause, a clause that does not make sense on its own.</p> <p>Coordinating conjunctions – they give equal importance to the words and sentences they connect.</p>	<p>Subordinating conjunctions – used at the beginning of a subordinating clause, a clause that does not make sense on its own.</p> <p>Coordinating conjunctions – they give equal importance to the words and sentences they connect.</p>
		<p>Learn how to use the <b>present and past tenses</b> correctly and consistently including the progressive form E.g. Goldilocks <b>was</b> walking through the woods.</p>	<p>use the present perfect form of verbs in contrast to the past tense</p>		<p>use passive verbs to affect the presentation of information in a sentence</p>	
		<p>Correct choice and consistent use of <b>present tense and past tense</b> throughout writing Use of the progressive form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Use of the <b>passive</b> to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p>
		<p>Learn how to use expanded <b>noun phrases</b> to describe and specify [for example, the blue butterfly]</p>	<p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>		<p>use expanded noun phrases to convey complicated information concisely</p>	

		Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Appropriate choice of <b>pronoun</b> or noun within and across sentences to aid cohesion and avoid repetition.	Teach children to choose the most appropriate vocabulary to create the expanded noun phrases, removing unnecessary words.	Children independently choose the most appropriate vocabulary to create the expanded noun phrases, removing unnecessary words.
			use conjunctions, adverbs and prepositions to express time and cause		use the perfect form of verbs to mark relationships of time and cause	
	Begin to use some words to help sequence their writing e.g. first, next, then.	Use words to help sequence their writing e.g. first, next, then, after, finally.	Expressing time, place and cause using: • <b>conjunctions</b> [for example, when, before, after, while, so, because], • adverbs [for example, then, next, soon, therefore], • or <b>prepositions</b> [for example, before, after, during, in, because of] •	Expressing time, place and cause using: • conjunctions [for example, when, before, after, while, so, because], • adverbs [for example, then, next, soon, therefore], • or prepositions [for example, before, after, during, in, because of]		
			use fronted adverbials		use modal verbs or adverbs to indicate degrees of possibility	

				Fronted <b>adverbials</b> [for example, Later that day, I heard the bad news.	Indicating degrees of possibility using: <ul style="list-style-type: none"> <li>adverbs [for example, perhaps, surely]</li> <li>or <b>modal verbs</b> [for example, might, should, will, must]</li> </ul>	Indicating degrees of possibility using: <ul style="list-style-type: none"> <li>adverbs [for example, perhaps, surely]</li> </ul> or modal verbs [for example, might, should, will, must]
					use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	
					<b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted <b>relative pronoun</b>	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
			learning the grammar for years 3 and 4 in English Appendix 2		learning the grammar for years 5 and 6 in English Appendix 2	
						How words are related by meaning as <b>synonyms</b> and <b>antonyms</b> [for example, big, large, little].
					recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	



						<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>Punctuation</b>					
	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Introduction to:</p> <ul style="list-style-type: none"> <li>• <b>full stops</b>,</li> <li>• <b>capital letters</b> to start <b>sentences</b>,</li> <li>• <b>exclamation marks</b></li> <li>• <b>question marks</b></li> <li>• <b>Capital letters</b> for names, names of people, places, the days of the week, and for the personal pronoun I</li> </ul>	<p>Learn how to use both familiar and new punctuation correctly including:</p> <ul style="list-style-type: none"> <li>• full stops,</li> <li>• capital letters to start sentences,</li> <li>• exclamation marks,</li> <li>• question marks,</li> <li>• Capital letters for names, names of people, places, the days of the week, and for the personal pronoun I</li> </ul>	<p>Correctly use:</p> <ul style="list-style-type: none"> <li>• full stops,</li> <li>• capital letters,</li> <li>• exclamation marks,</li> <li>• question marks,</li> <li>• commas to separate items in a list</li> <li>• apostrophes for contracted forms and to mark singular possession in nouns [for example, the girl's name]</li> </ul>		<p>Correctly use:</p> <ul style="list-style-type: none"> <li>• full stops,</li> <li>• capital letters,</li> <li>• exclamation marks,</li> <li>• question marks,</li> <li>• commas to separate items in a list</li> <li>• apostrophes for contracted forms and to mark singular possession in nouns [for example, the girl's name]</li> </ul> <p>Correctly:</p> <ul style="list-style-type: none"> <li>• Indicate fronted adverbials by using commas after them.</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns.</li> <li>• use and punctuate direct speech</li> </ul>	
			Indicate fronted adverbials by using commas after them.		Use commas to clarify meaning or avoid ambiguity in writing	
		<b>Commas</b> to separate items in a list	Commas to separate items in a list	Use of commas after fronted <b>adverbials</b>	Use of commas to clarify meaning or avoid <b>ambiguity</b>	Use of commas to clarify meaning or avoid ambiguity
			Indicate possession by using the possessive apostrophe with plural nouns.			

		<i>apostrophes</i> for contracted forms  <i>apostrophes</i> to mark singular possession in nouns [for example, the girl's name]	apostrophes for contracted forms  apostrophes to mark singular possession in nouns [for example, the girl's name]	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]  The grammatical difference between plural and possessive –s	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]  The grammatical difference between plural and possessive –s	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]  The grammatical difference between plural and possessive –s
			use and punctuate direct speech			
			Introduction to <i>inverted commas</i> to punctuate <i>direct speech</i>  Speech: "I too shall bestow a gift upon the child," announced Malificent.  Speech and emotion: "Sit down!" shouted the conductor, his face red with rage.	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]  Speech and emotion: "Sit down!" shouted the conductor, his face red with rage.	Speech, emotion and action:  As she stepped forward to the cradle, Malificent announced: "I too shall bestow a gift upon the child," with an evil glare in her eye.	Speech, emotion, action and thought:  As she stepped forward to the cradle, Malificent announced: "I too shall bestow a gift upon the child," with an evil glare in her eye. The terrified onlookers gasped in fear for no one knew what would happen next.
					indicate parenthesis by using brackets, dashes or commas.	
					<i>Brackets, dashes</i> or commas to indicate <i>parenthesis</i> .	Brackets, dashes or commas to indicate parenthesis.
					mark boundaries between independent clauses by using semi-colons, colons or dashes	
						Use of the <i>semi-colon, colon</i> and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
					using hyphens to avoid ambiguity	
						How <i>hyphens</i> can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
					use a colon to introduce a list	
						Use of the <i>colon</i> to introduce a list and use of <i>semi-colons</i> within lists
					punctuate bullet points consistently	

						Punctuation of <b>bullet points</b> to list information
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>Word</b>					
	<p>Regular <b>plural</b> noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>Formation of nouns using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn <b>adjectives</b> into <b>adverbs</b></p>	<p>Formation of nouns using a range of <b>prefixes</b> [for example super–, anti–, auto–]</p> <p>Use of the forms a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]</p> <p><b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
	<b>Terminology</b>					
	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

## Hardy Mill Long Term Plan – Writing

	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
KS1	Narrative Description Poetry	Recount Letter Instructions		
LKS2	Narrative Description Characters/Settings Poetry	Recount Letter Instructions Explanation Biography	Advert Letter Speech Poster	
UKS2	Narrative Description Characters/setting Poetry	Recount Letter Instructions Explanation Biography Report	Advert Letter Speech	Balanced argument Newspaper Review

## Implementation – How do we organise learning?

In Early Years, writing is taught through phonics where children learn to form letters and are taught to represent phonemes with graphemes. Continuous provision and focus tasks provide opportunities for children to practice and apply their writing skills. Fine motor skills are developed through PD to assist children with accurate letter formation.

In KS1 children take part in an English lesson every day, in addition to a daily 30 minute guided reading lesson, a 30 minute phonics or spelling session and a 15 minute handwriting session.

In KS2 children take part in an English lesson every day, in addition to a daily 30 minute grammar, punctuation, spelling or handwriting session and a 30 minute reading lesson.

### **Writing**

Throughout school, we ensure that the teaching of writing is purposeful, robust and shows a clear learning journey within each unit. Each year group have an overview of the writing genres that they will teach. These have been planned to ensure coverage of the key genres and opportunities to write for different audiences and purposes. The progression in text type document ensures teachers are aware of the expectation in terms of composition and grammar in the text type being taught in their year group.

Teachers plan the writing learning journey carefully. Firstly, children are immersed in good examples of the genre being studied before Write Stuff and Talk 4 Writing are used (as appropriate) to model the composition of written pieces. During the modelling sessions, age-related grammar and punctuation is used to model how to apply these skills to the writing. Following this input, in Years 1 – 5, children are given time to plan and write their own written pieces which are then marked by the teacher. Marking informs the teaching of areas in need of further input and this will form the basis of editing sessions and fix-its with teaching inputs guiding the children with the editing of their work. In year 6, children are given opportunity to edit their work independently before producing a “polished piece” which the teacher marks and assesses.

Grammar and punctuation knowledge and skills are taught through English lessons and focused SPaG lessons. Teachers, supported by the Herts for Learning Planning Platforms, plan carefully to apply the required knowledge and skills when modelling writing to demonstrate how to apply appropriate knowledge and skills to the different genres taught.

Quality teaching and adaptations during each stage of the writing process, ensure that all children meet their potential.

See:

*Adaptive Teaching – Writing*

## **Spellings**

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum.

In Key Stage 1, teachers use the Supersonic Phonics spelling scheme. Year 1 progress to 'Suze's Supersonic Spelling Rules Y1' once Phase 5 phonics has been completed. The Year 2 children begin the year with 'Suze's Supersonic Spelling Rules Y2'.

Children are given an age appropriate amount of spellings to learn each week linked to those being taught in class.

In Key Stage 2, teachers use the Supersonic Spelling Stars to support their teaching of spellings. In addition, children are given an age appropriate amount of spellings to learn each week linked to those being taught in class, the word lists for their year group and/or linked to units of work being studied across the curriculum.

*See:*

*Phonics Progression EYFS and KS1*

*Appendix 1 of National Curriculum Overview*

## Impact

### Impact – How well are we achieving our aims?

Evidence of the impact of our writing curriculum, quality first teaching and interventions on our children is clear: progress, sustained learning and transferrable skills. The implementation of the writing journey is well established and taught thoroughly throughout school. Children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar, allowing teaching to focus more on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation to have an impact on the intended audience.

The Herts For Learning Teacher Assessment Frameworks for years 1, 3, 4 and 5 and the end of Key Stage assessment frameworks published by the Department for Education for years 2 and 6 are used, alongside the Insight tracker, to inform teacher judgements when assessing writing. Regular, rigorous moderation by teachers and senior leaders quality assure teacher judgements across the school.

Monitoring of writing by the English Leads and the triangulation of evidence, ensures the progress of all children is carefully tracked and the outcomes for all groups of children in school is closely monitored. Pupil progress tracking systems and documents ensure that knowledge and skills are progressive and build on the children's previous learning. The outcomes of National assessments demonstrate that when they leave Hardy Mill, they are very well prepared for the next stage in their education.

We hope that as children move on from us to further their education and learning, their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.