

Aspire Academy Trust



Writing Framework

“working together, inspiring excellence”



Contents

- Aims
- Section 1: The importance of writing and a conceptual model
- Section 2: The importance of Reception
- Section 3: Transcription
- Section 4: Composition
- Section 5: Pupils who need the most support
- Section 6: Writing across the curriculum
- Section 7: Leadership and management of writing
- Section 8: National assessments

Aims

As of 2025, the Aspire family comprises 37 primary academies (including three church schools) and 22 nurseries across Cornwall; from Carbis Bay in the west to Bude up in the northeast, from Grade Ruan towards the tip of The Lizard, to Tintagel on the rugged north coast.

Whatever its size and location, each academy proudly retains its own identity and sense of place in the local community but as a member of the Aspire family, better provision, richer resources, higher standards, and exceptional learning experiences are ensured for all.

Each Aspire academy believes in providing every child with the opportunity to experience an outstanding education, both academically and emotionally and socially. By rigorously identifying the barriers to learning, providing an inspiring and relevant curriculum that considers the whole child and providing the necessary support for children to achieve and develop, all children will reach their true potential.

By nurturing intellectual curiosity, self-reliance, tenacity of purpose, and commitment to others, Aspire Academy Trust pupils will be fully equipped to make a difference in a complex and changing world.

This document aims to:

- highlight the importance of developing language, from the early years onwards, in equipping children for writing, and encouraging oral composition, particularly while they are still developing the transcription skills they need to write down their ideas
- explain the importance of the reception year in building the foundations for writing and provide guidance on making sure children get off to the best start
- explain the importance of transcription (handwriting and spelling)
- explain the importance of, and provide guidance on, supporting pupils to master sentence construction
- explain the importance of grammar as a tool for conveying meaning and provide guidance on teaching it effectively so that pupils can apply to their writing what they have been taught
- set out an approach to teaching writing effectively
- support schools in motivating pupils to develop a love of writing

“By working together and inspiring excellence; we enable our children to excel both academically and in character.”

Section 1: The importance of writing and a conceptual model

Why writing matters:

- Writing is a key skill throughout school and life.
- Being able to express ideas clearly and write fluently creates opportunities.
- Writing offers pupils opportunities to express attitudes, opinions, judgements and ideas.
- Writing helps thinking and learning.
- Writing is key to social experiences as it enables participation in social communication.
- Writing can also be a form of self-expression: it offers young people an opportunity to reflect upon themselves, their interests and their worlds and to use, for example, stories, poetry or diaries to think about and make sense of their experiences.

The development from spoken language to written language

Children's first encounters with language are typically through talk; human brains are naturally wired to speak. They depend on interactions with adults to develop their speech and, through exposure to stories and back-and-forth talk, they develop control over their spoken language. This, in turn, is vital for learning about written language, since reading and writing are acquired skills.

Writing is not merely talk written down. Learning to write involves developing control of language in a way that, increasingly, is different from everyday, conversational speech and must be explicitly taught.

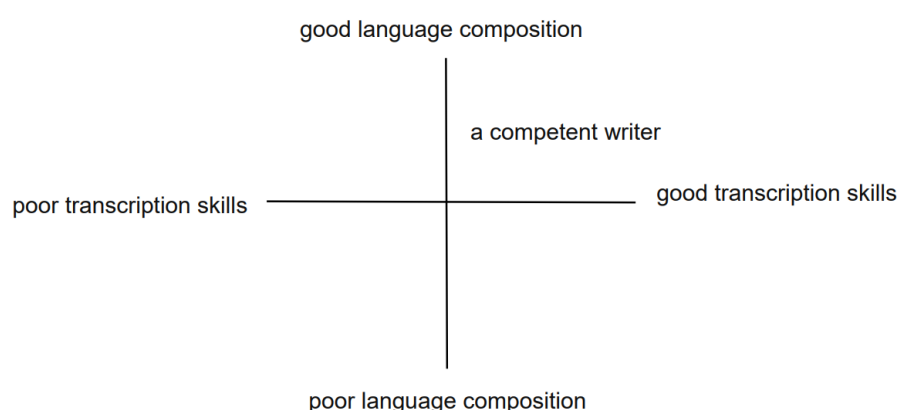
What writing means for reading

Reading and writing support one another as they are acquired and developed, but they are not inverses; writing must be taught separately from reading. Teachers will want to use the interdependence of reading and writing to support teaching, but this must not come at the expense of pupils' enjoyment of reading.

The simple view of writing

The Simple View of Writing does not imply that writing is simple but, rather, that without developing the two aspects of composition and transcription, proficient writing is not possible.

Figure 1: An illustration of the simple view of writing



Why writing is challenging

Beginner writers are required to think consciously about everything they are doing while writing, from holding the pen correctly to forming letters legibly, combining them accurately in words, before they can even think about using those words to express ideas effectively. In the same way that a pupil who is concentrating on decoding words in a book will struggle to comprehend much of the text, a pupil who is concentrating on their handwriting and spelling (transcription) will find it very challenging to put what they want to say on paper.

Composition is challenging in its own right: it has been suggested that planning, composing and rewriting a text is twice as mentally demanding as reading a complex text.

Writing should not be rushed: pupils should concentrate on the quality of their writing rather than producing large amounts of lower-quality text.

Managing cognitive load

A foundational part of teaching writing is about ensuring pupils master the functional aspects of writing as early as possible. Sequenced teaching gives pupils the best chance of mastering the written language, and of understanding the writing process and models to support their writing.

The importance of motivation

Motivation is both a driver and an outcome of learning. Encouraging pupils to believe they can be successful and make progress, ensuring they have a chance of success and helping them to manage negative emotions supports motivation. These are all part of teaching writing. Pupils will not always be motivated to write but, when they are, it makes a difference to the writing they produce.

They therefore need to be:

- taught effectively, with timely, supportive and constructive feedback
- given opportunities to develop competency over time
- given tasks that match the knowledge and skills they have been taught

Conclusion

Pupils need to gain a large amount of knowledge to be able to write well and this knowledge has to be built cumulatively, throughout their time at school. Teachers must consider how to build pupils' knowledge in everything from letter formation and spelling to grammar and vocabulary, to how to create suspense in a narrative or persuade someone to do something.

Section 2: The importance of Reception

The government's Plan for Change sets a milestone of 75% of children reaching a Good Level of Development (GLD) at the end of reception by 2028. This is measured through the early learning goals at the end of EYFS.

EYFS Areas of Learning and Aspects

	Areas of Learning	Aspects
Prime	Communication and language	Listening, Attention and Understanding
		Speaking
	Physical development	Gross Motor Skills
		Fine Motor Skills
	Personal, social and emotional development	Self-Regulation
		Managing Self
Specific		Building Relationships
	Literacy	Comprehension
		Word Reading
		Writing
	Mathematics	Number
		Numerical Patterns
		Past and Present
	Understanding the world	People Culture and Communities
		The Natural World
	Expressive arts and design	Creating with Materials
		Being Imaginative and Expressive
Required for Good Level of Development (GLD)		

For the early learning goal for Writing, children at the expected level of development will:

- write recognisable letters, most of which are correctly formed
- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others

To make sure children get off to the best start, and to give them the best chance of later success in writing, the emphasis in reception should be on building the foundations for it: transcription and composition.

This means keeping things simple and doing things well.

In Reception, children will need:

- Regular explicit handwriting instruction, in addition to phonics, early in reception.
- Teaching and practice in using and manoeuvring their thumb, wrist and shoulder muscles in the way they need for handwriting.
- Additional support to ensure they are secure in their understanding of key directional words such as, 'up', 'down', 'round' and 'back'.
- Systematic teaching of and practice in moving the pencil to master the horizontal, diagonal, vertical and circular strokes needed for writing.
- Teaching letter formation, focusing on where to start each letter, the direction of formation, its shape, position and, later on, its spacing relative to other letters.
- To develop skills in communication and language, including the ability to speak in sentences, and to compose orally (to say out loud what they want to write).
- High-quality interactions between children and adults, where adults' own language provides a model, and where adults follow the child's lead, narrate their play, and echo and expand on what they say in complete sentences.
- Opportunities to develop body strength and co-ordination as well as fine motor skills, that support them to meet the physical development early learning goals.

Making judgements against the Early Learning Goals

Key points to consider:

- When making a judgement about 'writing simple phrases and sentences that can be read by others', children do not need to be able to compose the phrases and sentences themselves (**dictated sentences can be assessed**) and they do not need to write extended pieces.
- A 'simple' phrase could be 'Clap hands' and a 'simple' sentence could be 'The man is happy'.
- In making a judgement, teachers will consider multiple phrases and sentences the child has written. These are likely to vary in length and include a range of vocabulary and grapheme-phoneme correspondences (GPCs) they have been taught.
- Teachers should base their judgements only against the criteria in the early learning goal for Writing.
- As outlined in the EYFS statutory framework, the early learning goals should not be used as a curriculum but are the framework for assessing a child's development at the end of the reception year. Therefore, while punctuation is not a requirement of the Writing early learning goal, children in reception should still be taught it. Using capital letters and full stops reinforces their growing understanding of sentences.

In summary, to meet the early learning goal for Writing:

- sentences and phrases can be transcribed (from dictation) rather than independently composed
- sentences and phrases can be simple rather than extended
- sentences and phrases must be readable, but may contain some mistakes in letter formation
- sentences and phrases do not need to contain punctuation (including capital letters)
- not all words need to be correctly spelt

The early learning goal for Fine Motor Skills sets out that children at the expected level of development will be able to hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.

To support writing in reception, it is therefore important to support children to develop:

- gross and fine motor skills to develop strength, coordination and positional awareness
- core strength, stability, balance and spatial awareness
- fine motor control and precision

Section 3: Transcription (Handwriting and Spelling)

Handwriting (*See Morrells Handwriting Policy for more detailed information)

Our aim is to ensure that all pupils develop a handwriting style that is flexible, fluent, and legible. The ultimate goal is for children to write with confidence and creativity, supported by handwriting that is executed with ease, speed, and clarity. Developing automaticity in writing is essential to enable children to focus on content rather than letter formation.

Handwriting should be taught through dedicated, focused sessions that prioritise technique. The emphasis should be on developing legibility, fluency, and writing speed, rather than neatness.

Once ready, pupils benefit from structured, supervised handwriting lessons that build fluency and correct technique.

- handwriting should be taught explicitly and daily
- handwriting should be taught in short, focused sessions of around 10 – 15 minutes

Handwriting lessons should be in small, clear steps and target:

- letter formation
- letter orientation, spacing and size
- grip, sitting position and posture
- fluency, speed and control
- joining instruction once letter formation is mastered and fluent at speed

Teachers should:

- model legible handwriting clearly and consistently in all subjects
- observe and supervise pupils during handwriting lessons
- spot errors early to prevent bad habits before they embed
- provide immediate feedback and correct errors during writing lessons
- check posture and correct regularly (feet flat on the ground, bottom back in chair)
- check for visual issues including poor binocular vision
- check for poor midline crossing and poor bi-lateral coordination
- check for retained primitive reflexes that affect handwriting
- correct a poor pencil grip gently and consistently
- use handwriting aids such as pencil grips to encourage the tripod grip is maintained

Teachers will be vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils and those with Special Educational Needs are met.



Spelling

The Spelling with Grammarsaurus scheme is designed to enhance children's spelling skills after or alongside phonics by focusing on morphology, etymology, and orthography. Through this approach, children develop a deep understanding of how words are built, how their structures relate to meaning, and how spelling patterns are influenced by word origins. Throughout the scheme, pupils explore the building blocks of words, uncovering the relationships between meaning and spelling. This knowledge empowers them to spell more accurately, recognise patterns across words, and apply their understanding to both familiar and unfamiliar vocabulary.

Why morphology matters Learning about morphemes helps children:

- **Improve their spelling** by recognising patterns not just sounds – for example, learning that the suffix -ed is the correct way to spell past tense verbs helps avoid mistakes like 'checkt' or 'needid'
- **Understand word meanings**. Knowing the meaning of a base (like 'move') helps children make sense of related words like 'remove', 'mover', or 'movement'
- **Expand their vocabulary and improve reading comprehension more easily**. As they begin to recognise familiar word parts, they can make sense of new words on their own, supporting reading and learning

The children will be:

- Building words using bases, stems and affixes
- Learning the **etymology** of words – understanding their origins, historical roots, and language journey
- Exploring how morphemes change the meaning of words
- Using **word matrices** to see how one base can create many new words. A word matrix is a chart that shows how one base can grow into many new words using different prefixes and suffixes. It helps children see spelling patterns and deepens their understanding of word meanings
- Writing **word sums** (e.g. runⁿ ⊕ ing = running)
- Directly applying new spelling knowledge in their writing units
- Learning **four key spelling rules** for adding suffixes:
 1. Double the final consonant letter when a word ends in a CVC pattern, then add the vowel suffix.
 2. Drop the final silent e vowel letter, then add the vowel suffix.
 3. Change the final letter y after a consonant letter to i, then add the suffix (except -ing).
 4. Just add the suffix.

Section 4: Composition

A growing consensus from research and practice in schools indicates that the best way to teach pupils to write is by teaching them to **master sentences**. All writing is ultimately made up of sentences: only once the concept of a sentence is understood will paragraphs and longer pieces of writing make sense, let alone convey meaning.

Supporting pupils to understand sentences

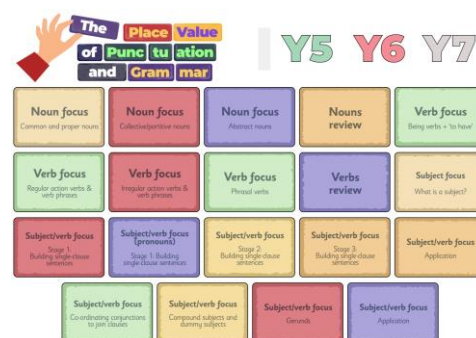
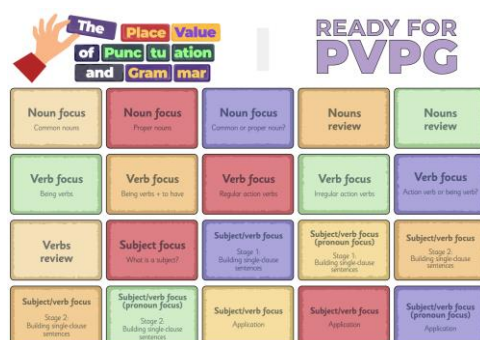


Children in Year 1 to Year 6 will learn the Place Value of Punctuation and Grammar (PVPG) — an approach that focuses on the foundations of writing: grammar and punctuation.

In maths, place value is recognised as the building block on which successful mathematicians are made. Without a secure grasp of it, children often struggle to make sense of other concepts including addition, subtraction, multiplication and division. Because of its importance, place value is taught as the very first unit in each year group and revisited regularly throughout the curriculum.

In a similar way, punctuation and grammar are the place value of writing. They are the building blocks of successful writers. Without a secure grasp of them, children often struggle with sentence structure, making it much harder for them to produce cohesive stories, letters and reports that readers can understand and enjoy.

To reflect its importance, the Place Value of Punctuation and Grammar (PVPG) will be the very first unit taught in Years 2 - 6 and will be revisited regularly across the curriculum. In Year 1, PVPG will be introduced once children have a secure grasp of letter formation and phonics.



The Writing Process

Write/adapt a model text to exemplify the writing skills to be taught.		
Immersion	-Use core texts to engage and immerse children in the theme for the unit of work. -Introduce specific text type and explain the intended writing outcome for the unit.	
Assessing (Diagnostic)	-Assess the children on the key writing skills required for the text type using diagnostic tasks. -Analyse diagnostic tasks to inform skills to be taught. Select a skill to teach for each of the sections of the text type.	
Planning (Purpose)	-Introduce the model text. -Read the model text, explain unknown vocabulary and check comprehension. -Identify the intended audience and the purpose of the text.	
Planning (Features)	-Analyse the presentational features of the text type, using the model text. -Analyse the language features of the text type, using the model text.	
Planning (Structure)	-Use an agreed paragraph model to exemplify the text structure. -Identify the main sections of the model text.	
Planning (independent)	-Children to plan their own text using the agreed model.	
Drafting (Skill)	-Introduce first section and explain its purpose. -Identify key content and focus writing skill. -Teach the writing skill identified in the section. -Use 'I do, we do' approach during teaching to model the skill and assess understanding. -Children apply the skill during sentence work ('you do').	Independent Write -You can use evidence after each section, if completed independently.
Drafting (Writing)	-Model rewriting the first section of the model text using the grammar skill taught. -Use 'I do, we do' approach to assess understanding during teaching. -Children independently write their first section of the text type ('you do').	
Revising & Editing (Improve)	-Evaluate modelled section of the text. -Model making changes in light of feedback and correcting errors in spelling, punctuation and grammar. Use 'I do, we do' approach to assess understanding. -Children independently revise and edit their paragraph ('you do'). -Repeat lessons for the other sections of the text.	
Independent Write	-Use their work to produce a final, independent piece. -Refer back to their previous work and make further changes.	
Publishing (Sharing)	-Present work to the target audience. -Read written work out to the class, share the finished piece with other peers in school or share with parents/carers. -Send letters to individuals such as headteachers or politicians, where a response may be expected. -Assess independent piece against year group assessment criteria. -Use assessment to inform planning for the next unit of work.	

Glossary

Planning	Planning can be as simple or as complex as necessary, depending on the task and each pupil's writing competence. The results of the planning stage will vary for pupils of different ages and abilities; planning is also a continuing process.
Drafting	Drafting is the stage where pupils transform their ideas or plans into writing. Although accurate spelling, punctuation, and handwriting are important, they are not the main focus at this stage.
Revising	The revising stage involves pupils improving their writing to meet the goals of the audience and purpose for their writing. For example, pupils may flesh out initial ideas with details and examples or combine sentences for effect. The teacher, typically, initiates and scaffolds this stage, possibly incorporating peer feedback, but it should be something that, over time, the pupil can learn to manage independently. Teachers can show that first attempts at writing are seldom very polished, even for expert writers, and that when ideas are transcribed, the words can be revised and improved.
Editing	Editing is different from revising and involves identifying and correcting errors in grammar, punctuation and spelling. Pupils will need support to edit their own and others' writing. Explicit practice using an example of a text which contains deliberate errors that are commonly made by the class can improve editing of pupils' own work and can be a useful activity when teaching specific punctuation and spelling.
Sharing	Understanding that their writing is going to be read or heard develops pupils' understanding that writing is purposeful. It gives them the opportunity for feedback and can also build motivation, although it can be intimidating for some pupils. Developing a whole-school approach to sharing pupils' work, with reasonable expectations regarding publication and performance, develops an environment where writing is seen as valued.
Modelled Writing 'I do'	The teacher takes the lead while pupils observe the expert writer. This provides the opportunity for the teacher to show, in small steps, how to apply new knowledge.
Shared Writing 'We do'	Shared writing involves pupils constructing texts with the teacher. This provides the opportunity for them to share ideas in a supportive and safe environment while the teacher can control the focus as the expert writer and focus pupils' attention on specific elements.
Independent Writing 'You do'	In independent writing, pupils write individually and independently after modelled or shared writing, practising what they have observed. The modelled and shared writing should allow pupils to gain confidence when writing independently.
Guided Writing	Guided writing involves the teacher working with a selected group of pupils, who share a similar need for challenge or support, to help them to draft their writing. This can take place while the rest of the class writes independently.
Coherence and Cohesion	Cohesion relates to the links within and between sentences and paragraphs, employing grammatical devices to connect ideas. Coherence involves the logical arrangement and progression of ideas throughout the text, ensuring that the reader can understand the content.
Feedback	Pupils require regular, frequent and timely feedback about their writing, with an opportunity to review and edit it. The more frequent the feedback is and the closer it is to the opportunity to edit writing, the more it improves writing.

Section 5: Pupils who need the most support

Keeping up from the start

Leaders and teachers should:

- Ensure that all pupils get the best start in writing, from the very beginning. High-quality teaching is central to ensuring that all pupils are given the best possible opportunity to achieve.
- Consider how to adapt their practice and provide the support that might be needed to enable this from the start. Schools should aim to provide this support within the writing lesson.
- Consider needs as a whole, including how speaking and/or reading support should be prioritised. Focusing support on writing when there are difficulties with reading or speaking may not be beneficial.
- Ensure pupils have regular, successful writing experiences so they do not lose faith in themselves and become demotivated. Praise should be encouraging and linked to improvements and goals.

Identifying pupils who need support

Leaders and teachers should:

- Identify which pupils need additional support as early as possible and determine the right approach to adapt teaching to respond to their strengths and needs.
- Identify developmental delays in writing in Reception.
- Look out for pupils who:
 - write slowly
 - struggle to apply knowledge from one context to another
 - are demotivated
 - are quiet in class
- Investigate why a pupil is finding writing difficult, for example, whether they might have a hearing or visual impairment, or speech, language and communication needs or a specific learning difficulty.

Handwriting	These pupils will find composition difficult, as their working memory is heavily loaded with the demands of transcription. They may also lack motivation to write due to the discomfort they experience or may struggle to read their own work if their writing is illegible.
Spelling	Pupils who struggle with spelling will find it difficult to attend to composition. Some studies have shown that many pupils with some types of SEND struggle with spelling, which can slow down their writing as greater hesitations occur.
Composition	Pupils may struggle with composition at any or all phases of the writing process. They may struggle to write sentences and make their writing understood; to combine sentences; or to formulate and organise their ideas.
Language	Pupils who experience difficulties with vocabulary will be less articulate and precise in their writing. Difficulties could include struggling to understand and use subject-specific vocabulary or selecting appropriate words or more ambitious vocabulary.

Pupils who need further support

Teachers should have high expectations and be ambitious for all pupils, including those identified as having SEND. Difficulties with writing can occur across all broad areas of need (cognition and learning; communication and interaction; social, emotional, and mental health; and sensory and physical needs). Pupils with SEND may progress at a different rate to their peers and teachers should be focused on understanding the specific barriers the pupil faces with writing and what they need. The graduated approach of 'assess, plan, do, review' will help teachers, working with the SENCO where needed, to build an ongoing understanding of pupils' needs and to provide support that is tailored to individuals.

Developmental language disorder	Developmental language disorder (DLD) is a common neurodevelopmental condition where individuals experience ongoing difficulties in understanding and using spoken language. This can affect their ability to communicate effectively, learn new information and form social connections. Research shows pupils with DLD are more likely to have difficulty with accurate spelling, grammar, and organising and linking ideas throughout a text.
Dyslexia	Dyslexia is generally understood to be a specific learning difficulty that primarily affects reading and writing. Dyslexia is often associated with poor spelling because of the complexity of the English alphabetic code. Pupils with dyslexia may also find composition challenging. There is strong evidence that these pupils do not progress as well as their peers in writing. It is important, therefore, for schools to identify pupils who are struggling with writing early on and to consider what, if any, additional support they might need.
Developmental coordination disorder/Dyspraxia	Pupils with developmental coordination disorder (DCD)/dyspraxia have difficulty performing and learning everyday movement tasks and this often includes difficulties with handwriting. Pupils with DCD/dyspraxia may take longer to develop the necessary movement skills to write fluently and legibly and will need ample teaching and practice. They may require additional handwriting intervention.

Pupils with more complex needs

Literacy is as important for pupils with more complex needs as it is for all pupils and teachers should have high expectations and be ambitious for them. Every pupil, including those with more complex needs, should receive and be included in writing instruction.

The role of leaders

School leaders in primary schools are responsible for making sure all pupils, including those with special educational needs and disabilities, have high-quality writing teaching in a way that is accessible to them, is appropriate for their needs and enables them to make rapid progress.

Section 6: Writing across the curriculum

Teaching writing should be planned not only in the context of the English lesson, but also across the wider curriculum. This means considering:

- How the writing lesson can draw on pupils' wider learning and how their other lessons can draw on what they are learning about writing.
- How the wider curriculum offers pupils useful opportunities for practice.
- How to provide opportunities for pupils to apply their writing knowledge and skills more independently and with less scaffolding than in dedicated English lessons, provided that the complexity of the task matches their stage of development in writing.
- How the writing routines and models described in this framework should be embedded across subject teaching, not limited to English lessons.
- How to ensure the expectations about writing and the use of terminology should be consistent across subjects.

The power of writing as a means for thinking and remembering should be embedded throughout the curriculum. However, writing tasks in other subjects should not detract from the intended focus of the learning in that subject.

Section 7: Leadership and management of writing

Headteachers are responsible for creating a positive writing culture in their schools, as well as for developing an effective, well-sequenced writing curriculum and ensuring that all classroom teachers, not just subject leads, are trained to teach writing effectively. All staff play a role in fostering a supportive writing environment, but leaders establish the culture and set the standards.

Creating a writing culture	Creating a positive writing culture is essential. It should emphasise a commitment to the success of all pupils, ensuring that none falls behind. The culture should encompass both reading and writing; maintaining a balance between the two is important. In primary schools, pupils write daily. Their experiences must be meaningful and integral to the writing culture. They require explicit teaching, time for practising and the chance to explore topics they enjoy, thus nurturing of a love for writing.
Building a team of expert teachers	Headteachers should appoint someone to manage the teaching of writing across the school. Ideally, the same person would lead the writing and reading curriculum (a 'literacy lead' or similar), but not at the expense of reading. If school leaders decide to have separate leaders for reading and writing, it is vital that they work collaboratively, together with the SENCO.
Developing an effective writing curriculum	Leaders should plan a well-sequenced curriculum across the whole of the primary stage, starting in reception. They need to consider how the different elements of writing fit together to ensure pupils' working memories are not overloaded. Developing an effective writing curriculum and seeing its impact takes time. A multi-year plan considers the changes that are needed across the whole school and how to prioritise them.
The importance of getting writing right in reception	Leaders must start building the foundations for writing from the start of reception. Writing requires considerable effort and attention, but getting writing right in the early years is key to ensuring pupils continue to make the expected progress in key stage 1 and beyond.
Ensuring progress for all pupils	Leaders are responsible for making sure all pupils, including those with SEND, have high-quality writing teaching that is accessible for them, appropriate for their needs and enables them to make progress. Leaders should work with the SENCO and teachers to do this.
Assessment	Teachers are required to make statutory teacher assessment judgements about writing at the end of reception and in year 6. Both formative and summative assessments are essential for a comprehensive understanding of pupils' writing and for supporting their development effectively.

Section 8: National assessments

Early years foundation stage profile	The Early years foundation stage profile (EYFSP) assessment is a summative assessment which early years providers, usually schools, are required to complete for each child at the end of the academic year in which the child turns 5. This is usually the reception year. Schools assess each child's level of development against 17 early learning goals across all seven areas of learning in the EYFS. Three early learning goals focus explicitly on literacy, including one on writing. For each early learning goal, practitioners must assess whether a child is meeting the expected level of development; if they are not at the 'expected' level, they are assessed as 'emerging'.
Phonics screening check	The government introduced the statutory PSC in September 2011 for all pupils in year 1. Its purpose is to assess whether pupils can read accurately a selection of words that include common GPCs, the first step in learning to read. The screening check does not assess pupils' attainment in writing, but it may provide teachers with useful information. For example, difficulties with GPCs may indicate the need for additional support with spelling.
Key stage 1 assessments	End of key stage 1 national curriculum tests in reading, writing and mathematics became non-statutory from the 2023 to 2024 academic year. However, the STA intends to continue to develop and supply guidance and materials for optional end of key stage 1 tests. Schools can administer them how they see fit or choose not to use them at all.
Key stage 2 assessments	The key stage 2 tests and assessments are an essential part of ensuring that all pupils master the basics of reading, writing and mathematics to prepare them for secondary school. They help teachers and parents understand how pupils are performing in relation to the age-related expectations of the national curriculum and enable primary and secondary schools to identify where pupils might need more support or where teaching could be improved.
Teacher assessment framework for writing	Teacher assessment judgements at the end of key stage 2 in writing are statutory. Teachers should use the teacher assessment frameworks for this purpose. Teachers' judgments are moderated externally each year. Local authorities conduct statutory moderation to validate judgements and ensure they are consistent with national standards.
English grammar, punctuation and spelling test	The key stage 2 English grammar, punctuation and spelling test forms part of the statutory assessment arrangements for pupils at the end of year 6. The test assesses aspects of the national curriculum statutory programme of study, including Appendix 1: Spelling and Appendix 2: Vocabulary, grammar and punctuation.