



Writing

Southville Primary School



Intent:

At Southville Primary School we aspire to be adventurous and creative writers. Our writing curriculum will inspire and equip pupils to write to entertain, to discuss, to persuade, to explain and to inform. We help to lay the foundations for the enjoyment and effective use of language, which is so necessary for our children's working lives and beyond.

We will do this by:

- Providing a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued.
- Developing children's ability to use language to think, to explore and to communicate their ideas, both orally and in writing.
- Inspiring their appreciation and enjoyment of literature, sharing high quality texts as models of good writing.
- Providing opportunities to write for a variety of purposes and audiences in a variety of styles and forms appropriate to the situation.
- Encouraging children to use their imagination and inventiveness in their writing, as well as teaching them the subject content they need to draw on.
- Helping children to communicate effectively, both verbally and non-verbally, through a variety of dramatic activities, including the communication of their ideas, views and feelings.
- Cultivating an interest in words and their meanings, developing a growing and explorative vocabulary in both spoken and written forms.
- Developing children's critical awareness and strategies for self-monitoring, editing and improving their own work.
- Setting high expectations of standards in literacy across the curriculum, recognising its importance for communicating and learning in all subjects.

Implementation:

Our immersive topics provide the stimulus to much of the writing that takes place at the school. As children are immersed in a subject for a term, they study quality books and authentic texts about this topic and learn from related trips and visitors which helps them to develop the knowledge and subject content to write with confidence and authority. Children are engaged and well informed about what they are writing about, which can help reduce cognitive load and enable them to focus more on transcription and composition skills.

In class, teachers plan structured opportunities to explore authentic and written modelled pieces so children understand the characteristics of different genres. Children use the knowledge, vocabulary and content learnt in foundation subjects to assist and inspire their writing. When children are in a 'writing' part of their learning journey, lessons provide the building blocks and skills children will need to be successful in a particular genre. Children are taught age-appropriate spelling, punctuation and grammar concepts which helps them to write accurately and learn the correct terminology to discuss writing with precision.

Each half term, children complete at least two learning blocks, working towards a finished, high quality piece of writing at the end of each block. All genres are covered across the course of the year. They are carefully sequenced to ensure children consolidate and build upon prior learning. There is also a consideration of audience and purpose as this impacts the level of formality in the children's writing. [Click here to see the whole-school content overview.](#)

Each week contains around 5 hours of writing a week. This is usually taught in the morning, but can also be grouped into doubles or split into shorter chunks depending on the lesson and timetable.

Progression

The school's writing curriculum is developed across the school, building from EYFS where children begin to secure the foundations for learning. Our [progression overview](#) ensures children's knowledge of grammar and punctuation builds up in a sequential way. It provides an overview of year group expectations, including all the requirements of the National Curriculum. Additionally, it outlines what is expected in each year group for specific genres. Each genre includes age appropriate objectives for text and sentence structure, word classes, vocabulary and punctuation. These are the key building blocks for units of work and are used as the focus of

planning and assessment. The overview ensures children are building on prior learning and clear foundations and teachers are aware of what knowledge the children have previously been taught (and what is coming in future years) so that there are planned opportunities for this to be developed.

Our Approach

EYFS

Formal writing will begin by building physical strength (gross and fine motor skills) alongside their phonics knowledge, in order to work towards turning mark making and exploration into writing meaningful words, phrases and sentences. Teachers plan and deliver teacher directed group work based on the immersive learning topic. Continued teacher assessments provide clear individual targeted next steps for children to focus on in their next session.

Communication is at the heart of teaching writing. Language is nurtured through developing ideas, strengthening talk and widening writing opportunities. This builds children's confidence, vocabulary and pupil voice. High quality books inspire, model and engage children in the writing process. The rich learning environment is also key, with many engaging opportunities for mark making, talking and writing available for children to choose.

Non Fiction

Teachers use the progression overview to identify key objectives to focus on throughout a unit of study. A typical non-fiction unit of writing would follow this sequence:

- Identify the text / genre, audience and purpose (TAP)
- Entry point or hook to introduce and engage children with the content of what is being taught
- Explore a variety of rich models related to the genre, including a WAGOLL (which involves children identifying key features & vocabulary and it then being visible on a working wall)
- Prewriting activities ([e.g. drama, role play and oracy activities](#))
- Break up the writing into chunks, focussing on specific sentence structures, grammar and vocabulary, as listed in the success criteria
- High quality modelling of each 'chunk' of writing ('live', sharing the frustrations and successes involved as well as other metacognitive strategies)
- Sharing - pupils share, read, and edit each other's work (including using visualizers or work on the IWB). Teachers provide feedback at every stage and children 'Magpie' good ideas to include in their own work.
- Planning - identify the key points / content that will go into their final piece of work and set them out into a logical order
- Drafting - complete a first draft which they can then edit and revise based on feedback
- Evaluating—checking writing against the success criteria (teacher; class; peer; self evaluation)
- Revising and editing - ensure the text is accurate and coherent. At this stage, spelling and grammar assume greater importance
- Publishing (e.g. displaying work, presenting to other classes, sending copies to parents and carers)

Assessment for Learning strategies are central to the effective teaching of writing and are used throughout the process.

- Planning and sharing focussed learning intentions and learning skills
- Constructing Success Criteria from a model
- Opportunities for in-lesson feedback (learning stops/sharing work under the visualiser/individual verbal feedback)
- Specific marking based on the WALT or SC, identifying areas of success and improvement
- Planned time for marking response as part of the learning cycle
- Self/peer assessment opportunities are built into the writing sequence

Narrative

When teaching narrative units, we have adopted aspects of "The Write Stuff" approach by Jane Considine, to bring clarity to the mechanics of writing. "The Write Stuff" follows a method called "Sentence Stacking" which

is based on high quality modelling of sentence writing and engages children with short, intensive moments of learning that they can then immediately apply to their own work. Sentence stacking helps children to write thoughtful, varied, purposeful sentences, building towards a longer piece of coherent and cohesive writing. The approach is based on a sentence model, broken into 3 learning chunks. Each learning chunk has three sections:

1. **Initiate** section – a stimulus to capture the children’s imagination and set up a sentence
2. **Model** section – the teacher models a sentence that outlines clear writing features and techniques
3. **Enable** section – the children write their sentence, following the model

Children are challenged to ‘Deepen the Moment’ which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

"The Write Stuff" draws upon three essential components, making up ‘The Writing Rainbow’, which supports children in becoming confident, creative writers. The three zones of writing:

- **IDEAS** - The FANTASTICs uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.
- **TOOLS** - The GRAMMARISTICS are the grammar rules of our language system and an accessible way to target and teach grammatical and linguistic structures.
- **TECHNIQUES** - The BOOMTASTICs focuses on specific linguistic and creative techniques, allowing pupils to develop and showcase their own voice and style of writing.

Key benefits of this approach include:

- Children have a deeper and more flexible knowledge of sentence structure.
- Children understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.
- Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.
- Children know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.
- Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.
- Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.

5 Star Sentences

Each year group has their own age-appropriate “5 Star Sentences” poster which focuses on handwriting, grammar and punctuation and vocabulary objectives that teachers are looking to see included throughout all writing across the curriculum. Specific objectives may be added, amended or developed throughout the year. These are in addition to the genre specific grammar, punctuation and composition elements that are included when planning for a specific piece of writing. The 5 Star Sentences are an part of our feedback process as they enable staff to constantly recap, revisit, remind and refer children to these expectations when writing.



Grammar and Punctuation

Grammar and punctuation are key parts of the writing process and children need to know these elements in order to write effectively. We teach grammar in line with the National Curriculum requirements. An understanding of how to use grammar correctly and to identify word classes and sentence types is taught explicitly in the context of a piece of writing and also discretely. Our [genre and grammar and punctuation progression overview document](#) ensures that learning is progressive, meets the requirements in the National Curriculum and is taught and planned to fit in with relevant genres of writing. We outline which explicit areas of grammar and punctuation need to be [covered by each year group](#) to help guide teachers to consider what

comes before in relation to pre-requisite skills and knowledge and what comes after to extend their writing. The school uses “Deepening Understanding” as a key resource when teaching grammar and punctuation.

Handwriting

Handwriting is a skill which affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style, when mastered, allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.

Handwriting skills are taught regularly and systematically throughout the school.

In EYFS, we place emphasis upon fine motor skills and we use a range of resources to practise these basic skills and provide a range of experiences which focus on hand-eye co-ordination, gross and fine motor skills in order to develop the control necessary for mark making using a variety of resources. This moves into correct letter formation with a focus on both upper and lower case letters. In Reception and Year 1, letter formation is taught alongside phonics using the [Little Wandle](#) phonics programme. In year 2, cursive handwriting is introduced, using [Teach Handwriting](#) (Route D, Letter Choice 3) to teach the correct letter formation and then specific letter joins. Our progression document is matched to the National Curriculum expectations (2014). Throughout KS2, children are expected to join their handwriting and handwriting sessions are timetabled to help children develop a confident, legible and personal style.

All children and staff are expected to write using the font and display it as much as possible across the school to further promote high standards of handwriting, presentation and pride in work. All staff writing on boards, in books and on displays should model this font for the pupils at the level that is expected for their class. i.e. Year 3 onwards should model a joined script.

Good handwriting and presentation by children is celebrated and rewarded. A ‘Pen Licence’ may be earned by children (from years 4 and up) whose handwriting is neat, joined and legible and where the child’s general standards of the presentation of their work is consistently good. Where progress on this appears to be slow, additional tailored handwriting support is organised and delivered; including additional practise in small group following a targeted intervention in key stage 2, as well as homework or adaptation tools provided if required (e.g. writing slope, ergonomic pens & pencils, pencil grips in various shapes, wedged cushions etc).

[Click here](#) to see the progression grid for handwriting.

Spelling

From Nursery, children are introduced to the concept that words are broken down into sounds. Little Wandle Letters and Sounds visuals are visible, showing images to remind children of trickier digraphs they want to write. Children learn sounds and letters rigorously through the Little Wandle Letters and Sounds progression, which supports sounding out, segmenting and blending. Children having a go at writing by sounding out words and recording the sounds they hear. They have lots of practice at doing this, both in phonics sessions and at other times of the day.

[Purple Mash](#) spelling scheme supports teachers in picking and teaching the statutory words and focuses over the course of the academic year for years 2 to 6. The overview documents for each year group ensures the learning of spellings is progressive and meets both the statutory and non-statutory requirements in the National Curriculum. The scheme user guide can be found [here](#).

Year Overview Documents: Each year group has a spelling overview document which is sectioned into six half termly blocks with 6 weeks per block. For each week, there is a spelling focus and associated list of words. These words are also found on the weekly slideshows. The spellings and their foci have been taken from the English National Curriculum (2014). The words include statutory learning focuses, suggested common exception words and high frequency words embedded across the terms. At the end of each term a consolidation week is planned and tricky spellings revised and assessed from that term.

Approach (Year 2 - Year 6)

1. Pick the spelling strategy from Purple Mash
Take away two of the words and add high frequency words at the bottom of the list (max 4) so you will have between 10-12 every week

2. During the spelling lesson show the strategy video from Nessy to introduce (if available)
3. Work through the Purple Mash PowerPoint to introduce & practice as a class
4. Pick a worksheet / game from Purple Mash or Nessy to practice as a group / individually
5. Send home spelling list
6. Quiz in context (use the Purple Mash dictation). Only the spelling needs to be written down

KS1 - Year 1

Pupils in the early stages practise writing, through dictation, using the knowledge already acquired through phonics. Additional spellings (as set out in the National Curriculum English appendix) are introduced alongside the use of taught GPCs. In addition, teachers use **Nessy** videos to introduce new spelling patterns and rules videos as they outline the key learning points clearly and memorably.

Spellings are given to children from year 1 to year 6, to practise and learn weekly, usually in spelling 'rule' groups. Topic related vocabulary is learned in context and applied across the curriculum, including in reading and writing. Differentiated spellings are sent home at the start of each term, split into weekly lists for children to practise over the course of the school week and ensure they also understand the meanings of the words. There is a weekly spelling assessment in books and they are marked with appropriate rewards given by teachers. Children are encouraged to apply the spellings in their own written work.

[Click here](#) to see the progression grid for spelling.

Presentation:

The long date should be at the top of the page underlined. There should be a neatly underlined learning objective or title for every piece of work unless children are carrying on with a task from a previous lesson. When appropriate, children should have the success criteria underneath the WALT which the children can evaluate their work against.

Children should take care to ensure their work is clear to ensure they can identify their own mistakes or the teacher can. There should be no scribbling – mistakes are fine because you can learn from them – a clear line can be put through the work to enable the teacher to see the initial mistake. Children should use rulers when drawing lines and there should be no graffiti. Editing and marking their own work or peer marking, should be completed in a red pen.

Prompt codes should be used if a child has received significant amount of support during the lesson (e.g.: GW Guided Work - completed this work with a member of staff or as part of a guided group).

Impact:

Formative Assessment:

We believe in the power of immediate, personalised feedback, so teachers are encouraged to teach with a 'pen-in-hand' and provide regular specific verbal feedback during mini-plenaries as part of the lesson. Being next to a child and having a conversation in the moment about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms where this dialogue is possible and powerful. Teachers refer to the key features, grammar and punctuation that is needed to be successful and reflect on the structure and language features of their own writing. Teachers refer to the '5 Star Sentences' during feedback of all work to ensure certain objectives are met regardless of the outcome. At the end of a piece of extended writing, the teacher marks each child's work according to the learning objective.

Teachers use the traffic lights as a quick way to mark against the WALT and also for children to indicate their own level of understanding. Along with looking at work in books and responses to questioning in class, this helps inform teachers which children require more consolidation and support.




Marking and feedback: 'meaningful, manageable and motivating'

Feedback can come from peers as well as adults and can be verbal, written, or can be given through tests or via digital technology.

Written Marking:

- Teachers model the process to the children regularly so that they are clear what the different coloured markings on their books means and what is expected of them when they respond or edit their work
 - Marking techniques engage children in assessment (e.g., re-write, edit or improve the piece of work)
 - Teachers are expected to alter planning as a result of marking to ensure future lessons focus on common misconceptions or areas for improvement.
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- ✓ **Green and blue marking** - At the end of a piece of sustained writing, the teacher marks each child's work, looking for where the child has achieved the objective from the lesson.
 - ✓ The teacher highlights in green the part of the SC where the child has been successful. The teacher may then decide to pick out good examples in the text, also highlighting them in green.
 - ✓ The teacher highlights in blue the part of the SC which the child needs to review. This may identify where the child has partly achieved the objective, where they have become confused and need more assistance or where they need direction towards improvement using a known technique. The teacher may also use blue to highlight where children have made punctuation, spelling or grammatical errors.
 - ✓ Children use red pens to edit and improve their work.

Marking Codes:

	Green for great! You did this so well
	Instant feedback — try to improve this by the end of the lesson.
	Blue for review. Please correct this in red pen or add some more detail.

Summative Assessment:

As pupils develop their literacy skills, teaching should respond to their changing needs. This requires teachers to collect accurate and up-to-date information about pupil's current capabilities, so that they can adapt their teaching accordingly to focus on exactly what the pupil needs to progress. This approach can be used to identify appropriate catch up support for struggling pupils, but can also be used to ensure that high attaining pupils continue to make good progress.

- ✓ Data drop three times a year - followed up by pupil progress - specific targeted interventions for children who are behind/whole class focuses
- ✓ Spelling and grammar assessments - three times a year during assessment fortnight
- ✓ Moderation in year groups (with support from leaders to ensure secure judgements) - assessing writing using key year group objectives
- ✓ Moderation across the school using the same stimulus across a Key Stage.
- ✓ Moderation across local schools
- ✓ No More Marking - moderate nationally

No More Marking:

To help with our moderation process, we take part in "Comparative Judgement" using No More Marking. There is one nationally standardised comparative judging window per year group per year.

- There is a set task, so everyone is writing against the same prompt and conditions are standardised for all pupils. Years 4 and 5 are given a non-fiction piece of writing, while the other year groups are given a story.
- Pupils' scripts are uploaded on specially barcoded paper.

- In each window you judge the work of your pupils as well as the work of pupils across the country. You never directly compare the results of your pupils with pupils from other schools. Rather, every 5th judgement is a moderation judgement where you compare the work of pupils from other schools.
- Writing is judged by comparing two pieces of writing on screen, side-by-side to determine which is best.
- All moderation judging is done anonymously by teachers working at other schools so there is no possibility for bias based on school or pupil characteristics. All schools and pupils are on a level playing field.
- Attainment is benchmarked and progress is calculated across your school, and nationally, with the information and statistics in the school's individual report.
- Once the national judging is complete, you get a full PDF report. Each pupil gets three key pieces of information: a scaled score, a writing age, and an indicative KS2 grade. You are provided with a full analysis of your school's results and the national picture, including breakdowns by gender and pupil premium.

Accuracy of judgments: Using "Comparative Judgement", teachers agree on Key Stage 2 writing grades 86% of the time, compared to 66% of the time when using the Teacher Assessment framework.

Monitoring

Through discussions, monitoring of teachers' medium term planning & looking at books, the subject leader and members of the SLT ensure there is:

- Clear, coherent sequencing of content which builds on prior learning
- There is progression and challenge appropriate to the year group
- A range of genres covering the national curriculum
- Regular teaching of spelling, punctuation and grammar appropriate and linked to the genre
- Consistency in the writing approach outlined in CPD
- Teachers are consistently following the feedback and marking policy
- There is also a review of the learning environment and how it is used to assist children's writing