

### INTENT

At Hursthead Junior school we want all children to be able to confidently communicate their knowledge, ideas and emotions in writing. To achieve this aim, we will:

- Provide exciting and meaningful writing opportunities that engage pupils
- Encourage children to revise their writing to improve its effectiveness
- Help children to develop a broad vocabulary, which they use to good effect for a range of contexts, purposes and audiences
- Support children to spell new words by effectively applying phonic/spelling patterns and rules they learn
- Develop children's understanding of grammar so they can apply it effectively to meet the needs of the purpose and/or audience of their writing
- Help children to develop a legible, cursive, individual handwriting style by the time they move to secondary school.

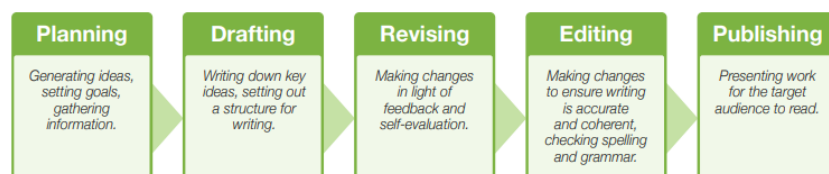
### IMPLEMENTATION

#### **Writing**

At Hursthead Junior School, writing is taught 4x per week across the whole school. Each year group has created bespoke learning journeys (typically lasting 2-3 weeks) that stem from a range of creative stimuli (e.g. film clips, picture books, drama). Children are challenged to respond to a stimulus by writing for a clear purpose and audience. We follow the EEF writing process for extended pieces of writing:

- Children plan their writing by using other similar writing as models (of structure, grammar and vocabulary) or discussing and recording ideas
- Before drafting, children will explore and experiment with new tier 2 vocabulary (incl. dictionary/thesaurus work) and grammatical structures
- When drafting, teachers first model how to use different success criteria (punctuation/composition/sentence structure) and children reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar
- When drafting, children have access to a set of dictionaries and thesauruses
- Teachers provide feedback on punctuation, sentence structure and composition (written or verbal), which children are encouraged to respond to in purple pen
- When revising their writing, children evaluate and edit the effectiveness of their own and others' writing to improve grammar or vocabulary to clarify meaning or enhance effect
- We have recently introduced a new editing stage, to encourage children to check and improve the technical accuracy of their writing (feedback from PPMs) by correcting spelling, handwriting or punctuation errors.
- Once a term, children are starting to publish their work for a real audience.

Figure 11: The writing process



Learning journey overviews and progression maps ensure that a variety of genres and grammatical terms are progressively taught and built upon both throughout the year and throughout the school.

Teachers regularly assess children's writing against the year group age-related expectations (or SEND tracker) to ensure each child's needs are being met and they are challenged to reach their full potential. At Weeks 20 and 30, year group teams get together to moderate their writing judgements. As part of our targeted provision, there are supported writing interventions alongside in-lesson adaptations.

#### **Spelling**

Spelling is taught twice a week and children are expected to practise for 30 minutes at home every week. Staff explicitly teach spelling\* rules and patterns, which children practise via a range of independent or paired activities. Each child has a spelling rule book, where they log the spelling rule currently taught as well as their practice of the rule. Each spelling rule is typically taught for 2 weeks, with a pre- and post-test to measure children's progress. Challenge words are also provided to stretch more confident spellers. Children use a range of strategies to practise their spellings,

some opting for more visual strategies (e.g. rainbow writing) whilst others prefer a 'spelling bee' approach.

Alongside the spelling rule, children can also practise a selection of words from the government word list (provided termly) or their list of personal spellings that they need to work on, as identified in their English books. Children correct then copy spellings errors into the back of their spelling rule book to practise at home.

\* As part of our targeted provision, some children will follow the No-nonsense Phonics/SNIP/Precision teaching for spelling to support their development at a more appropriate level for them. Currently, as part of our post-Covid recovery, all children, upon entry to the Juniors, follow a programme of phonics based on No-nonsense Phonics. Children are assessed and grouped according to their phonic knowledge.

### **Handwriting**

We liaise closely with colleagues at the Infant school to ensure that we build on the letter formation they are introduced to in the early years of school. In Year 3, our staff continue to teach the children the correct letter joins that they have been introduced to in Year 2. In Years 4-6, handwriting is revisited as part of the editing process and taught on a targeted basis as part of intervention groups, including some Motor Skills Utd work for certain children.

### **IMPACT**

- Monitoring Strategies: Book Looks, Learning Walks, Pupil and Staff Voice
- Children talk confidently about their writing, including how they have improved it and why
- Teacher assessment (writing grids), monitoring (PPMs) and feedback (written/verbal) ensures children are being challenged to improve at an appropriate level

By the end of Year 6, we want our children to have the knowledge and skills to be able to write successfully for a range of purposes and audiences, manipulating language, grammar and punctuation to create effect.