

# Hoo St Werburgh Primary School and Marlborough Centre

## Writing Systems



## 2017-18

### The teaching of writing

Typically, when leading to an extended piece of writing, a series of lessons are planned and taught equipping pupils with the skills and information required to independently write in a chosen text type. Teachers use a range of resources to act as a stimulus for writing; including engaging videos and pictures. However mostly writing is based around a **high quality class text**, which in some year groups is linked to the term's learning topic.

When planning a series of lessons leading up to an extended piece of writing, the following learning episodes will happen:

- The class teacher will either find or create a **modelled text 'WAGOLL'** which is the same text type as the one the children will be writing in. Pupils are then given the opportunity to become familiar with the modelled example, analysing and identifying the text type's key features.
- Children will complete **speaking & listening/drama tasks** to develop spoken language and to further familiarise themselves with the text and genre.
- **GPAS lessons** will be linked with writing and to the text type. For example, if a class are writing recounts the grammar lessons that week may focus on the past tense or using time adverbials.
- Children will then **plan** their writing – this may be completed as a class with the teacher, in a group, in pairs or independently; this will largely depend on the learning ability of the individual pupil.
- Using their plans and the modelled example, children will then **write their first draft**. This to be supported by the use of a success criteria which is on display on the board or printed as a writing checklist for the pupils.
- Children will then be given an opportunity to **edit and improve** their work. When possible, children will then write a **final draft**.

### Across the school you will also see

- Dynamic grouping to ensure that teaching responds to previous learning/errors
- Lessons with a spelling, grammar, and punctuation focus to pick up on gaps identified from marking and other assessments e.g. termly writing assessments. In KS2, this is recorded in English books and applied in a Curriculum book within cross-curriculum writing

- English boards in classrooms provide support for children's learning. This will include 'magpie' words, GPAS help, a good writing model (WAGOLL), and aspirational vocabulary available for reference. Some classes may also provide word banks or word mats to further support pupils.
- We also have 'Writing Walls' where children's best piece of work from the previous term and their current writing target are on display. This is here for pupils to refer to and to motivate them during writing tasks.
- For extended pieces of writing, checklists are given as success criteria: KS1 focus more on the basic writing skills (e.g. capital letters and full stops) whereas KS2 include text type-specific features.
- Editing is an important part of writing across the school which is evident in books (See below). Where appropriate, children edit work using a purple pen or pencil.

Some elements of the teaching of writing are phase-specific:

### **EYFS**

Opportunities for emergent writing and mark making in all areas of the provision e.g. role play area, chalking outside, whiteboards etc.

### **EYFS & KS1**

- Daily writing and the application of phonics as part of the RWI session and encouraged during other writing activities.
- Alternatives to writing planning (e.g. use of flashcards and storyboards) are in place to support lower writers.
- **Purple Polishing Pencils** are used by children to self-assess and edit basic skills.

### **KS2**

- At times cumulative writing activities are used where a longer piece is worked on over several days with feedback provided after each session this process focusses on editing and improving.
- Children edit their work within a lesson using pen or pencil, however they respond to marking comments using their **Purple Polishing Pens**.

### **Assessment**

Writing is currently assessed termly using an internally agreed assessment criteria (Ros Wilson writing assessment sheets). Whereas in year 6 and towards the end of year 5, teachers use the government provided ITAFs and exemplar material to assess writing. Pupils are assessed against age-appropriate expectations in line with the new curriculum- ranging from Stage 1 to Stage 6 (each divided into Beginning, Within and Secure). The Stage will correlate to a particular year group; for example a child working

at a 'Stage 1' is working at a Year 1 standard. To progress onto the next 'Stage' pupils must meet the necessary non-negotiable standards.

## **Writing interventions / additional help and support for individuals**

### **EYFS**

Pupils who have difficulty with fine motor control have individual activities planned to support their development in this area.

### **KS1**

- Write from the start
- Sounds write
- Handwriting Rescue Scheme
- Writing boosters (specific skills focus) and fizzy (fine motor control) clubs are run by class teachers targeting specific children when necessary

### **LKS2**

- Phonics Precision Teaching focussing on specific phoneme-grapheme relationships (identified individually) have been successfully used to target and improve spelling.
- Precision teaching is also being used to address individual spelling errors for identified children.
- Identified SEN children may use supporting equipment such as Neo-writers/laptops, Talk Time boards, L&S Sound mats.
- Children may also receive handwriting and spelling interventions to further support.

### **UKS2**

- TAs are directed to work with small focus groups outside literacy/writing lessons, either before or after a teaching sequence, on key skills that are required.
- Longer independent pieces of writing may be completed following group planning, and drafting activities with adult support.
- Children may also receive handwriting and spelling interventions to further support.

### **Higher ability writers**

Higher ability writers are challenged in the following ways:

- Contributing to and use of vocabulary on display in classrooms.

- High expectation shown through planning, target setting and marking feedback.
- Developing writing targets with the teacher, practice independently and demonstrate that they are striving for their personal best.
- Alongside the 5Bs, pupils can provide a buddy service whereby they support and advise other pupils in developing their next steps.
- Being given the opportunity to enjoy Able Writers' Days across the school and competitions to enter through the year.

### **Cornerstones - Writing across the curriculum**



Across the school, writing targets and expectations (including spelling) are reinforced whenever writing takes place in other subjects. Appropriate written outcomes are expected in most subjects, in particular: Science (write-ups & explanations), History, Geography and R.E.

### **EYFS**

Learning in EYFS is themed according to the children's interests and most writing emerges from work undertaken across a range of ELGs not solely during 'writing' activities.

### **KS1 & KS2**

- Medium Term Plans link curriculum studies to English skills.
- Topic working walls & key words/topic word mats provide vocabulary to extend topic writing.
- Opportunities for writing exploited in every lesson, even if this is simply note making and especially extended writing opportunities are planned using subject matter from a range of curriculum areas.

### **Phonics/Etymology/Spelling**

Read Write Inc (RWI) is the main programme for teaching phonics and spelling across the whole school until Year Three, after which it is used as an intervention for those still needing support.

### **EYFS**

- RWI, sounds games, singing, nonsense rhymes.
- HFW displayed and referred to by pupils.

- 'Red words' (HFW that cannot be sounded out) are sent home in term 4 for home learning.

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### **KS1**

- Spellings are differentiated across the year group. Focusing on High Frequency words.
- Children are taught to write letters and digraphs in RWI.
- RWI daily and part of this focuses on the writing of the words and construction of sentences.
- High Frequency word lists on desks/in trays.

### **KS2**

- The National Curriculum spelling rules (which are organised by Key Stage) have been split year groups e.g. with some being taught in Year Three and the rest taught in Year Four to ensure coverage (sent home to parents)
- The National Curriculum appendix spellings have also been split into those appropriate for each year group to ensure coverage (sent home to parents)
- Up to three spelling errors are highlighted in the class teacher's marking feedback to be corrected by the child with use of dictionary
- During Monday morning sessions, the school focuses on these spelling rules which are taught through a variety of strategies as well as being picked up throughout the week in classes.
- The school have recently invested in the Rising Stars Spelling scheme, teachers have been consulting these plans and resources in the staff drive to inform their teaching of spelling and spelling rules.

## **Handwriting**

### **EYFS**

- Daily explicit teaching of the formation of letters through the RWI programme with targeted intervention groups for target children beginning with large arm movements linked to phonemes and graphemes, moving to 3 fingered pencil grip 'air writing' then moving to letter formation on whiteboards
- A graffiti wall provides pupils with the opportunity to show their letter formation and write their names
- Daily handwriting practice takes place when sufficient letters have been learnt

All year groups after EYFS to follow a cursive style of handwriting using the PenPals programme

### **KS1**

- Daily handwriting practice in both year groups as an early morning activity
- Targeted children complete work on handwriting paper to go in curriculum books.
- Correct letter formation displayed in classrooms (on walls and on each child's desk)

### **LKS2**

- Handwriting is taught using the Penpals programme in English lessons every week.
- In addition, a handwriting intervention group runs for target children focusing on letter formation and joins from PenPals (Year 2 pitch) to help children to practise and improve legibility

### **UKS2**

- Handwriting teaching is targeted on focus children within classes (Years 3-5) and, if necessary, within intervention groups.