

Writing at Ling Moor Primary Academy

Wisdom, Curiosity, Generosity, Courage, Passion

EMPOWERING POTENTIAL



LING MOOR
A PRIORY ACADEMY

Vision

Our English curriculum ensures that children are fluent readers and writers, have confidence to use high level vocabulary, write efficiently for a range of purposes, develop a passion and deep understanding for reading.

They will have:

- An understanding of the important concepts and an ability to make connections within reading
- A broad range of skills in reading comprehension and word reading
- An ability to decode words phonetically and to apply this knowledge to their reading
- The skills and knowledge to read with fluency, stamina, expression
- The skills to speak fluently and confidently using a wide range of vocabulary
- A commitment and passion for reading
- An ability to use writing to successfully express thoughts, feelings, create images, tell stories and articulate knowledge.
- Write for a range of purposes
- Publish and take pride in their writing

Intent

Empowering potential

At Ling Moor Primary Academy all of our children are readers and authors. We have a very strongly held view that the vast majority of our children are able to grasp the English concepts applicable to their year group and that they should all regularly have the opportunity to apply these through reading and writing in different contexts.

All children will develop fluency in reading and writing and a deepened understanding of comprehension skills. They will use these skills to understand and enjoy complex texts and to transfer elements of these texts into their writing. They will have the opportunity to experiment with a range of genres, represent their thoughts and ideas using a range of text types.

**Clearly planned intervention takes place to support the needs of children who have clearly identified and significant learning needs. This may include focussed work that enables children to access English via life skills – Cooking – reading instructions / Writing letters/ Speaking and Listening etc*



There are four clear strands to our curriculum:

- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner.
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility.
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to develop their curiosity and wisdom.
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts.

Intent

At Ling Moor we strive to teach English using many of the key themes of recommendations from the EEF.

English at Ling Moor

- ✓ English is at the heart of the curriculum at Ling Moor, we know that for children to thrive they must be able to read and write.
- ✓ All pupils are encouraged by the belief that by working hard at English, they can succeed.
- ✓ Reading and writing is taught through a gradual release of responsibility.
- ✓ The curriculum at Ling Moor Primary Academy is aligned to the vision of the Priory Federation of Academies and driven by our passion to empower potential, in order to improve the life chances of pupils so they become citizens of the world.

Writing

- ✓ Research shows that extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- ✓ Spellings are explicitly taught and diagnostic assessment is be used to focus effort on the spellings that pupils are finding difficult.
- ✓ Pupils practise sentence-combining and other sentence construction techniques.
- ✓ Writing strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.

Implementation

Purpose and Audience

Children should have a reason to write and someone to write for, therefore creating meaningful writing opportunities. This will usually be linked to a stimulus such as a story, novel or visual literacy, other significant events (e.g. writing a programme for a school play) or in response to an external event that deeply engages the children (e.g. a persuasive letter regarding plastic pollution).

Oracy / Speaking and Listening

Oracy should be at the heart of the curriculum; children should be given lots of opportunities to articulate their ideas and rehearse sentence construction. If a child struggles to articulate their ideas then they will struggle to write them down, therefore opportunities for speaking and listening should be planned at each stage of a unit of work. Objectives from the National Curriculum should be covered and the *Talk for Writing* process used. For some children specific intervention will be used to support them in articulating their thoughts.

Writing - The Talk for Writing Process in Key Stage 1 and Key Stage 2 :

Teachers should follow the below cycle when planning a unit of work. Some sections (e.g. speaking and listening) will run throughout the unit and others may be repeated or form mini cycles if appropriate.

	<u>The underpinning process</u>	<u>Essential features</u>
<u>Imitation</u>	<ul style="list-style-type: none"> • If appropriate, cold task to establish key features of model text/processes to focus on • Hook to interest pupils • Warm up topic, words, phrases & display • If appropriate, internalise model text/process • Read as a reader to ensure comprehension 	<ul style="list-style-type: none"> • Set a task where provide some content but no help in expressing/ doing (if appropriate) • Earlier work of a similar type • Games and activities that involve pupils saying the words and phrases in context; display • Daily spelling and sentence games as appropriate • Text map and actions as appropriate • Book talk approach to encourage open discussion

	<ul style="list-style-type: none"> • Read as a writer: Box-up structure, analyse ingredients 	
<u>Innovation</u>	<ul style="list-style-type: none"> • Co-construct toolkit & display • Show class how to innovate on model • Pupils produce own version • Share with partner • Teacher assesses • Focused teaching based on assessment 	<ul style="list-style-type: none"> • Focus on techniques not grammar features • Shared planning & writing & model how to talk about the ingredients; all views valid • Increasingly model how to move away from the model • Provide a range of different models; support visually • Use toolkit as model of key ingredients • Provide feedback and improvement
<u>Independent Application</u>	<ul style="list-style-type: none"> • Consolidate learning • Cross-curricular hot task to show progress where appropriate 	<ul style="list-style-type: none"> • Provide time to act on initial feedback so pupils improve work • Devise a range of explaining to others activities • Pupils compare cold & hot tasks (if appropriate)

Editing

- Children are always encouraged to reflect on their work and make improvements. Time is planned for thorough editing of writing in every writing cycle. Children should use blue pen to make additions and changes for the following purposes:
- Accuracy of spellings, grammar and punctuation
- Compositional improvements – linked to success criteria

The amount of editing is dependent on year group and ability. Some children will focus on a particular section of writing and others on the whole piece. Aids such as editing flaps can be used to support this part of the process. Children need to be explicitly taught the skills of editing which will be done through teacher modelling.

Publishing

Where possible, teachers will plan time for children to formally publish their writing for a real-life purpose and audience e.g. a newsletter, display, send home to parents, write for other children, write to significant people, competitions, class books etc.

Assessment

In EYFS, teachers will make on-going assessments using the ages and stages in Development Matters. This will be through guided skills writing sessions and observing children in their play within the environment. The assessment is based on a best fit approach as advised in Development Matters.

In Year 1, ongoing assessments will be made through marking and feedback to inform planning. Teachers will record progress (e.g. emerging, developing, secure, exceeding) against the objectives taught in each term on the Assessment Frameworks. Group targets will be set based on children's progress against the writing objectives e.g. to leave finger spaces.

In Year 2, ongoing assessments will be made through marking and feedback to inform planning. Teachers will record progress (e.g. emerging, developing, secure, exceeding) against the objectives taught in each term on the Assessment Frameworks. Writing assessments will then be formally recorded onto the relevant Scholar Pack check point each term. Group targets will be set based on children's progress against the writing objectives e.g. to use conjunctions. During the Spring term, children will also be assessed against the KS1 Writing Teacher Assessment Framework.

In Year 3 and 4, ongoing assessments are made through marking and feedback to inform planning. Teachers will record progress (e.g. emerging, developing, secure, exceeding) against the objectives taught in each term on the Assessment Frameworks. Writing assessments will then be formally recorded onto the relevant Scholar Pack check point each term. Individual targets will be set before each piece of extended writing which are generated from previous writing and based on the criteria that have been taught so far.

In Year 5 and 6, ongoing assessments are made through marking and feedback to inform planning. Teachers will record progress (e.g. emerging, developing, secure, exceeding) against the objectives taught in each term on the Assessment Frameworks. Writing assessments will then be formally recorded onto the relevant Scholar Pack check point each term. End of Key Stage milestones will be used to set targets for the children e.g. children self-assessing and knowing where their gaps are and/or the teacher directing them to areas of weakness.

Spelling



In Years 2 to 6, spelling patterns are taught explicitly using resources from *The Spelling Shed*. The spelling lessons start with the revision of previously taught words. These words are revised four times, with the gap between each revision increasing each time. After this revision, the second part of the lesson focuses on the new weekly spelling pattern.

Key principles of the approach to spelling:

- Children to be taught strategies to independently learn spellings;
- Spelling sessions to incorporate the teaching and revision of common exception words/statutory words and spelling rule/pattern words;
- Spellings to be taught then revised, with increasing amounts of time between revision sessions;
- Some spellings from previous year groups to be revised;
- Children to know and have ownership of learning spellings they find tricky;
- Low-stakes testing to be used;
- Ongoing informal assessments to be used. Spelling errors to be analysed and specific support provided;
- Appropriate vocabulary to be taught, used and applied (e.g. prefix, suffix, root word, homophone);

- Spelling sessions to incorporate discussion around morphology (analysing the structure of words and parts of words e.g. prefixes, suffixes, root words) and etymology (the origin and history of words);
- Children to be given opportunities to apply their learning about rules/patterns to unknown words;
- Use of *The Spelling Shed* online games for children to practise their spelling and revision words at home.

Grammar and Punctuation

These NC objectives will be taught as part of the writing cycle, for example in sentence level work and shared writing.

Assessment

Y2 – Use optional SPaG test. Optional spelling tests each big term for the spelling patterns covered so far.

Y3 and Y4 – Tests based on grammar areas taught in each long term. Spelling tests each big term for the spelling patterns covered so far.

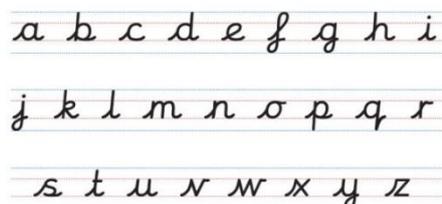
Y5 – Teacher assessment throughout each term. Spelling tests each big term for the spelling patterns covered so far.

Y6 – As Year 5 and formal SATs SPaG test. Spelling tests each big term for the spelling patterns covered so far.

Handwriting

In Term 1 of Year 1 children will secure letters in print form before beginning pre-cursive letters - starting from the line in preparation for writing cursively in Year 2. In Year 2 children will secure pre cursive letters during the first half term before beginning to join throughout the rest of the year. Teachers will follow the progression in the Nelson books (see below), adding the flicks and loops to the letters as shown.

- Red level
- Yellow level
- Book 1
- Book 2



When the majority of children in a class are joining accurately no further handwriting teaching will be needed. Class teachers will then plan handwriting as an intervention for those who need it, following the progression above.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more fluent, confident readers and writers. In writing, by the time they are in upper Key Stage 2, in 2019 80% of children met the expected standard in at the end of Key Stage 1 and 87% of children met the expected standard at the end of Key Stage 2.

We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

