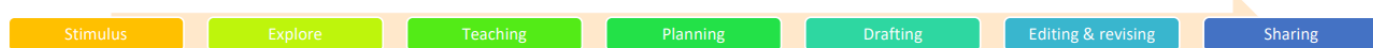


Writing at Mount Charles

Writing lessons are taught in mixed ability classes from Reception to Year 6. All planning is completed as a year group so that every child's experience of Writing at Mount Charles is consistent across classes. Themes from foundation subjects are often used as drivers or inspiration for independent writing outcomes. Planning follows the National Curriculum objectives and the school's writing, phonics, spelling, grammar and handwriting progression documents. The school has developed its own scheme of learning for writing through working with the Trust English Lead and County Moderators. This is a research-informed approach based on the work of the EEF. Writing, spelling and grammar objectives and skills are progressively sequenced across the year and this is mapped on the writing, spelling and grammar overviews. Teachers then plan their lessons around these mapped objectives, based on the needs of their pupils and their next steps in learning. The English Leads monitor the quality of planning and teaching regularly through a mapped monitoring cycle and weekly coaching. In KS1 and KS2, pupils take part in daily 1 hour writing lessons which include SPAG. We begin each year in Years 2- 6 by delivering the Punctuation of Place Value and Grammar scheme to ensure a strong understanding of sentence structure. Year 1 also complete this approach in Autumn 2. The rest of our writing curriculum builds on the firm foundations this sentence level focus provides in the Autumn term as well as the high-quality early writing opportunities on transcription, dictation, oracy and vocabulary in the early years and Year 1.

In Nursery we provide opportunities for mark-making using write-dance and continuous provision as well as drama and story-telling through role play opportunities. We also focus on high-quality adult-pupil interactions across EYFS using SHREC to develop speaking and listening skills and opportunities. For pupils who are ready, we begin the Nursery RWI programme in the Summer. In Reception we follow RWI Phonics and Drawing Club as well as providing daily taught transcription and dictation opportunities through guided writing groups and continuous provision. There is a heavy focus on oracy and vocabulary development through these approaches. In Year 1, we continue a continuous provision approach in the Autumn term with a focus on vocabulary, fluency, phonetic spelling and simple sentence construction before gradually moving gradually to more formal teaching and more cognitively demanding writing tasks over Spring and Summer.

Writing units from Y1 to Year 6 follow the below processes for independent writing, with a similar but more supported model for scaffolded writing.



Stimulus	Explore	Teaching	Planning	Drafting	Editing and revising	Sharing
<p>All writing should stem from a stimulus which should be explored at length. This may be a book, video, image, artefact, trip, experience etc. Exploring the stimulus will provide the opportunity for language to be generated and developed for writing and will give children something to write about.</p>	<p>During the explore phases WAGOLLS (What a Good One Looks Likes) which are high quality texts will be used. Text type, genre, text level, sentence level and word level features will be identified and explored with an awareness of audience and purpose. Toolkits will be created.</p>	<p>During the 'teaching' phase skills will be explicitly taught using metacognitive strategies which build towards the outcome. This could include generating vocab, sentence level work, text level scaffolded work which can then be drawn upon in the longer independent writing at a later stage. There may be several phases of 'teaching' before progressing to the planning stage.</p>	<p>Planning of the writing with need to take place in a structured way using a scaffolded planning format (as determined by individual schools) and carefully considering and using the word level, sentence, level, text level work done previously. This should include consideration of spelling words and rules which can be incorporated in the writing that are appropriate for the audience, purpose and text types and which make use of the statutory spelling lists and rules for each phase.</p>	<p>Drafting should be seen as a developing process where the focus is on recording initial ideas which can be adapted, grown and changed as the writing progresses. Drafting will often take place in stages (i.e. write the first paragraph one day and so on) rather than being a 'sit and write' process with no guidance or structure.</p>	<p>Procedures should be developed within each school and phase for editing work that are consistent and built upon across the school and which allow for pupil independence when editing their own work. This includes providing individual feedback (i.e. using symbols) and addressing whole class misconceptions (through explicit teaching) which pupils can then address independently. See editing and feedback suggestions below. Editing approaches should include SPAG, cohesion, vocabulary, appropriateness for audience and purpose.</p>	<p>The sharing or publishing of work is vital in order to give pupils a reason to write and an audience and a purpose to write for. This does not always have to be a grand publishing of work (i.e. online, in a booklet, to the community) but can be. It can be as simple as sharing their work with another pupil, another class, adults at home, newsletter. A variety of audiences and ways of publishing should be considered across a year.</p>

Writing lessons follow this planning structure.

Most lessons should (but may not always) include:



Starter	Oracy	Modelling or teaching of skills	Independent writing	Sharing	Response to feedback
A warm-up/starter/jumpstart linked to SPAG for the purpose of the writing and/or addressing misconceptions from AFL.	Opportunities to talk and develop vocabulary linked to writing. This could be by using explicit oracy strategies (i.e. Voice 21) or speaking and listening opportunities. It may include drama, presentation, paired work etc.	There should always be an element of modelling or teaching which pupils can build upon in their independent work.	To build stamina in writing, just like stamina in fitness, pupils need daily practise at length , building up pace, quality and quantity over time.	Pupils should be able to share vocab/ideas/ work regularly to learn from their peers and receive feedback .	Pupils need regular opportunities to respond to feedback and should see this as 'something they do' automatically.
Links to the Seven-step Model for Teaching Metacognitive Strategies					
Activating prior knowledge: links to curriculum to be taught across the unit	Activating prior knowledge: specific recall of knowledge linked to lesson focus Explicit strategy instruction	Explicit strategy instruction Modelling of learned strategy Memorisation of strategy Guided practice	Independent practice	Structured reflection: independent, partner or group	Independent practice: following feedback Structured reflection

Writing planning templates ensure the above elements are covered within lessons and across units of work. The school tracks the genres, text types and coverage of the curriculum using the Writing medium term planning grids which the Writing Lead reviews regularly with staff.

There is a focus on covering a range of genres and text types across a year and across the school. Editing is promoted in all work through a shared editing approach.

Writing is always based around a stimulus that pupils have had plenty of opportunity to explore in depth through oracy, lived experience, word level, sentence level and text level work. Editing and redrafting are an important part of the writing process as is feedback.

Punctuation & Grammar:

Grammar is taught explicitly within writing units and should be linked to the year groups' objectives (or previous year's objectives) but must also be appropriate for the text type being taught. As well as this, previous grammar learning is consolidated through flashbacks at the start of every English lesson using the overview of learning as a tool for retrieval practice. Within a lesson, grammar activities may be used to address misconceptions identified by the teacher or to revisit earlier conceptions.

Vocabulary is consistently identified, discussed and displayed in classrooms across all curriculum areas and is an explicit feature in daily WCR lessons. Pupils are encouraged to use a wide range of vocabulary when both speaking and writing; this is modelled to them by adults. Pupils have access to word mats, thesauruses and dictionaries to support their understanding and development of vocabulary. Widgit word banks are also used to support with vocabulary development.

Spelling:

EYFS and KS1 pupils are taught spelling daily through Read, Write Inc. Pupils are taught in ability groups from Reception to Year 2. This enables them to be taught according to their stage, not age. Teaching is very precise and tailored to each child's sound knowledge gaps to ensure they are learning at their challenge point. Pupils are assessed ½ termly, progressing rapidly through the programme.

Once pupils complete Read, Write Inc. they move to whole class teaching of spellings. From Year 1, Spelling Shed is used to support teaching of the National Curriculum spelling rules (Appendix 1). Spellings are set for homework on a Friday and tested the following Friday. Weekly teaching sessions of 20 minutes provide pupils with the opportunity to explore spelling rules and patterns. To support children in learning these spelling rules, online Spelling Shed activities are set by teachers weekly.

High frequency words, topic specific vocabulary or words being regularly misspelt will be written below the work to be correctly spelt by pupils three times (these reflect the ability of the pupil).

Handwriting and transcription

In Nursery we provide opportunities for mark-making using write-dance and continuous provision as well as drama and story-telling through role play opportunities.

In Reception, daily transcription and dictation opportunities (at the level of pupils' growing phonetic knowledge) ensure that our pupils are given the opportunity to develop early writing skills of phonics and transcription before being asked to combine these cognitively demanding tasks to write creatively and independently. From day one, we teach pupils how to sit to write using our 'Ready to Write' procedures and how to hold a pencil using, 'Nip, Flip and Grip' protocols. We provide mark-making opportunities throughout our continuous provision to reinforce the skills learnt through adult-led activities. We ensure the learning environment promotes good writing behaviours and provides daily opportunities to write at a table.

In Year 1, we continue focus on functional writing skills required by early writers during the autumn term, including transcription skills.

More details on the above can be found in our [Early Writing Overview](#).

Beyond Year 1, we continue our focus on handwriting skills during the first half of the autumn term where handwriting and dictation opportunities are daily. From Autumn 2, handwriting and dictation opportunities in Year 3 and 4 take place three times a week and in Year 5 and 6 they happen twice a week based on the pupils' growing fluency and confidence.

Writing Assessment at Mount Charles

All year groups will assess using the Babcock Moderation Grids. These will be used to inform teacher assessment levels and the school data tracking system. This will be supported and training delivered through moderation opportunities within the school.

Moderation:

Moderation WILL be a professional dialogue with the moderator that will include discussions between the teacher(s) and the moderator(s) about the context of the work, the level of support and work seen in books. Moderators may spend time alone looking at books as well as with staff. Levels will be agreed between the moderator and teachers and shared with the head. There is an appeals process should schools not agree with the levels awarded. Moderation training is provided for all staff regularly.

Areas which may prevent children from being deemed to be working at ARE are:

Handwriting joins not meeting the requirements of the framework.

Spelling requirements not being in-line with the requirements of the framework.

Evidence which clearly shows an ARE judgment cannot be awarded for any individual criteria.

KS2 - COMMA SPLICING – this is most common area as it indicates that children cannot use commas correctly or identify clauses.