

Heaton St.Barnabas C of E Primary School

‘How we teach Writing ’

Planning	<p>Foundation stage staff have a EYFS planning format that plans individual lesson plans for focused Writing. The children are split into 2 groups across the cohort by ability and are taught by both teachers on alternate terms. There are clear WALT and WILF's for the group and lesson outline. There are next steps for learning. Planning for writing in the enhanced provision is in provision planning format. This highlights opportunities for free writing in the areas of provision.</p> <p>Planning formats for KS1 have clear learning intentions via WALT/WILF'S. Key vocabulary is listed, assessment opportunities and roles of TA's. Whole shared lesson and independent tasks are planned out clearly. In KS1 English is taught in 2 long lessons over the whole morning and 3 short lessons where staff concentrate on punctuation and grammar for writing and sentence structure. Much of the English ids taught across the curriculum where opportunities arise.</p> <p>In KS2 planning of English takes place daily and across the curriculum. There are clear WALT/WILF's for the lesson. Whole group session with independent and guided sessions. Key vocabulary, assessment opportunities and TA support is clearly planned in.</p>
Read/Write phonics	<p>A systematic phonics programme is delivered daily for 20-30 minutes a day in FS, KS1 and Year 3. This programme works closely on developing children's skills in segmenting for spelling as well as for reading. Staff also use the 'Get Writing' resources that follow on and support sentence structure from the read/write texts.</p> <p>Pupils who are struggling from year 4 are taken in small intervention group's support and enable pupils to catch up.</p> <p>Pupils in year 5/6 who need additional support in phonetic decoding take part in the</p>

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Assessment	<p>In Foundation Stage pupils are assessed against the ages and stages of development for writing. This is carefully tracked and teachers make a range of observations which are kept in pupil profiles. These are moderated and tracking takes place during pupil progress sessions every half term.</p> <p>In Year 1 pupils make careful transition in the first term from EYFS to APP and national curriculum levels. From YEAR 2- Year 6 all staff use APP to assess pupils writing. These are kept in the front of pupils books with writing evidence following on so that teachers can effectively AFL. Assessments are made each half term and data is analysed to track pupil progress including vulnerable groups which have been identified. These are discussed with staff at pupil progress to ensure that pupils needing additional support are put into action groups for small group intervention.</p>
Guided Writing	<p>Guided writing takes place daily in FS and throughout the week in KS1 in small groups taken by the teacher or TA and this is rotated to ensure teacher spends time with all groups</p> <p>KS2 guided writing takes place throughout the week with all groups TA/teacher led</p>
Independent Writing	<p>In FS and KS1 continuous provision allows pupils to practise independent writing tasks which will extend and support their writing skills and enjoyment for writing.</p>
Shared writing	<p>Paired writing is used within classes and</p>

Spellings	<p>Pupils from FS take home key phonics sounds to learn and spelling from the reception high frequency list. From KS1 spellings build on the high frequency words and key phoneme spelling patterns in phases 4-6</p> <p>KS2 spelling build on the spelling patterns from KS1 as well as prefixes, suffixes, compound words, antonyms and complex spelling patterns.</p>
Use of Learning log	<p>Learning logs are sent home every Friday as homework for children to complete in response to tasks set from previous writing activities to build on prior learning. Work in the learning logs take form in a variety of different written formats.</p>
Class novel	<p>Linked to topic – depending on length of novel</p> <p>Series of books over half term or class novel over a few weeks. Pupils respond to novels in a variety of different written formats and genres.</p>
Displays/environment	<p>English working walls referring to texts and planning for writing as well as displaying key vocabulary and steps to success help to support children in their work.</p> <p>Also example of ‘what a good one looks like’ is displayed to allow pupils to see high expectations set of them.</p>
Storage of resources	<p>Boxes outside classrooms and within the library.</p> <p>Within classrooms if appropriate to that age group.</p> <p>Big Books are used and stored in sets on corridors for access to all staff to use as aids to engage pupils in writing activities. Boy friendly books are being built up to engage them in texts and print.</p> <p>Phonics readers on KS1 corridor are used alongside the ‘get writing’ resources to support children’s basic writing skills of grammar, punctuation and sensible sentence building.</p>
Storage in class	<p>Book corners</p> <p>Baskets for home readers in shared areas for year group</p> <p>1-1 readers class sets.</p>
Rewards	<p>Stickers</p> <p>Certificates in Key Stage assemblies and for writing and handwriting in KS1 assemblies.</p> <p>Prize boxes in individual classes/raffles</p>

Events (World Book Day etc)	<p>Dressed up for world book day with assemblies for each key stage. Scholastic book fair in also. Authors have visited and held assemblies and workshops twice last year – poet and story Author An Asian Author is coming into school this year. This encourages children to be writers themselves and fosters a love for writing.</p>
Use of ICT	<p>Online books used within classroom for teaching and learning and pupils use e-books in ICT suite. Use of Kindles for KS2 for all as well as to encourage boys reading more and using ICT to record text.</p>