Gravel Hill Primary School

Writing

Intent

At Gravel Hill, we endeavour to create a love for literacy by following a Talk for Writing approach. We want every child to leave our school with the skills of a confident writer who:

- Has the ability to **write clearly, accurately and coherently.**
- Has effective **transcription skills** in that they can write accurately (spelling), fluently, legibly and with speed.
- Are competent at **speaking and listening,** being able to elaborate and explain their understanding and ideas clearly.
- Has a wide **vocabulary and a firm understanding of grammar** for reading, writing and oracy.
- Thinks carefully about their language, structure and style choices to suit a range of contexts, purposes and audiences **(composition).**
- **Re-reads, edits and improves** their writing to ensure each written piece is the best of their ability.

Implementation

Why do we teach what we teach?

At Gravel Hill Primary School, we follow a Talk for Writing approach. We prioritise strengthening children's skills in oracy, transcription and use of vocabulary. We encourage the children to identify the different structures used in different genres and styles of writing, alongside understanding what the impact of this is. Children then follow a sequence of learning that is designed to include lessons such as; grammar and sentence structure instruction, spelling instruction, short burst writing, evaluating texts and discussing authorial intent. This leads up to an independent writing outcome where the children innovate based upon the model text. Within this sequence of learning, the children can orally discuss and rehearse, contribute to shared writing and practice independent application of the key skills.

To build upon early phonics learning, which is taught in EYFS and KS1, a discrete spelling lesson is delivered once a week in KS2. Each lesson is designed to incorporate phonics, morphology, and etymology elements to teach a spelling rule explicitly. These rules and words are then displayed in the classroom for the children to apply in their writing. Teachers model how to apply the spelling rule and use the words in context during shared and modelled writing sessions as well as including a recap of the prior learning in the form of starters.

Vocabulary, specific to each text, has been carefully selected to complement the knowledge and skills that we want our children to acquire as they read and understand the text. Tier 3 words are identified at the beginning of the topic and explored with the children which allows them to access the text they will be studying. Tier 2 vocabulary is introduced and explained to the children at the point at which they are exposed to it.

Handwriting instruction begins in EYFS where children being to mark make, practice pre-handwriting patterns (swirls, zig-zags etc) and then those who are ready begin to learn how to form letters do so in letter 'families'. In EYFS and Year 1 they print letters in these letter families. At the end of Year 1, those who are ready, transition to pre-cursive letters and then cursive letters in Year 2. From Year 2 onwards, joined handwriting is actively encouraged, modelled and taught by teachers.

EYFS and Continuous Provision/Provision Enhancement

The foundations of the children's writing journey begin in Nursery. Teachers use the 'Neli' programme to build children's vocabulary, listening and storytelling skills. Children are also encouraged to mark make for purpose in the environment and to learn to write their name. They also begin to learn the foundations of phonics in Nursery and run daily "Dough Disco" interventions. In Reception, the children take part in daily phonics lessons and literacy lessons 4 times a week. In their literacy lessons, they learn to story map, orally rehearse stories, build their bank of vocabulary, orally innovate their writing and begin to form letters, words and sentences with guided adult support. They also run weekly "Dough Disco" interventions to support the development of children's motor skills. In the EYFS provision, children have access to independent writing opportunities linked to their literacy text or the theme of the week, a variety of mark making materials and phonics resources for word building.

KS1

The writing journey continues in KS1 where children hone their speaking and listening skills. They continue orally rehearsing stories, contributing to shared writing and building their bank of vocabulary. There is then a focus on perfecting their transcription skills through handwriting sessions and the use of dictated sentences. In Year 1, children orally innovate their own stories based on the class text until they are ready to transcribe their own independent version. Grammar instruction and sentence structure are also a core focus. In Year 2, the children continue to focus on their transcription skills and making small innovations to their stories as well as deepening their understanding of grammar and sentence structure.

KS2

The writing journey culminates KS2 where pupils work towards writing innovative texts using grammar and vocabulary for purpose and impact. They take ownership of their own independent writing and use grammar and sentence structure for impact. The children will be guided through the process of innovating their own story based on the structure of the model text.

Assessment for Learning

Starters are carefully selected to build upon previous knowledge and revisit key grammatical skills and spelling rules for the year group. Teachers use gap analysis to target any areas that need securing.

Feedback is given to children during lessons. It will be in a variety of forms: whole class, groups or individually. It will be based on the needs of the children and the misconception that is present during the lesson. Teachers also use the marking policy to give written feedback, where appropriate, which children then respond to in green pen.

During lessons, children are given opportunities to demonstrate their understanding by using whiteboards or talk partners. Children are given the chance to give feedback to the class in whole group discussions which are sometimes used as good examples that can be developed further as teaching points/addressing misconceptions.

Assessing Pupil's Understanding

Each half term the children complete at least one independent writing task that involves them writing for purpose.

Years 2 and 6 use the interim framework assessment sheets to assess the child's piece of writing and then use this to understand what the next steps in learning are. Years 1,3,4 and 5 have an adapted interim framework assessment that have been developed as a Trust. These are used in the same way as Year 2 and 6 to assess the children's independent writing and make a judgement. This judgement also includes the teacher's knowledge of the children's performance in everyday tasks. Both teachers and children (Y2 and above) use the individual writing checklists to assess that piece of writing. When using the individual checklists, teachers are then able to identify any key areas for development which informs future planning. Teachers also base their assessments on their knowledge of pupils' abilities within lessons.

Grammar, punctuation and spelling (GPS) is assessed through a PiXL assessment on a termly basis (Y2-6). Once complete, teachers complete a gap analysis of the questions to determine what areas of the curriculum need more focus as well as providing information on individual children and the specific therapies they need to undertake to improve their understanding of GPS.

Explicit instruction *Teacher led approaches with a focus on clear explanations, modelling and frequent checks for understanding.*	● I do, We do, You do ● Whiteboard work ● Teaching vocabulary explicitly either before or during the lesson (including pre-teaching) ● Provide overlearning and interleaved learning opportunities, through prior learning. ● Provide practical, visual and abstract activities in that order as pupils' progress.
Cognitive load and Metacognition *Plan opportunities for students to plan, monitor and evaluate their own learning.*	● Talk Partners ● Visuals to support verbal information e.g. sequencing pictures, visual representations ● Visual task management boards ● Thinking frames ● Additional verbal processing time ● Use of visual timers ● Chunking instructions into small parts and giving them step by step
Scaffolding *Provide a supportive tool or resource. This should be reduced throughout the lesson, week or term.*	● Vocabulary/word mats ● Provide individual sheets rather than one-between-two ● Sentence stems ● Cloze procedure ● Writing frames
Flexible Grouping *Allocate groups temporarily based on the current level of mastery/understanding.*	● Groupings within the class ● Groupings throughout the lesson e.g. children moving seats based on AfL and working with an adult ● Focus groups ● Interventions/Therapy groups ● Seating individual pupils in specific spaces in the classroom ● Use of reading buddies
Use of Technology *Technology used by students or teachers to help practise/record*	● Chrome books used by some children to record their work ● Children completing their own research to expand current knowledge or answer questions they have raised ● Use of talking tins or dictaphones

learning.	● Opportunity to learn touch typing ● Use of iPads in class to take photos and enlarge information ● Use of audio books ● InPrint to create visuals