



Writing expectations 2021/22

To ensure progress in Writing for all.

Our Writing strategy clearly links to the Jane Considine training and this document contains references to the strategy throughout.

Writing lessons

Writing lessons should be carefully planned based on AfL. The planning process should begin by referring to our long term 'Reading Curriculum' plan. The genre overview should be referred to, ensuring that all genres have been covered across the year. This will ensure a balance of genres, both fiction and non-fiction, is taught across the year. It is important that the genres outlined in the genre overview are covered in each year group. The progression of skills document should also be considered to ensure all children have access to learning of their own ability alongside the long-term Writing overview.

The teaching of oracy is vitally important when considering writing. It is an expectation that all teachers check that the children in their classroom is at the expected standard and if it is not that oracy interventions are put into place at the earliest opportunity. If children are unable to create oral sentences it is highly unlikely, they will be able to create high quality written sentences. The use of drama should be regularly seen within writing planning and used as a tool to improve children's vocabulary, sentence construction and writing. Talking Tins should be regularly used within lessons across all year groups, the expectation is that these tins are used within all lessons where children will need to orally compose sentences. Talking Tins should be used at least twice a week within Writing lessons. They are particularly encouraged for children who may still need to orally compose their sentence before committing it to paper and for SEND children who require additional support in orally composing sentences.

All Writing lessons should follow the Initiate, Model, Enable or IME model. Each of these chunks should last around 20 minutes, therefore each lesson will comprise of 3 clear chunks lasting approximately an hour. At least one 'experience lesson' should be seen when covering a teaching block. These experience lessons may be included at any point during the teaching sequence.

CHOTTING is encouraged for children to note down ideas whilst sharing with a learning partner. This CHOTTING should be collated within English books or a separate 'CHOTTING book' and not on white boards.

All Writing lessons should include a clear chunk of teacher modelling. Plot points and jigsaw pieces should appear within the planning of a teaching sequence, ensuring that one 'plot point' or 'jigsaw piece' creates a lesson. Thesaurus thinking is encouraged, particularly within KS2. A longer, sustained piece of writing should be seen at the end

of each teaching block. A Writing Checklist should be completed by both teacher and pupil at the end of this longer piece.

EYFS children should be taught to write using the FANTASTIC approach. Children should be provided with a 'Writing book' when ready for this. Differentiated Writing groups are encouraged to ensure rapid progress is made for all children. The teaching of oracy is particularly important within the EYFS and early KS1. Oracy should be discreetly taught before the children commit writing to paper. Echoing back, repeating conversations and reframing children's language should be encouraged from the very earliest stages. The 'Write Stuff' lenses are encouraged to be used throughout the early years curriculum to develop this oracy. E.g. The noticing lense may be used within a Science task or the feeling lense used during an independent PSHCE style task.

Teaching assistants and 1:1 support staff should always have a clear role within the Writing lesson. They should all be clearly directed during all points of the lesson. This could be through differentiated teaching, team teaching, observation note taking or supporting groups/ individuals. Teaching assistants should be clearly informed of their role within the lesson before the lesson begins.

Onenote and Microsoft Immersive reader should be used as regular tools within writing lessons for those children who require it, evidence of this should be easily accessible should it be required.

Handwriting

All year groups are expected to follow the current handwriting policy. EYFS children should be taught letter formation regularly within Writing lessons and feedback for incorrect letter formation should be provided within Writing books. Children should be discreetly taught handwriting until they are confidently using the cursive approach. The teaching of the cursive approach to handwriting should begin at the start of Year 1 and continue into Year 6. All children who are not adopting this approach should have the opportunity to practise during regular interventions in each year group. Incorrect letter formation should be addressed within marking with children responding to this feedback and using within the next piece of writing.

When awarding a pen license in UKS2, send photographic examples to the English Lead. The English lead will then grant a pen license and deliver a pen to the child identified.

Spelling

Regular spellings will be sent home in each year group from Y1-6. Children are expected to learn the spellings given to them at home but should also be provided with the opportunity to practise these spellings within the school day e.g., during an early bird

task. The spelling of common expectation words should be taught alongside spelling rules.

Within Year 1: children will receive a new list of words each week. Children will be tested each Friday. If children score 6/6 for 6 weeks, they will receive their 'Spelling Spider' certificate.

Within Year 2: children will receive a new list of words each week. Children will be tested each Friday. At the end of each term children will be tested on all words in a 'Spelling WASP' The winner of this spelling WASP will receive a WASP sash along with a Twitter celebration.

Within Year 3: Regular spellings to be sent home to practise with a regular weekly test for children within school. Spellings to be tested include spelling pattern rules and common exception words.

Within Year 4: children are streamed for spelling lessons. Spellings will be sent home weekly for children to practise at home with a weekly spelling test in class.

Within Year 5: Regular spellings to be sent home to practise with a regular weekly test for children within school. Spellings to be tested include spelling pattern rules and common exception words.

Within Year 6: Regular spellings to be sent home to practise with a regular weekly test for children within school. Spellings to be tested include spelling pattern rules and common exception words.

Grammar and punctuation

Grammar and punctuation should be taught throughout the Writing curriculum. Staff should consider where these skills would be best placed within the year group Writing Overview. All grammar and punctuation should be revisited at regular intervals throughout the year and once taught should be clearly displayed within the classroom. The progression of skills document outlines how these skills can be differentiated. Year group 'Writing Laundry' should be clearly displayed within each classroom and referred to within Writing lessons. Referring to the 'GRAMMARISTICS' when teaching these skills is encouraged and the Writing rainbow should be clearly displayed in KS2

classrooms and should be referred to throughout these lessons. Regular SPAG PIXL testing will identify areas of grammar and punctuation which will need to be revisited or recapped within a writing intervention

Vocabulary

All year groups should be adopting the STAR approach to teaching vocabulary. One word is taught each week from the given list. Once the word is discreetly taught it should be clearly displayed within the classroom. If a child uses one of the STAR words within their writing, this should be highlighted within the child's book.

EYFS children should adopt the FANTASTICs approach to vocabulary with a focus on this vocabulary around the classroom environments.

Other key vocabulary should be taught where appropriate within Writing lessons. Children should be encouraged to regularly CHOT vocabulary during lesson times with the class teacher rejecting choices which are not appropriate and collecting good attempts to share on the working wall. Children should have the opportunity to add to their own CHOTTING once vocabulary has been gathered. Thesaurus thinking is encouraged particularly within KS2 to further develop vocabulary.

Children's Books

For KS1 and KS2 books, a focused learning challenge should be displayed at the top of each piece of work within the Writing book along with the written date. Children are expected to present their writing well using our cursive approach. Any poor presentation within Writing books should be addressed within the marking. General presentation of books should be carefully considered ensuring all tasks are clear, presented well and ensuring that children are always writing on the lines of the book. The sticking in of too many 'tasks' should be avoided where possible.

When children are planning a longer piece of writing the expectation is that children will use a double page spread. The first page will become 'The Thinking Page' and the right-hand side of the double spread will become 'The Writing Page.'

At the end of a longer piece of writing, a writing checklist should be stuck into all books across KS1 and KS2. This checklist should be assessed by both the child and the class teacher. Next steps should then be shared for this genre. Children and teachers are expected to refer to these next steps when this genre is next taught. All written work should be completed in one English book in both KS1 and KS2. There is an expectation that independent Writing books are not used.

Parental engagement

Parents are expected to practise children's spellings at home weekly. Writing homework will be regularly sent home via Microsoft teams. At least 1 piece of writing homework will be sent home fortnightly for children to complete to the expected standard within KS1 and KS2.

Parents have further opportunities to engage with Writing by accessing our Pobble pages. Writing is regularly added to the page for parents and the wider community to view and share positive comments. There is an expectation that a piece of writing is added to Pobble each week within a year group, ensuring that at least 6 pieces of writing have been added in each year group, each term.

We also have an expectation that written work is shared via Tapestry in EYFS, class Teams pages and Twitter in KS1 and Twitter across KS2.

Weekly celebration assemblies will take place where Writing will be celebrated. Children will then take home a Writing certificate to share with parents.

Classroom environment

There should be an accessible Writing working wall in all classrooms, working walls should be clear and useful and up to date. There should be a dedicated area within all classrooms which celebrate good examples of writing. The Writing laundry should be clearly displayed in all classrooms and accessible for all children. The Writing laundry should be referred to within all lessons. Writing rainbows should be displayed within all classrooms EFYS-Year 6. New and useful vocabulary should be clearly displayed within each classroom, all STAR words which have been discreetly taught should be clearly displayed for children to access. This vocabulary should be displayed within sentences for children to access regularly. Regularly refer to this vocabulary throughout the year.

Resources should be clearly accessible for children to use independently. This includes common exception word mats, finger spacers, challenge card examples, thesaurus etc. Children should have a good understanding of how these resources can improve their writing.

Marking and Assessment

All Writing books should be marked in line with the current marking policies. <https://bit.ly/3IS4eEH> Pink and green pens should be used within writing books and feedback should be provided for children to respond to. STAR vocabulary words should be highlighted if used independently within writing. Marking notation should be regularly used to ensure that verbal feedback has been given or support has been provided.

Children in Y2-Y6 will complete regular PIXL testing for grammar, punctuation, and spelling. Staff are expected to triangulate these results alongside colleagues within their year groups. PIXL interventions should be swiftly put into place after testing and continually monitored for progress. Teacher assessments should take place three times per year and regularly moderated by SLT. Phonics and other Writing interventions should also be considered as a result of AfL. Handwriting interventions should be swiftly in place for all children EYFS-Y6 if children are not using the correct letter formation.