

### Core Offer

#### INTENT

All children will engage in opportunities to produce pieces of writing focusing upon different audiences, purposes and genres during their time at Over Hall. Our writing curriculum has been coherently planned and sequenced to build upon prior knowledge and skills, ensuring continued progression within the year and across year groups. Through developing transcription, composition and oracy, children will take pride, ownership and enjoyment in writing lessons. Our curriculum offer is broad and balanced for all, being successfully adapted and scaffolded for children with special educational needs and/or disabilities. Children will be able to respond to texts in an instructional and emotional way, communicate coherently, effectively and accurately when speaking and/or writing. They will be equipped with the skills they need to achieve well and lead happy, successful lives beyond the school gates.

**IMPLEMENTATION** Practice is informed by the EEF's 'Improving Literacy' series, Ofsted's English Research Review, The Literacy Company and Literacy Counts.

#### Teaching:

##### Handwriting

- Children in Year R-2 receive a daily handwriting lesson following Letterjoin scheme of work. Lessons begin with warm up activities (gross and fine motor skills).
- Children in Year 3 and 4 receive regular handwriting lessons throughout the week (2-3 times a week), following Letterjoin scheme of work. Warm up activities to develop gross and fine motor skills are delivered as a pre-teach for identified children.
- Children in Year 5 and 6 receive combined handwriting and spelling lessons, influenced by Letterjoin and No Nonsense spelling. Handwriting is also a morning task for these children. Interventions are planned for children in Year 5 and 6 who are identified as requiring further handwriting teaching.
- Handwriting lessons from the Letterjoin modules can be extended over longer periods of time so they are broken down into smaller, more achievable chunks.

##### Spelling

- Children in Year R and 1 receive daily phonics lessons following Floppy's Phonics (see phonics diet). Throughout the week, children are encouraged to complete spelling activities and dictated sentences, including the specific GPC being taught as well as common exception words.
- Children in Year 2 complete spelling lessons as above, until they have completed and consolidated the phonics scheme of work. This is expected to be around the end of Autumn term. These children then begin Ready, Steady Spell lessons in Spring term. Objectives from Autumn term's planning which have not been covered through Floppy's Phonics, will be taught within Spring term.
- Children in Year 3-6 receive regular spelling sessions using Ready, Steady, Spell planning and resources. This can be enhanced through the using of Spelling Frame for children in Year 5 and 6.

- Reference to year group spelling rules is also highlighted and discussed with children in their writing lessons, influenced by Literacy Counts scheme of work – Read to Write. This may either consolidate or introduce specific rules depending on what has been taught previously that year or in prior year groups.

## Writing

- All children in Year 1-6 receive a writing lesson daily for 60 minutes using Literacy Counts schemes of work – Ready, Steady, Write. This is adapted to meet the needs of cohorts and individuals, ensuring priority is given to focus areas of writing identified.
- Children in Year R receive writing lessons throughout the week using Read to Write. This is adapted to meet the level children are currently working at. Priority is given to oral and practical activities to develop speaking and listening skills until children are ready to access written materials.
- Staff plan opportunities throughout the year to write personal recounts and explore/ write a variety of poetry.
- Magpie books are used in some year groups, especially Year 5 and 6, as a place for children to collect and reflect upon new vocabulary. Children are encouraged to apply this into their writing to enhance the quality and vocabulary choice. In other year groups, new vocabulary may be collected and 'magpie' as a class, being displayed on the English working wall.
- Lessons are planned to be progressive across the unit of work to cover the following writing processes; plan, draft and write, revisit, edit, publish/ perform. Teachers plan carefully for this.
- Each lesson, staff share the objective, purpose and audience for the piece of writing they are completing/ working towards.
- The focus of each lesson is explicitly taught using high quality literature to provide context.
- Modelled and shared writing are planned regularly to enable children to develop ideas for writing before completing independent work.
- Oracy activities are planned regularly to further support children to develop writing ideas.
- Regularly, all teaching staff provide a vocabulary-focused task. This is informed by, but not exclusive to: words from Read to Write or Steps to Read units, spelling words, year group-related spelling words (e.g. Year 5 & 6 spelling list), and topic-related or subject-specific words.
- Children will have support from staff, some with further adult support, to ensure that all children are being challenged at their ability.
- Coverage will be ensured by staff following Over Hall writing progression document which outlines progression across year groups in handwriting, spelling, vocabulary, grammar and punctuation and composition.
- Staff follow Literacy Counts progression document for coverage and progression across the year within their own year groups. This highlights the vehicle text to inspire the writing unit, the audience, purpose and genre of writing as well as the knowledge and skills that will be taught.
- Staff ensure opportunities are provided on a regular basis for children to read their own writing aloud, either independently, with a partner or to a wider audience. This can be influenced by the audience and purpose of the writing.
- Staff will be provided with resources and training from English specialists to ensure their own professional development is being met to demonstrate knowledge, understanding and teaching of skills.

- Staff will assess children against the national curriculum objectives termly, judging children to be below, just below, expected standard or greater depth. Assessments will be informed by independent, extended writes in books (at the end of a unit of work, two times a half term) and supported by the use of Writing Assessment Counts provided by Literacy Counts.
- The teacher's knowledge of strengths and areas for development will inform focus groups within lessons as well as interventions. These interventions could be quality first teaching within writing lessons, post-teach, or further practice of handwriting and spelling.
- Assessments will inform planning and next steps for children, whilst being monitored by subject leaders. Staff will be given opportunities to moderate their books with staff in other year groups across our school.

### Resources

- Vehicle text—high quality literature to inspire unit of work
- Example text (WAGOLL) to support writing outcomes at the end of the unit
- Handwriting strips (printed/ pre-cursive/ cursive)
- Phonics sound mats
- Alphabetic codes
- Helpful words and common exception words
- Year group word lists
- Word banks
- Magpie books

### Writing displays

Every classroom will have a writing working wall that includes:

- The current Vehicle text used to inspire writing unit of work
- The current Example text (WAGOLL) to support writing outcomes at the end of the unit
- New/ focus vocabulary and phrases that appear in the Vehicle/Example text
- Writer hints
- Specific spelling, punctuation and grammar that is being focussed upon throughout the unit of work
- Any words, phrases, ideas or work that can be collated and used to inspire writing outcomes

## Interventions

A range of writing interventions are used across the school and the use of each is assessed and determined by the staff responsible for the progress and attainment of each child.

### HANDWRITING:

- Additional handwriting lessons delivered as an intervention to focus upon areas of development.
- Letterjoin planning and resources used to support delivery of this.
- Handwriting recovery programme (Y5-6)
- Fine and gross motor skills

### SPELLING:

- Quality first teaching within lessons
- Pre/post teach of specific spelling rules
- Small group work to ensure closing gaps and consolidating identified areas

### WRITING:

- Quality first teaching within lessons, including guided writing, shared writing, scaffolding of resources.
- During a writing lesson, staff hot-mark work, so that individuals can be identified and targeted for further support quickly. This will either take place in the lesson or shortly following the lesson as a post-teach.
- Pre-teach of writing tasks to provide further opportunities to ensure a child's ability to meet objective of the lesson
- Editing and improving work
- Small group work with children identified as being a focus

## Wider Opportunities

The following opportunities are provided for children to further develop their love of writing:

- Writing activities are provided weekly for homework including a written task/ handwriting/ spelling
- Class assemblies and performances at special events are planned each year to provide children with the opportunity to share work and perform in front of an audience
- Children are encouraged to publish or share their written work with the designated audience, having a real purpose to their writing
- Social media is used to promote an enjoyment of writing
- Practical oracy activities
- Drama and role-play is involved in the writing process
- Writing is enriched through the rest of the curriculum, with opportunities for children to apply their writing knowledge and vocabulary to a range of different subjects.
- Further opportunities to develop spelling at home through the use of Purple Mash and Spelling Frame
- Phonics/ spelling support for parents is provided through inviting parents into school to share in their child's learning, parent meetings, videos and documents.
- Opportunities to showcase writing for the local community
- Author spotlights – each class has a focus author per half term. This is to raise awareness of different authors, genres, writing styles, etc in the aim of inspiring and engaging our children to become successful writers, whilst learning from others

## Assessment

Children's writing is assessed in the following ways:

- On-going formative assessment, with staff adapting to the needs of the children in their class. Hot-marking is used to support this dynamic response within classes.
- Extended writes (two per half term) are used as an independent piece of writing to assess how children have applied their knowledge and skills to meet the objectives throughout the unit of work.
- Teacher assessments are made against the national curriculum objectives termly, judging children to be below, just below, expected standard or greater depth.
- Teachers will also use the Writing Assessment Counts document provided by Literacy Counts to support them in making these judgements.
- Children in Year 2 and 6 are assessed against the Teacher Assessment Framework.

## INTENDED IMPACT

All pupils

- acquire the knowledge and cultural capital they need to succeed in life
- will make good progress from their starting points, achieving at least expected standards for their age with a proportion achieving greater depth.
- be successful writers across the curriculum
- learn what is intended in the writing curriculum
- produce work of high quality
- enjoy learning and are inspired to extend their learning either independently or via wider opportunities
- will be able to respond to texts in an instructional and emotional way, communicate coherently, effectively and accurately when speaking and/or writing
- be equipped with the skills they need to achieve well and lead happy, successful lives beyond the school gates



### Reception

- Warm up exercises
- Correct sitting position and pencil grip
- Pre-writing patterns
- Printed letters and words

### Year One

- Warm up exercises
- Correct sitting position and pencil grip
- Capital letters
- Printed letters
- Letter families
- Introduce pre-cursive patterns and letters

### Year Two

- Warm up exercises
- Correct sitting position and pencil grip
- Consolidate pre-cursive letters and words
- Consolidate pre-cursive letter families and high frequency words
- Introduce diagonal joins
- Introduce horizontal joins

### Year Six

- Automatically use a cursive script, at speed, to produce neat and well-presented handwriting across the whole curriculum
- Choose the writing implement that is best suited for a task.. E.g pencil for quick notes, handwriting pen for letters, marker pens for posters.

### Year Three

- Warm up exercises (pre-teach)
- Correct sitting position and pencil grip
- Developing handwriting fluency
- Secure diagonal and horizontal joins
- Continued development of bottom to 'c' shape joins, 'e' joins (top and bottom join strokes)
- Double letter joins
- Ascenders and descenders

### Year Four

- Developing handwriting fluency
- Consolidate diagonal and horizontal joins
- Secure bottom to 'c' shape joins, 'e' joins \*top and bottom join strokes)
- Writing sufficiently spaced so that ascenders and descenders do not touch

### Year Five

- Fluently use a cursive script for independent writing
- Choose when it is appropriate to print (lower case or upper case) rather than to join writing. E.g data, filling in a form, writing an email address