



APPENDIX 2

An overview of writing provision (including SPaG) at Birkwood Primary School

Intent

The context of Birkwood Primary School, in the top 20% of schools nationally for deprivation, has determined the approach to the teaching of Writing through a ‘topic based creative curriculum’ to provide contextualised learning that is meaningful for our children is paramount thereby developing their cultural capital.

Writing skills development starts as soon as children enter our Early Years Foundation Stage Unit and continues throughout school, appropriate to the age, ability and needs of our children. All staff and governors consider the teaching of writing to be a priority and continually strive to improve and develop our practice to ensure that the children are neat, passionate and skilled writers by the time they leave our setting. Developing cultural capital is at the core of all teaching at Birkwood Primary School and children are given the chance to apply their knowledge in a range of ways throughout the school day. Our intent is to link writing to the world around us, by providing a context through topic-based lessons, to write about people, places and events outside their own experience. The teaching of spelling (as well as reading) will improve children’s vocabulary, leading to more highly-developed language skills and improve the child’s ability to write effectively.

Implementation

Nursery – Daisies

Children in Nursery have many opportunities to develop their early writing skills. They focus on the Prime Areas (Physical Development and Communication and Language) to promote and develop early writing. They particularly value the importance of quality interactions, during play, where vocabulary is introduced and extended appropriately alongside the children’s development and next steps. Writing development is a skill that children have to learn and this is developed gradually.

Language-rich Environment

The learning environment is carefully planned to promote the new learning of language. The use of Communication in Print is used in all areas which also has a positive impact on the child’s independent skills. Print is displayed at every opportunity to encourage children to ascribe meaning to the marks they see in their learning environment. Key words are displayed to support ‘In the moment’ topics, as well as to model the purpose of writing. There is a specific writing area, but writing opportunities are available in most of the areas of learning, including the outdoor area. Children’s drawings and writing are instantly displayed to celebrate children’s learning. Adults teach children their next steps ‘in the moment’ and model writing on post-it notes to give the children their voice.

Gross Motor Development

We value the importance of providing children with the opportunities to develop their gross motor development. This comes first, before children develop their hand control. Children develop these skills naturally by playing and they play outdoors, by throwing balls or using their arms to help them climb. When they run, jump, climb, twist and twirl, they are building the muscles which they need for their early writing development.

Early Mark-Making

Children’s writing development ‘journey’ starts with mark-making. Writing is a skill that is gradually built upon when children are ready. Children in Nursery are given multisensory opportunities to develop their mark-making skills with paint, chalks, rice, sand and any messy material you can think of. Children often experiment with large scale lines and circles when they first start to mark-make.

Fine motor development

There are many opportunities for children to develop their fine motor skills, for example, there is a fine motor area where an activity is set-up based on the children's next steps; children can practise hand-eye co-ordination activities, such as using tweezers, pegs and chop sticks. We encourage children to be independent by zipping up their own coats, helping with wiping the paint table and fastening their own buttons. All of these activities help to promote the fine motor skills necessary for building their muscles ready for writing. There are daily, interactive 'Dough Disco' sessions where children develop their fine motor muscles which supports their skills in holding a pencil and their writing development.

Handwriting

Children take part in 'Squiggle while you wiggle' sessions where gross motor and fine motor muscles are targeted in a multi-sensory and active way. Children use their whole bodies to produce the shapes that letters make. They are introduced to a letter shape with an engaging story attached, and then they have the opportunity to mark-make or create letter shapes based on their next steps and level of development. Children in Nursery are introduced to the Read Write Inc rhymes that help them remember how a letter shape is formed. There are also letter shapes, in the writing area that are multisensory so the children can feel the letter shape too. Writing is modelled at every opportunity by adults and is appropriately based on the level of development of each child and their next steps.

Independent writing opportunities

Children access writing at every opportunity and this is modelled and taught with the 'In the moment' approach. Children access key worker groups daily where writing is often modelled and allows children the opportunity to practise their writing and mark-making skills. Writing development is tracked at each assessment point by asking children to draw a picture of themselves independently, when we assess how the children use writing equipment, if they can ascribe meaning to their marks, if they can write their names, if they can form some letter shapes and when the children are ready to begin to write words. This is done on a one-to-one basis where each unique child shares and celebrates their level of development.

Foundation Stage 2 – Sunflowers and Daffodils

Language-rich Environment

The learning environment is carefully planned to promote the new learning of language. The use of Communication in Print is used in all learning areas to support children with their reading development and their independence when using the areas. Print is displayed at every opportunity to encourage children to ascribe meaning to the marks they see. Key words are displayed to support 'in the moment' topics. There is a specific writing area where letter shapes, including their rhyme and tricky words are displayed to support children's independent writing. Children are able to access writing resources for them to use in any learning area that they choose, including the outdoor area. Children's drawings and writing are displayed on the 'Literacy Stars' board to celebrate children's learning. The children are proud of their learning and share their achievements with their families by taking home a certificate. Adults teach children their next steps 'in the moment' and model writing at every opportunity so children develop an understanding of writing for a purpose. Children access writing groups tailored to their next steps, when ready.

Handwriting

Children take part in squiggle while you wiggle sessions three times a week, where gross motor and fine motor muscles are targeted in a multi-sensory and active way. The children use their whole bodies to produce the shapes that letters make. They then copy a pattern, on a large scale, linked to a letter shape, supporting formation. They are then introduced to a letter shape using an engaging story linked to the Read Write Inc. Rhymes. Children then form the letter on a smaller scale using a variety of mark making tools.

The Read Write Inc. Rhymes are used throughout provision to model correct formation. Adults have 'Literacy in a bag' resources which can be accessed at all times to support children's writing development.

Spelling

During Phase 1 phonics, children learn how to orally segment for spelling. The skill of listening for sounds in words is crucial to laying foundations in spelling. Children are then able to apply this skill as they are taught Phase 2 phonics (for instance, children can then spell and write a three letter word using Grapheme / Phoneme Correspondence, within their sound range). Children are taught to use their fingers to sound out words, listening for sounds in sequence. Throughout the year, children use their phonic knowledge to write words in ways which match their spoken sounds. They also spell some irregular common words once these have been taught in phonics sessions. Some words are spelt correctly and some words are phonetically plausible.

Writing Development

Children engage in a Literacy session once a week leading to small writing groups. Children are exposed to different genres throughout the year, including labels, lists, captions, letters, instructions and stories. These sessions are linked to our topic or children's interests. The groups are tailored to meet the individual needs of the children.

Children complete a 'Big Write' when they have experienced the genre through reading, modelled writing and group sessions. Their independent writing is assessed in line with the whole school assessment point.

Year 1 Butterflies

Language-rich Environment

The Butterflies' classroom is set out to support children's writing skills in the transition between EYFS provision and KS1.

Displays in the classroom are presented in engaging, age-appropriate ways that scaffold and promote independent writing wherever possible. Children are also encouraged to use the scaffolds that are available on every table when completing any type of writing activity.

Phonics sounds, common exception words, high frequency words and aspirational topic words are on display to promote language development. Depending on the writing focus, different text types/ genres of writing are available around the classroom that provide inspiration for writing. 'Wow words' are collected from reading activities and displayed to enhance children's understanding and vocabulary.

Within the classroom, there is also a Writing Area where children can write for a range of purposes during provision time. A variety of interactive resources are available to inspire children to write in different ways. Children's writing targets are displayed and referred to every time children complete any kind of writing task. Weekly ASK IT (Philosophy for Children) sessions take place to continue to develop the children's vocabulary.

Handwriting

Children in Year 1 are initially taught how to form lower-case letters in the correct direction. They are also encouraged to sit correctly at a table; how to hold a pencil comfortably and correctly is recapped. Handwriting sessions take place weekly, and focus on a particular letter and its upper case alternative.

As the year progresses children will be taught how to write letters and words in a cursive style.

Staff model the correct style of handwriting in all lessons, and in the marking of children's work.

Spelling

Spellings are mostly taught through phonics sessions; when children get the chance to apply their phonic knowledge to a range of writing activities. Children are continually encouraged and reminded to use phonics when spelling during independent writing. Children also have access to Spelling Shed (an online resource) both in school and at home. Spellings are changed weekly, following the Spelling Shed scheme of work that is linked to the National Curriculum. Children are tested on spellings that are sent home and extra support is allocated for children to practise who haven't yet mastered the spelling rule.

Punctuation and Grammar

The disciplinary knowledge of Punctuation and Grammar is taught weekly during literacy lessons.

Children in Year 1 learn the key concepts of sentence structure such as using a capital letter and full stop correctly. This knowledge is applied over a series of lessons, in the build-up to each Big Write. The children are taught appropriate grammar and punctuation which meets the needs of the genre for that 'Big Write Cycle'.

Big Write

Children in Year 1 are introduced to a formal, whole class style ‘Big Write’ that is linked to topic to give writing a purpose and a context. A ‘Big Write’ is completed at least fortnightly, and a range of genres from poetry, fiction and non-fiction are taught over the course of the year. This is mapped out throughout year groups to ensure coverage.

Children have the opportunity to familiarise themselves with the genre and to plan their writing with a suitable objective and, to see a staff member modelling the writing process.

Big Writes are marked using two stars and a wish; this feedback is shared with the children and they have the opportunity to practise any spelling, punctuation or grammatical errors made.

To actively promote and celebrate writing, children’s completed Big Writes are displayed around the class and outside the classroom; they are shared with members of our community during class assemblies; and published on the school’s website and Twitter feed.

Year 1/2 Bees

Language-rich Environment

In the Bees’ classroom, we aim to scaffold and promote children’s independent writing skills. Phonics sounds, common exception words, high frequency words and aspirational topic words are on display to promote language development. Children are encouraged to use the scaffolds on displays and on tables when completing any type of writing activity. Depending on the writing focus, different text types/genres of writing are available around the classroom that provide inspiration for writing.

The four main word classes each have a place on the ‘working wall’ during topics; appropriate adjectives, verbs, nouns and adverbs are collected from reading activities and displayed to enhance children’s understanding and vocabulary.

Children’s writing targets are displayed and referred to every time children complete any kind of writing task.

Weekly ASK IT (Philosophy for Children) sessions take place to continue to develop children’s vocabulary and deepen their understanding of essential reading skills such as inference.

Handwriting

Handwriting sessions take place at least four times a week. During this time, children are taught to form letters and to write words correctly, in a joined, cursive style. Excellent presentation is encouraged during all independent writing activities and children are encouraged to use a joined, cursive style. Staff model the correct handwriting in all lessons and in the marking of children’s work.

Spelling

Spellings are mostly taught through phonics sessions when children get the chance to apply their phonic knowledge to a range of writing activities. They are continually encouraged and reminded to use phonics when spelling during independent writing; they also have access to Spelling Shed (online resource) both in school and at home. Spellings are provided weekly, following the Spelling Shed scheme of work that is linked to the National Curriculum. Children are tested on spellings that are sent home and extra time is allocated for children to practise who haven’t yet mastered the spelling rule.

Punctuation and Grammar

The disciplinary knowledge of Punctuation and Grammar is taught during the first literacy lesson of each week. Each aspect of the Punctuation and Grammar curriculum is taught discretely at first and then applied substantively over a series of lessons, in the build-up to each Big Write. The children are taught appropriate grammar and punctuation to meet the requirements of the genre for that ‘Big Write Cycle’.

Big Write

All writing is linked to topic to give writing a purpose and a context. A ‘Big Write’ is completed at least fortnightly, and a range of genres from poetry, fiction and non-fiction are taught over the course of the year. Children have the opportunity to familiarise themselves with the genre by reading examples; to plan their writing with a suitable objective; and, to see the writing process modelled.

Big Writes are marked using two stars and a wish; children get the chance to reflect on feedback and practise any spelling, punctuation or grammatical errors made. Children are also encouraged to make simple additions, revisions and corrections to their own writing during the Big Write process. The

'Success Criteria' for each piece of writing is linked to the Punctuation and Grammar taught over the previous two week cycle.

To actively promote writing, children's completed Big Writes are displayed around the class and outside the classroom; shared with members of our community during class assemblies; and, published on the school's website and Twitter feed.

Year 2 Foxes

Language-rich Environment

The Foxes' classroom is organised to scaffold and promote children's independent writing skills. Phonics sounds, common exception words, high frequency words and aspirational topic words are on display to promote language development. Children are encouraged to use the scaffolds on displays and on tables when completing any type of writing activity. Depending on the writing focus, different text types/ genres of writing are available around the classroom that provide inspiration for writing. The four main word classes each have a place on our 'working wall' during topics; appropriate adjectives, verbs, nouns and adverbs are collected from reading activities and displayed to enhance children's understanding and vocabulary. Within the classroom, there is also a Writing Area where children can write for a range of purposes during choosing time. Children's writing targets are displayed and referred to every time children complete any kind of writing task. Weekly ASK IT (Philosophy for Children) sessions take place to continue to develop children's vocabulary and cultural capital.

Handwriting

Children in Year 2 follow the 'Helping Handwriting Shine' approach to handwriting. Within these sessions a cursive style is taught in a three part lesson. The sessions always include a warm up, then children complete a handwriting task which varies from single letters, common diagraphs, short words (mainly taken from phonics) or sentences. Finally, some form of metacognition activity takes place for children to reflect on their handwriting and derive next steps. Children are taught to form letters and to write words correctly, in a joined cursive style, at least three times a week. They are encouraged to use a joined, cursive style during all writing activities and staff model the correct style of handwriting in all lessons, and in the marking of children's work.

Spelling

Spellings are mostly taught through phonics sessions when children get the chance to apply their phonic knowledge to a range of writing activities. Children are continually encouraged and reminded to use phonics when spelling during independent writing. Children also have access to Spelling Shed (online resource) both in school and at home. Spellings are changed weekly, following the Spelling Shed scheme of work that is linked to the National Curriculum. Children are tested on spellings that are sent home and extra time is allocated for children to practise who haven't yet mastered the spelling rule.

Punctuation and Grammar

The disciplinary knowledge of Punctuation and Grammar is taught during the first literacy lesson of each week. Each aspect of the Punctuation and Grammar curriculum is taught discretely at first and then applied substantively over a series of lessons, in the build-up to each Big Write. The children are taught appropriate grammar and punctuation which reflects the genre for that 'Big Write Cycle'.

Big Write

All writing is linked to topic to provide writing with a purpose and a context. A 'Big Write' is completed at least fortnightly, and a range of genres from poetry, fiction and non-fiction are taught over the course of the year. Children have the opportunity to familiarise themselves with the genre by reading examples; to plan their writing with a suitable objective; and, to see the modelled writing process. Children are also encouraged to make simple additions, revisions and corrections to their own writing during the Big Write process. The 'Success Criteria' for each piece of writing is linked to the Punctuation and Grammar taught over the two week cycle. To actively promote writing, children's completed Big Writes are displayed around the class and outside the classroom; shared with members of our community during class assemblies; and, published on the school's website and Twitter feed. Big Writes are marked using two stars and a wish; children have the opportunity to reflect on feedback and practise any spelling, punctuation or grammatical errors made.

Year 3 Hedgehogs

Language-rich Environment

The organisation of the Hedgehogs' classroom promotes independent learning, whilst providing scaffolding for composition, editing and improving written work. Common exception words, high frequency words and aspirational topic words are displayed to promote vocabulary and language development. Children are encouraged to use displays, models, table resources and IT to inform, plan, write and review.

There are a variety of different text types / genres of writing available, which provide inspiration for writing. The eight main word classes are displayed next to our 'Wonderful Writers' area and attention is drawn to these during discrete teaching sessions and also referred to regularly in writing lessons. Topic vocabulary, appropriate adjectives, powerful verbs, nouns and well-chosen adverbs are collected from reading activities and displayed to enhance children's understanding and vocabulary. Children's writing targets are displayed and referred to regularly. Weekly P4C sessions take place to continue to develop the children's vocabulary and texts are chosen carefully to build cultural capital.

Handwriting

Children in Year 3 follow the 'Helping Handwriting Shine' approach to handwriting. Within these sessions, a cursive style is taught in a 3-part lesson. The sessions always include a recap and warm up where the 4Ps of correct posture, paper angle, pencil tri-grip and pressure are reinforced. Children always complete a handwriting task varying from single letters, joining common diagraphs and short phrases or sentences. Finally, a metacognition activity takes place for children to reflect on their handwriting and derive next steps. They are encouraged to use a joined, cursive style during all writing activities. Staff also model the correct style of handwriting in lessons and in the marking of children's work.

Spelling

New spelling rules are taught discretely every week and revision of KS1 spellings takes place regularly. Fun activities to practise spellings help children learn, for example, children are shown how to pyramid write, rainbow write and use mnemonics. Children are expected to apply their growing spelling knowledge to a range of writing activities including word searches and puzzles. They are continually encouraged and reminded to spell correctly during independent writing, responding to live marking by researching the correct spelling and correcting errors. Children also have access to Spelling Shed both in school and at home. Spellings are changed weekly, following the Spelling Shed scheme of work that is linked to the National Curriculum. Children are tested on spellings that are sent home and extra time is allocated for children to practise who haven't yet mastered the spelling rule.

Punctuation and Grammar

The disciplinary knowledge of Punctuation and Grammar is taught in discrete sessions where appropriate. However, many of the National Curriculum objectives are addressed through reading and writing lessons. Knowledge is introduced then applied substantively over a series of lessons, in the build-up to each Big Write. The children are taught the appropriate grammar and punctuation most appropriate to the genre for that 'Big Write Cycle'.

Big Write

All writing is linked to topic to give writing a purpose and a context; audience is also considered. A 'Big Write' is completed at least fortnightly, and a range of genres from poetry, fiction and non-fiction are taught over the course of the year. Children have the opportunity to familiarise themselves with the genre by reading examples; to plan their writing with a suitable objective; and, to see the writing process modelled. Children are also encouraged to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Time is given over to reflection so that children can propose changes to grammar and vocabulary to improve their own writing during the Big Write process. The 'Success Criteria' for each piece of writing is linked to the Punctuation and Grammar taught over the two-week cycle. In addition, composition and transcription elements are assessed.

To actively promote writing, children's completed writing is displayed around the class and outside the classroom; shared with members of our community during class assemblies; and published on the

school's website and Twitter feed. Big Writes are marked using two stars and a wish. Children have the opportunity to reflect on feedback and practise any spelling, punctuation or grammatical errors made.

Year 3/4 Owls

Language-rich Environment

Displays in the classroom are presented in engaging, age-appropriate ways (e.g. children's writing from a wide variety of genres, adult's and children's handwriting, interactive activities which inspire use of 'exciting' vocabulary). Vocabulary is displayed around the classroom and throughout school to create a language-rich environment ~ language is ambitious for all curriculum areas. Weekly ASK IT (Philosophy for Children) sessions take place to continue to develop the children's vocabulary as well as speaking and listening skills.

Independent Writing Provision:

Children have the opportunity to write independently regularly. Aspirational Writing targets have been developed in order to encourage children to 'aim high'. Every child has a vocabulary note book (kept in their table tin) where they can write words that they have taken from individual, guided and shared reading, in order to apply this vocabulary in their own independent writing.

Handwriting

Staff model the correct style of handwriting in all lessons, and in the marking of children's work. Children are taught to form letters and to write words correctly, in a joined, cursive style, regularly. Handwriting sessions are often linked to topics and/or class authors.

Spelling

Children have access to the online resource Spelling Shed both in school and at home. Spellings are changed weekly, following the Spelling Shed scheme of work that is linked to the National Curriculum. A Spelling Quiz takes place on Friday mornings.

Punctuation and Grammar

The disciplinary knowledge of Punctuation and Grammar is taught weekly during literacy lessons. This knowledge is applied substantively over a series of lessons, in the build-up to each Big Write.

Big Write

Writing is linked to topic to give writing a clear purpose (e.g. use the poetry of James Reeves' The Sea to influence poetry writing). A 'Big Write' is usually completed fortnightly, and a range of genres from poetry, fiction and non-fiction are taught over the course of the year. This is mapped out throughout year groups to ensure coverage.

Children have the opportunity to familiarise themselves with the genre by reading examples and to plan their writing with a suitable objective; in addition, they have the chance to see the writing process modelled.

Generally, each piece of writing is linked to the Punctuation and Grammar taught up to a Big Write. Big Writes are marked using a 'Deep Mark'; the teacher praises two elements and offers one aspirational target for next time. Children are given the chance to reflect on feedback, and to practise any spelling, punctuation or grammatical errors made.

To actively promote and celebrate writing, children's completed Big Writes are displayed around the class and outside the classroom; shared with members of our community during class assemblies; and, they published on the school's website and Twitter feed.

Year 4 Robins

Language-rich Environment

Displays in the classroom are presented in engaging, age-appropriate ways (e.g. children's writing from a wide variety of genres, adult's and children's handwriting, interactive activities which inspire use of 'exciting' vocabulary). Vocabulary is displayed around the classroom and throughout school to create a language-rich environment ~ language is ambitious for all curriculum areas.

Weekly ASK IT (Philosophy for Children) sessions take place to continue to develop the children's vocabulary, cultural capital as well as speaking and listening skills.

Independent Writing Provision

Children have the opportunity to regularly write independently. Aspirational Writing targets have been developed in order to encourage children to 'aim high' Every child has a vocabulary note book (kept in their table tin) where they can write words that they have taken from individual, guided and shared reading, in order to apply this vocabulary in their own independent writing.

Handwriting

Staff model the correct style of handwriting in all lessons, and in the marking of children's work. Children are taught to form letters and to write words correctly, in a joined, cursive style, regularly. Handwriting sessions are often linked to topics and/or class authors. Children who write consistently in a neat, joined, cursive style are awarded a pen licence which can be used in all appropriate written tasks.

Spelling

Children have access to the online resource Spelling Shed both in school and at home. Spellings are changed weekly, following the Spelling Shed scheme of work that is linked to the National Curriculum. A Spelling Quiz takes place on Friday mornings. Spelling activities, linked to the week's spellings, are also completed as part of daily 'morning reading jobs.'

Punctuation and Grammar

The disciplinary knowledge of Punctuation and Grammar is taught weekly during the literacy lessons. The children have the opportunity to embed this knowledge through practice during 'Literacy Skills' sessions. This knowledge is applied substantively over a series of lessons, in the build-up to each Big Write.

Big Write

Writing is linked to topic to give writing a clear purpose (e.g. use the poetry of James Reeves' The Sea to influence poetry writing). A 'Big Write' is usually completed fortnightly, and a range of genres from poetry, fiction and non-fiction are taught over the course of the year. This is mapped out throughout year groups to ensure coverage.

Children have the opportunity to familiarise themselves with the genre by reading examples and to plan their writing with a suitable objective; in addition, to see the writing process modelled.

Generally, each piece of writing is linked to the Punctuation and Grammar taught leading up to a Big Write.

Big Writes are marked using a 'Deep Mark'; the teacher praises two elements and offers one aspirational target for next time. Children are given the chance to reflect on feedback, and to practise any spelling, punctuation or grammatical errors made.

To actively promote and celebrate writing, children's completed Big Writes are displayed around the class and outside the classroom; shared with members of our community during class assemblies; and published on the school's website and Twitter feed.

Year 5 Leopards

Language-rich Environment

The classroom is set out to ensure that it is conducive to the acquisition of vocabulary. A language- rich environment is created through the use of meaningful working walls that celebrate prior learning and also help to scaffold the current writing genre.

Displays in the classroom are used to support writing in a range of different ways (e.g. vocabulary walls linked to topic, previous writing and SPAG elements on working walls). In addition, daily reading generates ambitious vocabulary that children are given the opportunity to investigate through vocabulary challenges - linked to synonyms and application. Children have the opportunity to share and display their vocabulary with other children to allow them to 'magpie' ideas. To support this, weekly ASK IT (philosophy for children) sessions take place to allow children to explore specific vocabulary, develop cultural capital and concepts linked to topic.

Independent Writing Provision

Children are given the opportunity to write independently through all of our subjects. This independent writing is supported with exciting hooks, modelled examples and displays of ‘what a good one looks like’ (WAGOLL). To support this, children are given overarching targets for their writing, with genre-specific focus on a lesson-by-lesson basis. All children have the opportunity to develop their range of vocabulary, to support writing, within individual, guided and shared reading; opportunities are provided to use this vocabulary in context through writing tasks.

Handwriting

Handwriting is taught on a weekly basis. This begins with the formation of a letter type, practice and then application to key words (which are linked to the weekly spellings rule).

Staff model the correct style of handwriting through work on display and in feedback in books. Children are taught and encouraged daily to write in a cursive style and this is reinforced in all aspects of writing. Children who write consistently in a neat, joined, cursive style are awarded a pen licence which can be used in all appropriate written tasks. The principles of research based on ‘Help Handwriting Shine’ are being rolled out.

Spelling

Spelling rules are introduced and taught on a weekly basis. At the beginning of the week, a new rule is introduced and then children are set tasks that directly link to the application of the spellings in context. This is often through a guided reading carousel and also taught in prefix/ suffix specific lessons.

Spellings are sent home to be practised and then tested every Friday. Testing is used to gain an understanding of areas for development or to address misconceptions.

Children also have access to the online resource Spelling Shed both in school and at home.

Punctuation and Grammar

The fundamentals of punctuation and grammar are driven through daily literacy lessons. Children have the opportunity to decipher SPAG elements of a text at the start of a new genre (using a WAGOLL) and these are then used as the main drivers for teaching. Through this, children get to see how they are applied to create a specific piece of writing. In literacy skills lessons, children have the opportunity to develop their disciplinary knowledge in order for them to apply this in their independent work. The application is assessed formatively through live marking during the lesson and, through the use of Big Writes.

Big Write

All writing is linked to the theme for the half term. Links to genres for the term are created and set out in a detailed medium term plan. These plans take into consideration the writing style, audience and the sentence level work (SPAG elements).

A range of genres from poetry, fiction and non-fiction are taught over the course of the year. These are all carefully mapped out in a long term plan to ensure that specific genres are covered and revisited throughout the year. Children also have the opportunity to take part in at least one ‘Big Type’ to allow them to develop skills used in the modern society.

A ‘Big Write’ is used to allow children to apply their learning, and for teachers to assess their application of writing (linked to the curriculum). Children are given success criteria linked to a modelled example and they are expected to use what they have learnt to write independently.

Big Writes are marked against the success criteria. This allows the teacher and child to celebrate acquisition of fundamentals, and it also informs future planning for the term. It provides the children with an opportunity to edit their writing and practise spelling omissions made in the independent piece in an attempt to refine this for future writing.

All writing is celebrated in a range of ways. Independent pieces are shared in the classroom, on social media (twitter and website) and with the Headteacher. This is used to inspire children and enthuse them to be the best writers that they can be.

Year 5/6 Tigers

Language-rich Environment

Displays in the classroom are presented in engaging, age-appropriate ways (e.g. a Writing board showing how to ‘uplevel’ sentences). Depending on the genre focus, different text types will be available around the class to match the current topic, providing inspiration for writing and a vocabulary bank to support children. High-level vocabulary of interest and relevance (drawn from shared reading and guided reading) is displayed around the classroom and throughout school to create a language-rich environment ~ language is ambitious for all curriculum areas. Weekly ASK IT (Philosophy for Children) sessions take place to continue to develop children’s vocabulary and cultural capital.

Independent Writing Provision

Children have the opportunity to write independently every day. Aspirational Writing targets have been developed in order to encourage children to ‘Go for Platinum’ (Bronze, Silver, Gold and Platinum targets in relation to a mixed age class). Every child has the opportunity to complete a ‘word of the week’, which further develops their understanding of root words, prefixes and suffixes, along with providing ambitious vocabulary to be used in their writing.

Handwriting

Staff model the correct style of handwriting in all lessons, and in the marking of children’s work. Children are taught to form letters and to write words correctly, in a joined, cursive style, at least once a week at the start of each Literacy lesson. Handwriting sessions are linked to the Spelling curriculum, to develop children’s vocabulary and aid with the learning of Spellings. Children who write consistently in a neat, joined, cursive style are awarded a pen licence which can be used in all appropriate written tasks. The principles of research based on ‘Help Handwriting Shine’ are being rolled out.

Spelling

Children have access to the online resource Spelling Shed both in school and at home. Spellings are changed weekly, following the Spelling Shed scheme of work that is linked to the National Curriculum. Spelling tests are regularly completed through written tests in ‘Spelling Quiz’ sessions on Monday afternoons. Spelling activities, linked to the week’s spellings, are also completed as part of a carousel activities in Guided Reading sessions.

Punctuation and Grammar

The disciplinary knowledge of Punctuation and Grammar is taught during the main literacy lesson. The children have the opportunity to embed this knowledge through practice during ‘Literacy Skills’ sessions at the start of Literacy lessons. This knowledge is applied substantively over a series of lessons, in the build-up to each Big Write.

The children are taught appropriate grammar and punctuation which matches the genre for the specific ‘Big Write Cycle’.

Big Write

Writing is linked to topic to give writing a clear purpose (e.g. Balanced discussion on Britain’s stance over importation of produce after Brexit). A ‘Big Write’ is completed at least fortnightly, and a range of genres from poetry, fiction and non-fiction are taught over the course of the year. This is mapped out throughout year groups to ensure coverage. Children also complete a ‘Big Type’ at least twice in the year to ensure children have the skills to help them succeed in the future and in the outside world. Children have the opportunity to familiarise themselves with the genre by reading examples and to plan their writing with a suitable objective; in addition, they have the chance to see the writing process modelled.

The ‘Success Criteria’ for each piece of writing is linked to the Punctuation and Grammar taught over the two week cycle.

Big Writes are marked using a ‘Deep Mark’; using the success criteria, a member of staff praises two elements and offers one aspirational target for next time. Children are given the chance to reflect on feedback, and to practise any spelling, punctuation or grammatical errors made.

To actively promote and celebrate writing, children’s completed Big Writes are displayed around the class and outside the classroom; shared with members of our community during class assemblies; and, they published on the school’s website and Twitter feed.

Year 6

Language-rich Environment

Displays in the classroom are presented in engaging, age-appropriate ways (e.g. a Writing board showing how to ‘uplevel’ sentences in a series of steps). Depending on genre focus, different text types will be available around the class to match the current topic, providing inspiration for writing and a vocabulary bank for the children. High-level vocabulary of interest and relevance (drawn from shared reading and guided reading) is displayed around the classroom and throughout school to create a language-rich environment. Weekly ASK IT (Philosophy for Children) sessions take place to continue to develop the children’s vocabulary.

Independent Writing Provision

Children have the opportunity to write independently every day. Aspirational Writing targets have been developed in order to encourage children to ‘Go for Gold’ (Bronze, Silver and Gold targets in relation to a single age class). Every child has a vocabulary book where they can write words that they have taken from individual, guided and shared reading, in order to apply this vocabulary in their own independent writing.

Handwriting

Staff model the correct style of handwriting in all lessons, and in the marking of children’s work. Children are taught to form letters and to write words correctly, in a joined cursive style, at least three times a week at the start of each Literacy lesson. Handwriting sessions are linked to the Year 6 Spelling curriculum, to develop children’s vocabulary and aid with the learning of Spellings. Children who write consistently in a neat, joined, cursive style are awarded a pen licence which can be used in all appropriate written tasks.

Spelling

Children have access to Spelling Shed (online resource) both in school and at home. Spellings are changed weekly, following the Spelling Shed scheme of work that is linked to the National Curriculum. Spelling tests are regularly completed through ‘Hive Games’ on Spelling Shed, and sometimes through written tests in ‘Literacy Skills’ sessions at the start of a Literacy lesson. Spelling activities, linked to the week’s spellings, are also completed as part of carousel activities in Guided Reading sessions.

Punctuation and Grammar

The disciplinary knowledge of Punctuation and Grammar is taught during the main literacy lesson. The children have the opportunity to embed this knowledge through practice during ‘Literacy Skills’ sessions at the start of Literacy lessons. This knowledge is applied substantively over a series of lessons, in the build-up to each Big Write.

The children are taught appropriate grammar and punctuation which matches the genre for that ‘Big Write Cycle’.

Big Write

All writing is linked to topic to give writing a purpose (e.g. ‘Instructions on how to build a mini allotment’ after creating one in DT). A ‘Big Write’ is completed at least fortnightly, and a range of genres from poetry, fiction and non-fiction are taught over the course of the year. Children also complete a ‘Big Type’ at least twice in the year to give the children skills to help them succeed in the future and in the outside world.

Children have the opportunity to familiarise themselves with the genre by reading examples; to plan their writing with a suitable objective; to see the writing process modelled; and, to edit and evaluate their writing. Children are also encouraged to make simple additions, revisions and corrections during the Big Write process with their ‘Purple Polishing Pen’.

The ‘Success Criteria’ for each piece of writing is linked to the Punctuation and Grammar taught over the two week cycle.

To actively promote writing, children’s completed Big Writes are displayed around the class and outside the classroom; shared with members of our community during class assemblies; and published on the school’s website and Twitter feed.

Big Writes are marked using a ‘Deep Mark’; using the success criteria, a member of staff praises two elements and offers one target for next time. Children get the chance to reflect on feedback, practise any spelling, punctuation or grammatical errors made or work towards their ‘Target’ to improve.

Impact

What is the impact of the subject leaders across key stages, for example through monitoring of progress and feedback to staff:

- High expectations and standards
- Consistency of recording and practice
- The importance of having the opportunity to write daily, especially for the disadvantaged / underachieving pupils
- Language-rich learning environment audit undertaken through Performance Management
- High profile of writing through a range of genres
- Successful external moderations: KS2 in 2017-18 and EYFS and KS1 in 2018-19

Are there strong links between early language work in EYFS and work in Key Stage 1?

- Strong links exist with all stakeholders
- Intensive transition work takes place in the Summer Term
- Regular phonics tracking to ensure progression across EYFS and KS1.

Is there a shared system for tracking children's progress in reading across the school?

- Yes, EazMag is in place in EYFS, this is transferred onto Educator early in the Autumn Term to track and monitor children's progress
- Pupil progress meetings are held termly to review children's progress and highlight underachievers
- Intervention groups and small class sizes within Foundation Stage and Year 1 are in place in order to accelerate learning and close gaps
- Cohort profiles are reviewed termly
- Writing Assessment grids in place for Years 1-6
- Moderation across Key Stages and the Collaboration of 3 other schools (NE Collaboration)

Are there common features in teaching writing across different classrooms, such as memorable rhymes, shared multi-sensory approaches, similar literacy displays (as appropriate to the age of the children) and other resources as reference points?

- Writing areas throughout EYFS and KS1, linked to the class topic thereby providing opportunities for collaborative play and talk in role
- Letters and Sounds displays (EYFS and KS1)
- Age-appropriate vocabulary displays throughout school
- Dictionaries and thesauruses available for all children as and when they are ready
- SPAG displays, age appropriate
- New spelling rules are introduced and assessed weekly
- All staff, pupils and parents have access to online spelling scheme (Spelling Shed) both at school and home
- All staff, pupils and parents have access to online writing opportunities (through PurpleMash) both at school and home.

What has the impact been of whole-school continuing professional development (CPD) for writing?

- Consistent practice that clearly shows progression
- Consistent approaches to assessing children's writing and ensuring that children are writing pieces appropriate to their Age Related Expectation
- Letters and Sounds and Read, Write Inc. phonic training undertaken by all relevant staff, ensures continuity and effective practice
Correct use of grammatical terminology
- External and internal moderation has informed approaches
- 'Dough Disco' / 'Squiggle While You Wiggle' / research pilot and whole-school rollout of 'Help Handwriting Shine' has had a positive impact on presentation.