



English In Action at Woodlands Academy

Created by K Evans

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Intent

- **Staff to model and encourage correct use of Standard English in writing and talk which will lead to writing.**
 - **All children are to be encouraged to speak in sentences at all times.**
 - **Our English curriculum is focussed on teaching and learning not coverage.**
 - **The aim of each English unit is to excite and hook our learners so that they enjoy reading and want to write. Create reading and writing for a purpose...**
- We use a text-led approach. Every English lesson is based on the focus text.**
- Our children will learn to read as a writer and write as a reader.**

Curriculum Map

We follow Woodlands English Curriculum Map and the 2014 English National Curriculum for learning objectives. However, this is balanced with identified needs of the children and closing the gap.

The Writing and GPS curriculum contains several sections which work together to provide staff with a clear guide on how to approach teaching and assessing Writing and GPS in EYFS, Key Stage 1 and Key Stage 2.

- An explanation of the standard for Mild, Hot and Spicy challenges in each year group – the depth of challenge is increased as we progress through each Key Stage.
- A list of the objectives that children should be achieving by the end of each half term.
- New learning is highlighted to allow teachers to anticipate the length of time and depth of teaching that might be required.
- A skills ladder for grammar concepts which shows teachers in which year groups each skill is introduced, which skills are required as foundations to be able to secure new learning and the key knowledge that children must know and be taught about that skill.
- A spelling knowledge organiser which informs teachers of the rules and National Curriculum examples for each of the spelling objectives that their year group will teach.

The curriculum has been designed based on the strategies for ‘Making it Stick’ promoted by Chris Quigley, with all new learning taking place in Autumn 1, Autumn 2 and Spring 1, allowing Spring 2, Summer 1 and Summer 2 for revision, application and deepening the level of understanding. Every year group will have the opportunity to revisit all of the concepts that have been taught in the years prior to theirs by the end of the academic year, for example, if a child has learnt a new concept in Year 1, this will be revisited on the curriculum map in Years 2, 3, 4, 5 and 6.

A Research-Based Approach which Underpins All Teaching and Learning

At Woodlands Academy of Learning we have an approach to teaching grammar, an approach to teaching spelling and another approach to teaching writing. However, all of these are underpinned by the teaching and learning strategies put forth by Rosenshine (2020).

“Education involves helping a novice develop strong, readily accessible background knowledge. It’s important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge.” (Rosenshine, 2020, p.13)

The research of Rosenshine (2020) found that *“the most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support.” (p.13)*

Rosenshine’s (2012) ‘17 Principles of Effective Instruction’ (p.19):

1. *‘Begin a lesson with a short review of previous learning.*
2. *Present new material in small steps with student practice after each step.*
3. *Limit the amount of material students receive at one time.*
4. *Give clear and detailed instructions and explanations.*
5. *Ask a large number of questions and check for understanding.*
6. *Provide a high level of active practice for all students.*
7. *Guide students as they begin to practice.*
8. *Think aloud and model steps.*
9. *Provide models of worked-out problems.*
10. *Ask students to explain what they have learned.*
11. *Check the responses of all students.*
12. *Provide systematic feedback and corrections.*
13. *Use more time to provide explanations.*
14. *Provide many examples.*
15. *Reteach material when necessary.*
16. *Prepare students for independent practice.*
17. *Monitor students when they begin independent practice.’*

Grammar and Punctuation

A secure understanding of grammar is ‘very important as it gives us more conscious control and choice in our language.’ According to the National Curriculum 2014 Forward to English Appendix 2, ‘building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking’ (Myhill et al., 2016, p.1). The National Literacy Trust (2013, p.3) notes that over the past 50 years reviews such as, Braddock et al, 1963; Elley et al, 1975; Hillocks, 1986 and Andrews et al, 2006 ‘*have concluded that teaching grammar is of no benefit in supporting writing development if taught as isolated de-contextualised grammar exercises.*’

‘We are interested in developing learners’ knowledge of how language works in different real-life contexts, and opening up for them the infinite repertoire of choices available to them as writers.’ (Myhill et al., 2016, p.1)

Our approach to the teaching of grammar and punctuation is based on the research of Myhill et al. (2016, p.3). ‘*The research carried out at the University of Exeter is underpinned by a view of the importance of teaching grammar in the context of children’s writing, not as a body of separate knowledge learned for its own sake.*’ The focus lies in ‘*how language [and punctuation] works*’ and ‘*how language [and punctuation] choices construct meanings in different contexts*’. The ‘key teaching principles’ are as follows:

1. *‘Always link a grammar [or punctuation] feature to its effect on the writing.’*
2. *‘Use grammatical terms, but explain them through examples.’*

3. *'Encourage high-quality discussion about language and effects.'*
4. *'Use authentic examples from authentic texts.'*
5. *'Use model patterns for children to imitate.'*
6. *'Support children to design their writing by making deliberate language [and punctuation] choices.'*
7. *'Encourage language play, experimentation and risk-taking.'*

'Contextualised grammar teaching is characterised by **high levels of discussion by students about language choices and effects, healthy experimentation** and **student ownership of decision-making in their writing.**' 'Only then might we enable young writers to access that repertoire of infinite possibilities which is at the heart of creative, critical shaping of text.' (Myhill, Lines and Watson, 2011 in National Literacy Trust, 2013, p.3)

'Grammar can be taught in creative and meaningful ways that go beyond simply knowing terms and categories, towards encouraging pupils to love playing with grammar and language. If teachers take this approach, the evidence suggests pupils writing will improve. The focus is taken away from merely building knowledge to being able to manipulate grammar for purpose and effect.' (Myhill, 2008-2010 in National Literacy Trust, 2013, p.3)

Writing

Our approach to the teaching of writing is based on the '*key set of principles*' which Beard (2014, p.5) promotes as the foundation for '*being a writer*':

1. *'Enjoying writing and finding the process creative, enriching and fulfilling'*
2. *'Reading widely, recognising good writing, and understanding what makes it good'*
3. *'Being aware of the key features of different genres and text types'*
4. *'Learning about the skills of writing from reading and drawing upon its models'*
5. *'Having 'something to say' (a purpose and audience)'*
6. *'Knowing how to develop ideas and how to plan and prepare for writing'*
7. *'Making informed choices during writing (including vocabulary, grammar and text structure)'*
8. *'Understanding how to reflect upon, refine and improve writing'*
9. *'Responding to the constructive criticism of others'*

Talk in Every Lesson

Exploratory talk will be used in every lesson to engage with the learning objective. It will be used to strengthen and deepen children's understanding of their learning, enabling them to explore the knowledge before they present to the class or complete a written task.

Presentational talk tasks are used as an opportunity to assess children's understanding of the learning objective.

- Children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, whiteboard, thumbs-up. When sharing responses through a written form, a selection of pupils will be asked to also provide it verbally ("5, 4, 3, 2, 1, boards up." Teacher scans the responses provided. "Can someone tell me...?")

- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate (“I noticed a few people saying... Can anyone explain why this cannot be true?”).
- Teachers will plan for some ‘open’ questions in every lesson.
- Teachers will plan for some ‘why’ questions in every lesson and ask the children to explain their ideas to the class.
- Teachers will provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Teachers will always hold back on providing any of the correct answers to a question until a number of children have given their idea:
 - Student provides idea.
 - Teacher repeats their idea to them (“So you are saying/you think...”) and then praises them for contributing and asks if any other students have an idea.

Talk for Writing

We use teaching strategies from Talk for Writing (TfW) to help children to internalise a text’s patterns and language, and then apply this to their own independent writing.

Presentation Skills

At Woodlands Academy of Learning we explicitly teach children how to present their work neatly.

Our Expectations for Presentation

- Children to begin writing from the margin line.
- Children to write to the end of the page.
- Children to know where to begin forming each letter.
- Children to know the difference between an upper case and lower case letter and be able to clearly represent them on the page.
- Children to understand what is meant by a space and be able to create equal spaces in their writing.
- Children to know how to control a writing instrument.
- Children to form letters accurately and not join until they are ready for it.
- Children to find their own personal, legible style.
- Children to write **on the lines** provided and **not** in between them.

Handwriting

‘Time devoted to the teaching and learning of letter formation in the early years will pay off. Legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content.’ (NHA, 2017)

‘Teach very young pupils how to hold a pencil correctly and form letters fluently and efficiently’ (DfE, 2012, p.13)

- All children are taught using the programme of study for their year group based upon age rather than ability. If individual children are underachieving, gaps are filled using 1:1 or small group intervention time. However, if the whole class appear to be below standard then lessons must be pitched for the appropriate age group integrating elements from other ages where necessary. Teachers may wish to view the software for the previous age groups in order to familiarise themselves before attempting to teach but should not use it with the children
- Children are encouraged to have their own style as long as it has been formed accurately. They will not be expected to join in their independent writing until they are ready (i.e. all letters are formed accurately) – this will be determined on an individual basis.
- Our aim is that by the end of Key Stage 2 **all** children are able to demonstrate accurate formation (this may not be exactly the same formation as is dictated by Penpals), appropriately select when to join letters and demonstrate fluency in their handwriting.
- Children need to understand how to hold a writing implement (pen and pencil). The National Handwriting Association (2017) states that, '*The dynamic tripod grasp (with the pen pinched between the ball of the thumb and the fore-finger, supported by the middle finger with the other fingers tucked into the hand) is recommended once the child is old enough to hold a writing implement. This minimizes the risk of strain and offers the greatest control.*'
- Children need to understand the purpose of legible, accurate handwriting. Inform them that writing is a method of communication and - just like spelling - if we do not get it right we could be misinterpreted. Share examples of challenging handwriting and allow them to discuss the different possible interpretations of the text.
- In EYFS, we give credit to mark making. However, we always challenge the children to develop further.
- Children will be exposed to different fonts and shown a range of good handwriting that has been produced by different sources (not just their teacher).

Spelling / Phonics

High expectations in accurate spelling are encouraged at all times.

Year 1 and Year 2 will follow the phonics programme in conjunction with spelling lessons which have a focus on exploring and teaching rules and patterns.

Spelling in the Weekly Timetable

- Weekly spelling lesson / objective when a new pattern, suffix, prefix introduced.
- **Objectives taken from the Writing and GPS Medium Term Plans for your year group – this will include revisiting objectives from previous year groups.**
- Spellings to also be included in the WILF for editing tasks.
- Year groups may need to increase the time allocated to spelling and phonics depending upon the ability of their children
- Speed sounds may be undertaken daily throughout the whole Academy, depending upon need.

Marking and Feedback

Feedback

As defined by the Education Endowment Fund (2018, p.1), 'feedback is the information given [...] about the learner's performance' with reference to 'learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning' by 'redirect[ing] or refocus[sing] [...] actions to achieve a goal.' The focus of our feedback is always on the steps required to meet the learning objective.

Studies carried out by the Education Endowment Fund for the Teaching and Learning Toolkit 'found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year' Elliott et al (2016, p.6).

At Woodlands, we give feedback through a variety of both verbal and written methods - see the image below taken from Elliott et al (2016, p.6). Moreover, in accordance with the recommendations of the Education Endowment Fund (2018, p.1), it can come from a number of different sources including, the learner themselves, 'a teacher or someone taking a teaching role, or from peers'.



What does 'effective' or 'high quality' feedback look like?

- 'Specific, accurate and clear (e.g. "It was good because you..." rather than just "correct").'
- 'Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...").'
- 'Encourage and support further effort.'
- 'Provide specific guidance on how to improve and not just tell students when they are wrong.'
- 'Complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils.' (Education Endowment Fund, 2018, p.2)
- 'Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.'
- 'The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.'
- 'Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.' (Elliott et al., 2016, p.5)

Research by the Education Endowment Fund (2018, p.2) found that feedback should 'be given sparingly so that it is meaningful'. Indeed, Elliott et al. (2016, p.5) suggested that teachers 'mark less in terms of the number of pieces of work marked, but mark better'.

Implementation

English Units

- Mixed ability teaching groups. SEND children from each class are placed into one class with LSA/TA support. A separate nurture group is held for SEND children in Years 5 and 6. According to EEF (2021, p.1), *“On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes.”*
- **Children write in every lesson across the curriculum** (excluding PE, Maths, Jigsaw). This could include note-taking or a summary of key learning.
- Each English unit focuses on one set text and will often last for approximately half of a term.
- Where possible, English learning is linked to the themes of our learning in the foundation subjects.
- Provide a **genuine purpose** for writing. In his research for The Basic Skills Agency, Frater (2001, p.44) found that *‘ensur[ing] that writing activities are always purposeful’* proved *‘specially significant in the children’s writing achievements’*
- An ‘Our Learning Journey’ page is created at the start of each unit containing all of the objectives that will be taught. The children self-assess their progress in meeting each objective at the start (‘prologue’), middle (‘mid-point’) and end (‘epilogue’) of their journey, using a traffic-light system.
- A ‘teacher target’ is set on a weekly basis. This is printed on coloured paper using the Woodlands template provided. It is glued at the top of the page to mark the beginning of a new week of learning.
- Every fortnight focuses on a particular genre or text type.
- **All** learning builds and leads up to a piece of writing each week, which is extended every fortnight.
- Every lesson draws on the ‘slingshot’ approach. The teacher will begin with the foundations required to master the objective, which will be skills that lie in the curriculum of previous year groups, before accelerating very quickly to teach the current year group’s objectives. This learning journey will take place within the short teaching period of one lesson (approximately 20minutes). The secure understanding of previous year groups’ curriculum objectives will help to power and accelerate the acquisition of new learning/skills.

Planning

- Planning to be completed in the form of annotating the key text. Teachers should photocopy or photograph the pages of the text that will be a focus area for the lesson and annotate it with questions that they will ask, underlining the vocabulary, phrases and structures that they will talk to the children about. Planning should be shared across the year group team and with KE. All WAGOLL texts for the unit should also be emailed, alongside the unit planning, to the Writing lead at the beginning of the half term.
 - Each lesson to have a skills-based, child-friendly WALT and WILF.
 - Weekly objectives to include: spelling/phonics objective, grammar or punctuation objective and a writing objective.
 - Teach ambitious vocabulary linked to writing task (use of thesauri is encouraged)
 - Identify and discuss ambitious vocabulary used in reading and collect for writing.
 - Opportunity for children to apply their learning, such as use of the apostrophe in writing (not exercise-based tasks)
 - Weekly spelling test, linked to home learning spellings (dictation). Roughly five spellings sent linked to weekly spelling objective and five linked to phonic grapheme or from word lists.
 - Unit planning should be annotated on a daily basis to illustrate AFL / progress of individual children
 - Staff should incorporate shared / modelled writing throughout the unit and **always** just before children begin a piece of writing.
 - Staff should model identifying question types and how to answer fully.
 - Staff should model identifying and correcting misunderstandings in their comprehension
 - Staff should also model school handwriting and use Fred Talk / syllabification to spell unknown words.
 - Staff to utilise peer assessment and self-assessment in the writing process.
 - Emphasis on the writing process, children draft and are then taught how to edit and improve their work.

- Challenges (mild, hot, spicy and scorcher) should be made available for all children in every lesson to advance and deepen their understanding. See the Writing and GPS curriculum (MTPs) for guidance on challenges.
- PowerPoints to be limited to spelling lessons and date/WALT/ WILF/ challenges for writing and grammar/punctuation lessons. There may be some lessons where an example may be included on the slides too. The main teaching should be based around the teacher live modelling. Every sentence that is looked at in detail, every definition and every example that is discussed should be scribed on the board by the teacher (following the handwriting policy – this is an opportunity to model handwriting and presentation). No Twinkl resources are to be used in English lessons. This will allow the focus to be on the quality text and the needs of the children rather than on definitions.
- Each lesson should build on the previous. Each child is embarking on a learning journey.
- Each lesson should plan for teacher/adult support – this should be noted in bold purple font so that it stands out.
- **The text lies at the heart of everything we do. Every grammar or punctuation activity** should always reference the focus text. **Every write** should be related to the focus text. **Every reading task and question** should be related to the focus text but comparisons should be made to other similar and dissimilar texts.
- Every hot challenge in every English lesson should require the children to create sentences for their next piece of writing. This will then create a bank of sentences which they can return to when they are completing their final piece.
- Every lesson draws on the ‘slingshot’ approach. The teacher will begin with the foundations required to master the objective, which will be skills that lie in the curriculum of previous year groups, before accelerating very quickly to teach the current year group’s objectives. This learning journey will take place within the short teaching period of one lesson (approximately 20minutes). The secure understanding of previous year groups’ curriculum objectives will help to power and accelerate the acquisition of new learning/skills.
- A WAGOLL (What A Good One Looks Like) text is to be used for every writing lesson so that children have an example to follow. Before the children begin writing, the WAGOLL should be pulled apart – discussing what works well and why and what does not work well and why. The WAGOLL can be introduced early in the week and returned to on a regular basis or be introduced in the writing lesson – this is at the teacher’s discretion.
- There are no set genres that must be covered. Every text type that is taught should be chosen because the key focus text leads to it. Do not be afraid to repeat genres – the more times a child writes an example of that text type, the more familiar they will become with the structure and language choices.
 - A setting description would be suitable if it is a story with an interesting setting which is described in great detail in the text.
 - A character description would be suitable if it is a story with strong characters in – these are often really useful as an introductory write to help immerse the children in a new text.
 - A retell would be suitable towards the end of a unit when the children know a story really well. If the text is particularly long, do not be afraid to focus on one particular part – as long as the children can create a suitable beginning and end – e.g. In Macbeth the children often write from the very beginning of the story up to the moment that King Duncan has been murdered.
 - An alternate ending would be suitable towards the end of a unit after an attempt at retelling the original story.
 - A newspaper report would be suitable if there is a dramatic event in the text that is described in great detail.
 - A chronological/non-chronological report or explanation text would be suitable if it is a fact-based text.
 - A poem would only be suitable after studying poetry

How to Approach Preparing to Plan English Lessons

Step 1: What quality text are you going to focus on for this unit? Choose the text carefully:

- Does it include examples of all of the grammar and punctuation objectives that you will be teaching?
- Does it include high quality vocabulary for you to discuss?
- Is it appropriate for the age group?
- Does it lend itself to writing?

Step 2: What text types does your focus text lend itself to? List them.

Step 3: Order the text types. Which text types can be used to prepare for another text type? Which text types are most challenging? How much of the text do they need to be familiar with in order to write that text type?

Step 4: What grammar, punctuation and spelling objectives are needed for each text type? Are they objectives that are on the curriculum map for your year group at this time of year? If not, do you need to consider a different text type?

Step 5: Order your grammar, punctuation and spelling objectives based on which text type they are required for and which objectives are needed in order to be able to understand another – the ‘Vocabulary, Grammar and Punctuation Learning Journey’ in your curriculum document could help here.

Step 6: Find examples of the grammar, punctuation and spelling objectives in your focus text and make a copy of those pages.

Reading to Prepare for Writing

- The extended reading (RAID) lesson is used as an opportunity to analyse the author’s choice of vocabulary and structures and how this could be mirrored by the children in their own writing.
- Vocabulary choices from the text are highlighted on a daily basis. Discuss why the author has chosen that word instead of an alternative – what is the effect? Children collect words so that they can use them in their own writing. They should also be encouraged to do this with the texts they read at home.
- Recap/summarise what the children have learnt from the text so far on a regular basis to ensure that the plot, structures and language have been embedded.

Grammar and Punctuation

- Clear links will be made between the teaching of grammar and punctuation and the extended write. The grammar and punctuation taught throughout the week should be applied in the children’s writing.
- Throughout the week children are provided with high quality, authentic examples of grammar and punctuation, which can be used in the text type being taught. This use of authentic examples ‘*links [our] community of school writers to the broader community of writers, and allows [us] to choose texts that will motivate [our] children*’.
- All work throughout the week should follow the theme of the write. This allows children to use any examples produced in previous lessons within their independent writing. ‘*Tying a grammatical feature to its effect in meaning in a specific context is part of beginning to understand the writer’s craft and the possibilities open to a writer*’ (Myhill et al., 2016, p.3).
- Open-ended questions are planned to provide children with the opportunity to distinguish between and explore the effects of grammar and punctuation for themselves. ‘*Exploratory talk that invites discussions about the grammar feature being studied, and that explores choices and possibilities, will help children make meaningful connections between grammar and writing and encourage them to take ownership of decision-making in writing. Active discussion about language and effects may be the key to moving children from superficial or rote learning about language to deep learning*’ (Myhill et al., 2016, p.5).

- The order in which objectives are taught should be carefully considered based on the connections between skills and level of difficulty, e.g. children must understand the purpose of and how to identify and create a nouns, adjectives and determiners before they can learn about expanded noun phrases.
- Staff will draw on the resources provided by 'Pixl' and 'Bug Club' to help inform teaching and learning, as well as the content of the curriculum knowledge organiser).
- There will be a mild, hot, spicy and scorcher challenge set for every lesson, clearly labelled with the requirements of the task. This ensures children draw on different levels of understanding (B.A.D.: Basic, Advanced and Deep) and have the independence to work through the tasks at their own pace.

Writing

- **Children write in every lesson across the curriculum** (excluding PE, Maths, Jigsaw). This could include note-taking or a summary of key learning.
- Children complete a piece of writing every week. Extended writing to be completed fortnightly in English book linked to genre / text type. On the alternative week a short practice write should take place.
- Children to be given 'Big Bang' experiences to introduce new texts (e.g. decorating the classroom, inviting a visitor in, interviewing a teacher dressed up as a character, educational visits) to immerse them in the world and lives of the characters that they will be writing about.
- Every extended piece of writing to be thoroughly marked and assessed after the child has been given time to independently edit using **CUPS** (Edit - **C**apitals, **U**sage, **P**unctuation, **S**pelling) and **ARMS** (Revise – **A**dd, **R**emove, **M**ove, **S**ubstitute) cards.
- Writing toolkit folders to be used by every child from Year 2 to Year 6 to support the writing process. Each child has an individual folder containing word banks, notes and examples of text types which they have collected throughout their time at Woodlands.
- At least one piece of writing over the autumn and spring half terms is completely unaided. By the summer term, all pieces should be unaided in order to gather evidence for the end of year judgements. The focus is linked to prior teaching so children can utilise their previous learning / language and word mats **but** they **must** plan and write by themselves.
- Text immersion will lead up to the write:
 - Visual literacy, oral sentence structure followed by written application
 - Use of dramatic techniques encouraged, such as hot seating, conscience alley and freeze frame.
 - Share a WAGOLL – What A Good One Looks Like (children annotate features using colourful semantics). Directly teach features of text: Purpose, language features and structure.
 - Teach Vocabulary children will need in their write.
 - Teach Conjunctions and Adverbials children will need in their write
 - Teach Openers children will need in their write
 - Teach Punctuation children will need in their write
 - Display the week's learning (WILF for extended write) on a learning poster – see display
 - Talk for Writing
- Children to have a WILF based on the curriculum objectives for their year group (see Medium Term Plans), the Woodlands values (promoted in the S.M.I.L.E. tree) and the B.A.D. verbs.
- Children to be provided with at least one WAGOLL (What A Good One Looks Like) text. This should be a high-quality, authentic example of the text type, which they are expected to produce. It should include words from the word lists for their year group, grammar features that children have been taught that week and address any common issues found in the writing produced previously by that year group. '*Learning by imitating models has a very long history as a powerful tool to support initial learning*' (Myhill et al., 2016, p.7).

- Teachers will model the writing process at the start of every writing lesson. The part modelled should be carefully selected based on which section the children will find most challenging – it should not be more than two paragraphs (the children have a WAGOLL provided to demonstrate a whole text). The most common examples of areas which require modelling are: linking paragraphs, opening the write and closing the write. Every thought which enters the teacher’s head throughout the process must be shared with the class.

An example approach:

- How do I begin? Show the children how they must first come up with the idea for a sentence which links to the first idea on their plan and then write it down. It is best for them to note it immediately. They could picture a wire directly connecting their thoughts to their hand. Remind them that it is acceptable for this to be imperfect - they will have the chance to edit it.
- Read back through the sentence out loud. Does this make sense? Are there any of these words that I could improve? Teacher chooses a word to improve and models using a word bank, thesaurus and dictionary to do this – explicitly demonstrating the selection process.
- Read the new sentence out loud. Is there any detail missing? Look to the children for an answer. They may discuss possibilities with a talk partner and take a vote as a class for their favourite idea.
- Repeat this process for the next sentence.

In his Interim Evaluation Report for the National Literacy Trust, Rooke (2012, p.6) found that the teachers he worked with *‘were insistent that modelling was the most significant strategy they used to develop children’s talk about writing and the quality of writing. The voice they modelled was shaping the same voice that children have in their own heads when they are writing. When teachers are modelling, what they are modelling is how children should think about writing.’* Moreover, Ofsted (2013, p.4) stated: ***‘The very best teachers ‘model’ writing effectively. This is often best done with the pupils themselves, giving the teacher the opportunity to discuss the language choices made and to illuminate the process of writing.’***

- Children to be given opportunities to make choices in regards to subject matter, perspective, length and style. According to Beard (2014, p.26) *‘When pupils choose their own topics, they may become more engaged and motivated to write. Such engagement and motivation could potentially lead pupils to write more frequently and become more involved in the writing process and the writing community.’*
- Word banks and VCOP grids may be provided on tables to support the writing process. This should be colour coded using colourful semantics and be drawn on independently by the children.

V	C	O	P
Beautiful	Furthermore,	Later in the day,	Full stop
Dainty	However,	In the middle of the	Capital letters
Magnificent		room,	Commas
Sneaked			
Nervously			

- Emphasis on cross-curricular (particularly for non-fiction); make links to Units of Discovery, RE or science when possible. At least two pieces of writing per term are to be cross-curricular e.g. undertaking a science experiment. Research is completed in the cross-curricular lesson. The draft is written in the English book, then after being edited by the child it may be published in the relevant subject book.

- Children to be explicitly taught how to edit throughout Key Stage 1 and edit and revise throughout Key Stage 2. Posters in learning rooms are to be referred to in order to support this process, in addition to the **CUPS** (Edit - **C**apitals, **U**sage, **P**unctuation, **S**pelling) and **ARMS** (Revise – **A**dd, **R**emove, **M**ove, **S**ubstitute) cards
- Children to be provided opportunities to share their writing with peers, receiving detailed feedback with regards to content, layout, grammar and punctuation in both verbal and written form. In his research, Rooke (2012, p.7) found that '*children are more able to comment critically on other children's writing than on their own writing*' and that '*teachers felt it was essential to develop learning environments where children were without fear of peers' judgements and were happy to publicly reveal and work on improvements in their own writing*'.

How Do We Teach Our Children the Process of Writing?

1. Pupils are introduced to the learning objective which allocates a text type.
2. We work as a class to unpick (identifying purpose, audience and features) the key text and WAGOLL – WAGOLLs are either taken from the exemplification materials or created by the class teacher.
3. The class build word banks together of vocabulary they can think of or have found in the texts which could be used; the class teacher scribes on the whiteboard.
4. The class teacher models a section of the write on the board which they believe the children will find challenging (often the opening or closing paragraph) – explaining their thought process and drawing on the children's ideas for further improvements. The children can use this as another example text but it is made very clear that they cannot simply copy it.
5. Pupils then draft their writing. In Years 4, 5 and 6 children will use a separate draft book in which they may use any writing equipment and do not need to concern themselves with presentation or handwriting.
6. The teacher will frequently stop the lesson and give the children the opportunity to work with a peer. They might read each other's work aloud so that the author can hear what it sounds like. They may make suggestions for edits. They may take some ideas to be used in their own writing.
7. CUPS and ARMS to be used on an individual (cards) or whole-class basis (posters) to ensure writing has been edited fully.
8. Finally, the children ensure they have a final draft in their English book. This is then returned to on a regular basis to be edited based on any new learning. English books should be made available to our children at all times so that any spare time at any point in the day can be used for editing.

Every child has a dictionary and thesaurus and, if in Year 2 or above, a writing tool-kit folder (which contains a variety of word banks and WAGOLLs collected during their time at Woodlands) that they must draw on every time they write to improve their spelling and vocabulary.

Children are expected to draw on the examples they have created in grammar lessons to create their writing. No grammar concept has been taught until the child has created example sentences for their writing.

We do not use set success criteria, though expectations are outlined through the discussion of the WAGOLL and teacher modelling which takes place before the children begin to write.

If an adult has intervened with a piece of writing, 's' is written at the top of the page and circled and the level of support is noted e.g. S with spelling. We should try to refrain from giving any support during the spring and summer terms – especially to children who are expected to reach the expected standard or work at greater depth.

Talk for Writing

In 'Talk for Writing: Review of related research' Beard (2014, p.1) '*identifies the ways in which the main elements of T4W are supported by peer-reviewed research and other scholarly publications.*' Moreover, Rooke (2012, p.6) notes, '*Extended talk and collaborative language around the genre of writing before children start writing provides a rich resource for children to revisit and from which to draw during all stages of their writing.*'

Key approaches

- Choose an exciting theme or experience.
- Follow 'the three i's strategy' – **I**mitation, **I**nnovation, **I**ndependent application.
- Develop the text orally.
- Share high-quality, genuine model texts.
- Use games for language patterns.
- Use both shared and guided reading and writing of texts.
- Box-up and map texts to create plans – **all maps must include key vocabulary and at least one sentence for each picture.**
- Add to washing line/working wall and prompt book/writing journals.
- Independent writing.
- Apply skills across different fiction and non-fiction text types.

Colourful Semantics

In line with the Walsall Local Authority, we have assigned a specific colour to each role that features within a sentence. These colours are used in classroom activities and for displays to demonstrate the function that words have within a sentence and as a tool to build appropriate sentences. The names for each of the word classes should be integrated into teaching to ensure that all children are familiar with the correct terminology e.g. Ask: What is the name of the word class that will tell us who? Answer: Noun.

When? Adverb of Time	Describe? Adjective	Who? Subject/ Noun	What Doing? Verb	How? Adverb of Manner	What? Object/ Noun	Where? Adverb of Place
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Presentation Skills

Conscious Control

- In EYFS, children to be given the opportunity to draw and write letters in a range of contexts such as sand, on a whiteboard and in the air.
- In EYFS, teachers to observe how children use an abacus. How do they move the beads? Have they got the fine motor control?
- Develop motor skills through a range of strategies (see list in 'Motor Skills') including colouring and dot-to-dot pages. The teacher must observe and intervene where necessary to ensure that every child is using the tool accurately. If they press too hard, they do not know how to control a writing instrument.
- Give children the option to bring in their own writing instrument from home, as long as it is a pencil or dark blue pen. Children will earn their pen license in Key Stage 2 through accurate letter formation. Every child should be using a pen by Year 4.

Spacing

Children must be taught from Nursery what is meant by a space.

Step 1: Teacher to model using apparatus what is meant by a space.

Step 2: Child to use apparatus to create a space.

Step 3: Teacher to use apparatus to model how to create equal spacing.

Step 4: Child to create equal spacing using the apparatus.

Step 5: Child to use a range of apparatus to create equal and appropriate spaces between letters and words.

Step 6: Child to use the apparatus model of equal spacing to create equal spaces within a sentence.

Ideas for apparatus to develop awareness of spacing:

- Space beads on an abacus – spaces between the beads need to be even.
- Space lego bricks evenly.
- Magnetic whiteboard rubbers (oblong for word cards) and round magnet full stop – word spacing and can move words around. Step 1 – get the words in the right order. Step 2 – even spacing.
- Space multi-link cubes.
- Write on squared paper – one letter per square.

Developing Motor Skills in Preparation for Handwriting

Develop Gross Motor Skills	<p>Shoulder Girdle Stability Activities</p> <ul style="list-style-type: none"> • Pulling own weight eg. along a bench, with progression to an inclined bench • Games and activities that involve taking weight through arms eg. hanging on rope, climbing up a rope and hand walking along an overhead ladder • Push ups against a wall or on the desk • Drawing vertical lines on a chalk board (one or both hands). Keeping arms out straight draw by bending and straightening at the knees. The child has to keep the chalk against the board as he/she moves. If this is too difficult, ask the child to draw parallel vertical lines with straight arms working from top to bottom and then reverse. Progression is to draw diagonal lines on the chalkboard • Draw shapes on chalk board with arms out straight. Circles and figures of eight are most effective (remember, arms outstretched) • Paint on the wall with a roller or pasting brush (water can be used on outside walls in warm weather). The weight of the paint and brush/roller adds to the effectiveness of this activity • Encourage games that require some shoulder strength eg. badminton, tennis and racquet ball (ball attached to a cord). Volleyball and basketball would be progressions in the area of strength <p>Making Shapes</p> <ul style="list-style-type: none"> • Help the children make large shapes on the gym/hall floor using skipping ropes. • Use the bean bags to identify the beginning and end of the shape or points for changing direction eg. the corners of a shape. Have the child walk around the shape, forwards or backwards • Draw the shapes on large white board • Draw the shapes in the air with a ribbon • Have the child lay out shapes on the gym/hall floor from memory, using a collection of beanbags, hockey sticks and skipping ropes
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- Have the children make shapes with their own body eg. a T shape or circle
- Have the child walk a shape, or move to form a shape from recall

Recognition and Visualisation

- Practising writing big letters and shapes on white board/black board
- • Lots of repetition of motor patterns for letters, with eyes closed
- • Use of tactile alphabet
- • Writing in damp sand with a finger
- • Writing spelling words in paint
- • Writing with crayon on paper over a textured surface
- • 'Air writing'
- • The use of letter strips fastened across the top of the desk/table may assist with
- writing when letter and numerals can be recognised but cannot be recalled quickly
- • Using joined writing to recall spellings (as appropriate)

Visual Discrimination (This is the ability to recognise the main features of different objects)

- Look at shapes and spotting things that are the same and different eg. shape, colour, size
- Look for visual similarities and differences in real world objects
- Sorting exercises. Use different ways of sorting things eg. by colour, shape or maybe even size

Visual Figure Ground (This is the ability to see an object as distinct from its background or surrounding objects.)

- Pick out items from a box (eg. all the red objects)
- Find a shape in a box of other shapes eg. a cube in a box of beads (make it obvious to start with and gradually build in difficulty)
- Picture books where the child has to look for something that is 'hidden' eg. 'Where's Wally' or Richard Scarry's Cars and Trucks and Things that Go' where he/she has to search for 'Goldbug'
- Looking for objects in the environment eg. asking questions 'Can you point to the blackbird?'

Visual Form Constancy (This is the ability to recognise an object or shape when it is seen from different angles.)

- Reinforce the idea that shapes are the same, even when other variables change eg. colour, size or orientation
- Look for shapes in the environment eg. 'how many circles/squares/triangles can you find in the classroom?'

Visual Recall (Visual recall is the ability to remember things which have been seen)

- Arrange a pattern of coloured beads on a string. Show the child the arrangement briefly then ask them to string the beads in sequence from memory
- Ask child to draw a picture of an activity they enjoyed during the day. Ask the child to describe activity using the drawing as a reference

	<ul style="list-style-type: none"> • Arrange pictures in order, allow child to look, then rearrange and ask child to put in original sequence • Take child on walk, pointing out several objects. Ask child to describe or draw a picture of what he/she saw and see if items specifically mentioned are included • Word searches • Treasure Hunt – let child see where objects are hidden, then try to find them <p>(Lincolnshire Community Health Services NHS Trust, 1st Move A gross and fine motor skills resource)</p>
<p>Develop Fine Motor Skills</p>	<ul style="list-style-type: none"> • Playing tug of war – working in pairs using hoops children try to pull each other across a line. • Practise unscrewing and screwing the lids of different types of jars and containers. Put objects inside to make the game more interesting. • Paper Tearing – different textures and thickness can be used for variety, and to increase hand strength. The torn paper can either be used to make papiermaché masks, lanterns or to be scrunched up to make a collage. • Finger games and exercises. • Finger painting. • Use of plasticine or Therapeutic Putty and/or modelling clay to knead and roll. • Use of bricks and construction toys. • Opening and fastening buttons - use buttons on a teddy or toy to begin with. • Lacing - use lacing cards to create patterns and develop pincer grip. • Threading beads – use beads of different colours, shapes and sizes to create patterns for child to copy. (Can help to develop number and pattern concepts) • Cutting - start without the need for precision. Try cutting pieces of straws, grass, strips of paper or rolls of play dough. When scissors action has developed move on to cutting out basic shapes. • Moving small objects from one container to another- use a bag of beads or marrowfat peas and use index finger and thumb to pick objects out of the bag one at a time. A timer can be used for motivation. Graduate to smaller objects such as grains of rice. • Putting coins (or counters) into a money box. • Using finger paints or shaving foam to make shapes on a desk • Drawing between parallel lines- this can be introduced at an appropriate level for the child in question and gradually made more difficult e.g. <ul style="list-style-type: none"> - Moving a toy car (or a finger) between lines on the floor. - Moving chalk (or a finger) between lines on a blackboard. - Moving a finger between lines on a sheet of paper. - Moving a crayon between lines on a sheet of paper. - Moving a pencil between lines on a sheet of paper. The distances between the lines can gradually be reduced. Check that the child is holding the pencil correctly and that the paper is kept still, and that s/he always goes from left to right. Start by using straight lines, then make it more difficult by introducing angles and later curves. • Wrapping the pencil in play-dough or ‘silly putty’. This may help to relax the grip. • Clothes Pegs – clipping pegs onto and removing from an empty shoe box or a piece of cardboard (using thumb and index finger). <p>(NEPS, Report Writing Group, 2015 – Fine Motor-Strategies-Early Years)</p>

Handwriting

Handwriting is explicitly taught daily in EYFS and Year 1 and at least twice-a-week from Year 2 to Year 6 using the Penpals scheme and letter sounds and letter formation is taught simultaneously as a part of Phonics. Luggage labels are used from Year 2 to Year 6 to set personalised handwriting targets. Teachers write two specific features ('Try to write neater' is too general) of the child's handwriting that are considered an issue on the label. The child then has between two and three weeks to solve the issue. Common issues addressed through luggage labels include: sitting on the line, floating letters, letter spacing, 's' disease, 'i' disease, text drift, footballs (large full stops), irregular spacing.

Handwriting in Daily Lessons across the Curriculum

Across the academy, expectations for handwriting remain the same for all areas of the curriculum.

- The teacher must circulate during every lesson and address issues with letter formation immediately.
- If a child has not presented their work to the required standard, they should complete it again having received clear verbal feedback for how to improve from the class teacher. The new copy should be glued as a flap over the original so that the teacher and child can clearly see the difference between the two copies.
- Issues with handwriting can be addressed through TT tasks in the teacher's marking.
- When an issue has been identified with the formation of a letter or join, teachers should explicitly model in the child's book the correct formation for them to copy. The child should copy underneath so that they can see the original model unless the issue is with sizing, in which case alongside the model would be more beneficial.

Explicit Handwriting Lesson Structure

Handwriting should be taught at the start of **every** English lesson for 10-15 minutes in Key Stage 1 and twice-a-week in Key Stage 2.

1. **Warm-up** – the teacher leads pupils in warm-up for fine and gross motor skills using Penpals gym.
2. **Teach** – the teacher introduces the unit focus using Penpals interactive and physically demonstrates on the whiteboard or lined flipchart paper.
3. **Practise** – the child practises the unit focus letter pattern on their whiteboard and then completes a line in their English book. **Teacher and any other staff present should circulate the room intervening wherever necessary.** If a child requires intervention at this point the staff member should directly model the correct method on a 1:1 basis and then watch the child demonstrate again. Make sure that your verbal feedback is very specific to the child's need. For example, if they are making their descender too low, though you would show them the entire letter, verbally you would be describing the length of your descender in comparison to theirs. It is vital that errors are picked-up and addressed immediately otherwise they will be repeated.

Repeat steps 2 and 3 for the second unit focus letter pattern and a minimum of two example words for each – pupils should have a total of four lines completed by the end of this process.

4. **Assess** – pupils self-assess their handwriting.

Teacher completes teaching section of English lesson.

5. **Apply** – pupils rehearse their handwriting in the independent task for their English lesson. They will need to be reminded of the focus before they begin and the teacher should model it on the whiteboard – this could be done using words, which may contain the pattern that they could possibly come across within their work.

6. **Assess** – Pupils should be encouraged to assess their handwriting as a part of the pupil voice/traffic light at the end of the lesson – their success/'I have learned' statement or next steps may be linked to handwriting.
- To ensure that all children understand that handwriting is not a separate exercise and should be a part of their everyday writing, we discourage the use of handwriting books in the upper key stage.

Penpals Interactive Teaching Resource Content

1. **Unit focus:** The focus for the unit is clearly identified at the start of each session.
2. **Penpals gym:** As handwriting is a physical activity, the pupils will need to warm up their muscles. Use the activities shown to physically prepare the core muscles and the hands for handwriting.
3. **Teach (Letter/join animations):** These provide opportunities to talk about alternative letter forms and joins and/or the specific unit focus. When the unit focus is not an alternative letter form for joining, the screen text shows a good model of the issue it is addressing and gives children the opportunity to try out ideas both on the IWB and their small whiteboards.
4. **Teach (Gallery):** This includes samples of handwriting for children to assess. Look at some examples of good writing and identify necessary improvements in poor samples.
5. **Practise (Word Bank):** Model how to click a letter or word from the Word Bank to practise tracing and writing it on-screen. Invite children to engage with this in a teaching session or independently as practice. The Word Bank includes a Challenge Word which is also provided as an image. Invite children to identify the word, which will be linked to the unit focus.

Spelling / Phonics

Example Lesson Structure

- (1) **Introduce WALT** - This is what we are going to be looking at today.
- (2) **Explore/Investigate** - Children provided with word cards or a phoneme spotter story. (Can you find any words that would link to our WALT? Can you see any best guess rules?)
- (3) **Teach/Model** rule - Share words found. Create a grid to demonstrate the different spellings that we are looking at. How will we know which to choose? Share ideas and model with examples.
- (4) **Apply** new rule and new learning through games, writing etc.
- (5) **Consolidate.** Draw together conclusion. – What is the rule? (Create a poster of learning for the working wall).

Strategies employed at Woodlands to teach children how to develop spelling strategies

- Children need to understand why we get them to spell correctly. Justify learning spelling – if we do not spell correctly then we could be misinterpreted. Spelling is a means of national communication. We could be completely misunderstood if we do not spell correctly.
- Model correct spelling in the same way that we model writing. Show the children the teacher looking at the chart and encoding e.g. 'I think it might be the split digraph *a_e*'etc
- Tell children that they need to take a photograph and store it at the back of their heads – total recall.

- Explain to children that they do not need to remember every word just the speed sounds and then any irregular words.
- Encourage children to think it before you write it
- There are HFW mats: R, Y1 and Woodlands HFW mat for Y2 – Y6. It is expected that children use their HFW mat when writing in all subjects so that these words are spelt correctly.
- Testing. Spelling tests / dictations have a place within enabling children to spell but shouldn't be overused. It is a strategy that works well for some children but not for others. Spelling tests / dictations are also a form of valuable formative assessment for the teacher, informing them of next steps in learning. Therefore tests / dictations should be used in moderation and with sensitivity.
 - They are to be undertaken at least fortnightly and link to work undertaken in class and at home, such as a spelling pattern.
 - The words are also to be placed in context where possible. The test could take the form of a dictation (hold a sentence) so the word is placed in context.
 - Prior to the test, children could have a practice lab.
 - The first time the words are read children should write the word outside the box in any of the ways that they think it may be spelt. The second time they should look at it and consider whether it looks right. Finally, they write it in the box.
 - It is important to go through the answers immediately following the test so the teacher can model what strategies are employed in spelling.
- A variety of spelling strategies to be utilised to support children in their spelling, including: rainbow spelling, Look Cover Write Check, games, explore a pattern, learn the rules, IT games, matching, mnemonics and rhymes and test a partner. The National Literacy Trust (2013, p.4) advises, '*Embed the teaching of spelling through a repertoire of interactive games, whiteboard work and mnemonics.*'
- 'Link spelling work in context to the requirements of the form of writing being developed' (National Literacy Trust, 2013, p.4). The Department for Education (2012, p.13) also noted the importance of 'When teaching spelling [to] connect it with writing'.
- 'Use spelling journals to explore and play with patterns, investigations and rules.' (National Literacy Trust, 2013, p.4)
- A 'stuck with spelling' poster to be devised by the class at the beginning of the year and displayed in the learning room. This has more meaning if devised by the children. It could include:
 - Segmenting / Fred Talk / Dot and dash
 - Chunk into syllables
 - HFW / Red word mat
 - Rainbow spelling
 - Dictionary
 - Ask a friend or teacher
 - Use the grapheme chart
 - Use your working wall
 - Short word - sound it – fred it – spell it – check it, Long word – chunk it – fred it – spell it – check it
 - Look for patterns
 - Have a go on a whiteboard
 - Ask yourself – does it look right?
 - Use spell checker on the computer
 - Syllabification - break it down into beats (can be completed through whiteboard or clapping activities)
 - Segmenting - break it down into sounds.

Activities for Application

Children may be given the opportunity to apply their new learning through a range of different activities. There should be three challenges (mild, hot and spicy) made available for all to choose from when they are ready.

Examples of activities could include:

- Edit texts – identify and correct the incorrect spelling.
- Complete the table by adding the most appropriate grapheme/suffix/prefix.
- List all of the examples of words which follow today's rule that you can find on page.../in chapter... of our focus text.
- Rewrite the first sentence of our focus text so that it contains a word which uses today's spelling rule.
- Dictionary race – list as many words as possible which follow this rule/list as many exceptions to the rule as possible.
- Explain why... is incorrect.
- Explain why... is correct.
- Circle the correct spelling.
- Add a suffix to change this word into the past/present tense.
- Add a suffix to change this word into a noun/adjective/verb/adverb.
- How has the affix changed the meaning of this word?
- Create a mind-map to demonstrate this word's family.
- Tick which of the words are spelt correctly. Use the line below to make any corrections.
- Fill the gap with the correct grapheme.
- Spelling reasoning – choose the correct graphemes to build each word.
- Partner spelling tests – work in pairs or small groups to complete a spelling test.
- Design your own crossword. Swap with a partner to complete them.
- Bingo.
- Design your own word search. Swap with a partner to complete them.
- Match-up cards.
- Write a sentence including a word which uses today's spelling rule.
- Write a paragraph containing as many words as possible from today's spelling rule.
- Write a short story containing as many words as possible from today's spelling rule.
- Write to inform using as many words as possible from today's spelling rule.
- Create a model or illustration to teach others about this week's spelling rule.
- Create a poster containing examples in context of this week's spelling rule.
- Create your own mnemonic to remember this spelling and share it with a partner.
- Create your own question to test a partner's understanding of today's spelling rule.

Feedback on Spelling

Feedback is given as part of daily marking so children are aware of which words are spelt incorrectly, understand that high expectations in spelling are required and to enable them to utilise spelling strategies that will allow them to become independent spellers. However, we do need to be aware of children's personal ability and protect their self-esteem. For example, a child with dyslexia or SEN will need a different approach

- Red pen is used for feedback.
- Spelling expectations need to remain high.
- Misspelt words are indicated by a line drawn underneath the word
- Misspelt words are indicated based on the child's ability and what they have been previously taught, such as spelling patterns, words or graphemes. So there is an element of teacher judgement.

- Higher ability in R onwards - great emphasis should be placed on HFW. These misspelt words should be indicated by a red line, depending upon previous teaching, ability and age of child – they should write the correct spelling above the misspelt word using the HFW mat in spelling log during responding to marking.
- If an ambitious word is spelt incorrectly, the teacher would draw a red line and write the correct spelling above for the child. This will encourage children to take risks in their spelling.
- Copied words that are spelt incorrectly are **not** acceptable (staff need awareness of SEN needs)
- Children could be asked to write a sentence using the misspelt word as part of TT marking.
- In the weekly-extended write, teacher identifies three spellings by underlining the word. In the marking feedback lesson children are required to locate the correct spelling of the word and action in their spelling log. Children then have to segment the word and then use the new word in context in a sentence. Segmenting informs the teacher of children’s phonic knowledge and what needs to be taught next. This teaches children how to self-correct and become independent spellers.
- HFW: To encourage independence, following an extended write, children must identify and correct all HFW/ expected known spellings using HFWs mat, the display and a dictionary.

Spelling lists

- Year group spelling lists to be sent home to parents at the beginning of the academic year.
- Two / four key words from their year group spelling list to be introduced to children per week.
- They can be included in weekly spelling lesson and revisited at other points during the week.
- Could be included in edit text.
- To be sent home weekly.
- Progress to be measured as children write the words – either in a spelling test or dictation on a regular basis.

Spelling Home Learning

- Children to take spellings /pattern home on a weekly basis to explore with their parents.
- Do not just send a word list on a weekly basis, instead utilise a variety of spelling strategies. Families to be encouraged to explore the pattern, play a game etc.
- This includes the four words that have been introduced from their year group word list.
- Plus, a list of words or a spelling rule linked to learning that week. E.g. double letters, *ough*, changing a singular into a plural.

Subject Overview for Inclusion

Subject: Writing			
Universal strategies and approaches (Band 0)			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
- Daily letter formation practise. - Revision of previous learning daily – sling-shot approach. - Rehearse new skill using a whiteboard. - Different levels of challenge available for all – mild, hot and spicy.	- Partner talk. - Key vocabulary shared and discussed. - Working wall posters. - Whole school learning posters/whole school language – e.g. complex speed sounds chart in all classrooms.	- Opportunities to work with a partner/group. - Pupil voice. - Rehearse new skill using a whiteboard. - Our Learning Journey page - show children the full learning journey/the bigger picture – know what is coming	- Actions to support learning recall –e.g. storytelling actions, personal pronoun action etc. - Finger gym activities – fine and gross motor skills exercises at least three-times-a-week as part of Penpals.

<ul style="list-style-type: none"> - Self-marking – creating own models. - WAGOLL texts - Teacher live modelling on the board - Text/example-led learning across the school (EYFS, KS1 and KS2). Teaching through examples – children are immersed in models - Talk for Writing. - Lots of opportunities to rehearse writing. Write in almost every lesson across the curriculum – e.g. sentence to summarise learning, write-up investigation in Science, write a report in History - Writing section-by-section. - Create sentences during every English lesson to prepare for their Writing – working on the write throughout the week. - Colourful semantics. - High focus on nursery rhymes in EYFS and KS1 – vocabulary development - Use of videos and images to inspire writing. - Wobble board in EYFS and Year 1. - Daily differentiated labs challenges in EYFS. - Word tins for sight vocab at home in EYFS - Daily letters and sounds (Nursery) or phonics (Reception, Year 1 and Year 2) in homogenous groups in EYFS and KS1. - Targeted observation in EYFS. - In the moment intervention through learning labs in EYFS -Daily marking with feedback provided – see Woodlands marking policy. - Instructions for tasks provided visually as well as verbally to enable 	<ul style="list-style-type: none"> - Writing toolkit folders Years 2-6. Word banks for all. - Talk for Writing. - Work with a peer on editing. - Feedback to the class teacher in a variety of ways – e.g. hands-up, lollipop sticks, whiteboards. - Opportunities for talk. - High focus on nursery rhymes in EYFS and KS1 – vocabulary development - Word tins for sight vocab at home in EYFS - Mr Bump words in EYFS - Targeted observation in EYFS -Daily marking with feedback provided – see Woodlands marking policy. 	<ul style="list-style-type: none"> - All challenges shared with children before they complete them – expectations clear – children know what is coming. - Instant reward rainbow/house points in EYFS - Create sentences during every English lesson to prepare for their Writing –prepared for the write and they know what is coming. - Option to begin preparing for write at home. - Good examples of writing shared with family/parents/carers – Celebrate achievements. - Star of the week certificate can be given for a writing-based task/achievement. -Teacher target shared with children so that they know what they are aiming for 	<ul style="list-style-type: none"> - Talk for Writing – actions - Grammarsaurus songs - Dough disco in EYFS – for all in Nursery and for all in autumn 1 in Reception. - Busy fingers in EYFS - Squiggle and wiggle in Nursery. - Funky feet in EYFS
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children to work at their own speed. - Shared writing			
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Reasonable Adjustments (LA and Environmental SEND) (Band 1)

Please also see the actions listed in the sections above.

Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<ul style="list-style-type: none"> - Pre-teaching sessions/interventions. - Different ways to represent their work. - Extra time given to take into account different pace of writing. - Writing frames. - Use of paragraph headers. - Individual additional home learning in Reception e.g. name writing - Letters and sounds taught to Reception children with gaps in phase 1 - Focus group activities are highly differentiated in EYFS. 	<ul style="list-style-type: none"> - Sentence stems. - Letters and sounds taught to Reception children with gaps in phase 1 	<ul style="list-style-type: none"> - Support from TA/LSA - Background music to create atmosphere. 	<ul style="list-style-type: none"> - Use apparatus to build/create spaces - Colourful semantics cards. - Re-creating environments that children will write about through displays, resources (e.g. corn, gingerbread), videos. - Busy fingers daily interventions Autumn 2 onwards in Reception - Name writing/ handwriting intervention in Reception.

SEND School Based Support (Band 2-3)

Please also see the actions listed in the sections above.

Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<ul style="list-style-type: none"> - Allow time for discussion with scribing as appropriate. - Talking tin/recordable postcard - Scribing - Differentiated home learning. - Use of Chromebook/laptop/iPad 	<ul style="list-style-type: none"> - Flashcards for spelling and vocabulary -e.g. high frequency words. 	<ul style="list-style-type: none"> - SEND nurture group. - Differentiated home learning – pitched so that some answers will always be correct to build confidence. 	<ul style="list-style-type: none"> - Scribing - Different colour paper. - Colour overlays. - Large font. - Colour of the text used on teaching slides - Background colour for teaching slides - Squared paper for children struggling with spacing and letter sizing - Fidget toys. - Wobbly cushion - Fine and gross motor skills exercises daily. - Talking tin/recordable postcard - Makaton - Pencil puppets for children with poor pencil control/grip in Reception.

			- Timetabled sensory provision in sensory room for children.
SEND EHCP (Band 4)			
<i>Please also see the actions listed in the sections above.</i>			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
- Scribing - Task slicing - One-to-one support	- Verbal reminders - Timers - Makaton language symbols in Reception	- Identified key adult for one-to-one support. - Personalised timetable in Reception	- Scribing - iPad provision - Voice typing on laptop - IDL programme - Environment lighting - Writing slopes - Pen/pencil grips - Wobble cushion - Daily sensory provision

Marking and Feedback

Marking Toolkit

- Tick in red pen for correct answers
- Dot in red pen for incorrect answers
- Symbols (speech bubble, arrow and thought bubble)
- Stamp (may be used to illustrate whether the child has achieved, is working towards or has not achieved the learning objective)
- Assessment for learning book (*see 'What does 'effective' or 'high quality' feedback look like?'*)
- TT task/teacher comment (*see 'What does 'effective' or 'high quality' feedback look like?'*)

Marking: Writing Lessons

Children should produce a piece of writing every week with an extended piece produced every fortnight.

A class is divided into three equal groups (approximately 10 children per group). Each group should consist of children across all ability groups with at least two representatives who are on track for working towards the age-related expectation (WTS), working at the age-related expectation (EXS) and working at greater depth within the age-related expectation (GDS).

Every week the teacher will read and make notes on one group of 10 children (Group A). These notes should then inform the whole-class starters for the subsequent lessons and all whole-class teaching around editing for that piece of writing. A form created by the subject lead will be completed, identifying the common misconceptions/issues for all 10 children on one copy. Once the following lessons have been completed, the form will be placed in the writing folder as part of the formative assessment records for that group of children. Over a period of three pieces of writing, an entire class of books should have been assessed in this manner. This means that every child's writing will be looked at in depth, following this format, twice every half term. The teacher should not make any marks on the pupils' books at this point.

After the teacher has completed further teaching based on the misconceptions, the children should then be given an opportunity to edit their writing with a green pen based on the issues that have been raised.

Once the piece of writing has been edited, the teacher should read the pieces produced by the next group of 10 children (Group B) and mark their pieces using an appropriate stamp and providing a written comment to move the learning forward – this is likely to be further suggestions for editing.

At the end of every half term, the teacher should select two pieces of writing for every child to assess using the writing assessment tick sheets. The two pieces selected should be considered to be the best pieces of writing that the child has produced over the half term. The writing samples may be selected from any area of the curriculum (it could have been written as part of a Science or foundation subject's lesson rather than an English lesson).

Week 1 Short/Rehearsal Write	Week 2 Extended Write	Week 3 Short/Rehearsal Write
Group A – Teacher reads after first draft and completes the summary of misconceptions.	Group B – Teacher reads after first draft and completes the summary of misconceptions.	Group C – Teacher reads after first draft and completes the summary of misconceptions.
Group B – Teacher reads after final piece (editing has been completed) and marks providing feedback for any further editing.	Group C – Teacher reads after final piece (editing has been completed) and marks providing feedback for any further editing.	Group A – Teacher reads after final piece (editing has been completed) and marks providing feedback for any further editing.

Week 4 Extended Write	Week 5 Short/Rehearsal Write	Week 6 Extended Write
Group A – Teacher reads after first draft and completes the summary of misconceptions.	Group B – Teacher reads after first draft and completes the summary of misconceptions.	Group C – Teacher reads after first draft and completes the summary of misconceptions.
Group B – Teacher reads after final piece (editing has been completed) and marks providing feedback for any further editing.	Group C – Teacher reads after final piece (editing has been completed) and marks providing feedback for any further editing.	Group A – Teacher reads after final piece (editing has been completed) and marks providing feedback for any further editing.

Summary:

- Every child will have one short write and one extended write studied to inform subsequent teaching every half term.
- Every child will have one short write and one extended write fully marked every half term using an appropriate stamp and teacher comment.
- Every child will have one short write and one extended write that will not have been looked at in depth by the teacher every half term. CUPS and ARMS cards could be used to provide feedback for these pieces of writing. These could be allocated by the teacher after a quick skim of the work or by the teaching assistant.

Marking: Grammar, Spelling and Punctuation Skills and Knowledge Lessons

Every lesson:

- Stamp in every child's book every lesson to demonstrate whether they have achieved the learning objective.
- Assessment for learning book to be completed during/at the end of every lesson. The teacher makes notes of children who have not achieved the learning objective and any misconceptions. Time is then spent at the start of the following lesson working through these misconceptions on a one-to-one, small group or whole class basis.

Some lessons:

- A TT task may be set to move the learning forward – this may be the hot or spicy challenge from that lesson or corrections. This would then be completed by the child at the start of the following lesson.

Every child must be given at least two tasks/teacher comments per week – this could be for a combination of writing or grammar, punctuation and spelling skills and knowledge lessons.

Expectations for Writing Books

Vocabulary acquisition	<ul style="list-style-type: none"> ✓ Are children being given word mats containing appropriate, adventurous vocabulary? ✓ Are children being encouraged to use a thesaurus and their writing folders? ✓ Do we read the children's work as they are writing and question when they are using basic vocabulary? (Is this the best word you could use to describe...? What could you use to help you to find a better word?)
Spelling	<ul style="list-style-type: none"> ✓ Are children given the opportunity to correct their own spelling in green pen? ✓ Are all children expected to spell HFW correctly? If they make an error, is this addressed through conversation or teacher marking? ✓ Are children taught spelling on a weekly basis? ✓ Are mild, hot, spicy and scorcher challenges set for spelling lessons? ✓ Do spelling lessons link directly to the weekly writing?
Handwriting	<ul style="list-style-type: none"> ✓ Is handwriting taught twice-a-week? ✓ Do all children have luggage labels? ✓ Are errors in handwriting addressed through teacher marking or encouraging the child to self-correct?
Presentation	<ul style="list-style-type: none"> ✓ Do children present their work neatly and clearly? ✓ Is there a sense of pride behind presentation? This includes the way in which sheets have been glued and drawing all lines with a ruler. ✓ What action is taken if a child does not present their work to standard?
Marking	<ul style="list-style-type: none"> ✓ Are children provided with TTs for both grammar lessons and writing? ✓ Is every piece of writing marked? This should be done after the child has been given the opportunity to edit their own work in green pen.
Weekly Writing	<ul style="list-style-type: none"> ✓ Do the children write every week? ✓ Do all children complete one short write (at least half of a page) and one extended write (a minimum of one to one and a half pages – depending on size of handwriting and spacing) over a two-week period ✓ Do the children apply their learning in their writing? Evidence of the grammar taught that week should be clear, as well as any previous grammar concepts.
Editing	<ul style="list-style-type: none"> ✓ Do all children have the opportunity to edit every piece of writing in green pen? ✓ Are children being taught how to edit? Use of cups and arms.

	<ul style="list-style-type: none"> ✓ What happens if a child is absent? They still need to edit their writing. How is this addressed?
Learning Journey and Teacher Target	<ul style="list-style-type: none"> ✓ Does every child have an 'Our Learning Journey' page at the start of each unit? ✓ Does every child have a teacher target slip at the start of each week? ✓ Are the teacher target slips placed at the top of the page and copied on coloured paper? ✓ Have children completed their learning journey pages to demonstrate their progress? ✓ Have children responded to their teacher target?
Grammar	<ul style="list-style-type: none"> ✓ Is every grammar concept taught through examples from a text? ✓ Are mild, hot, spicy and scorcher challenges set for every lesson? ✓ Does every grammar lesson require children to build example sentences for their writing?

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