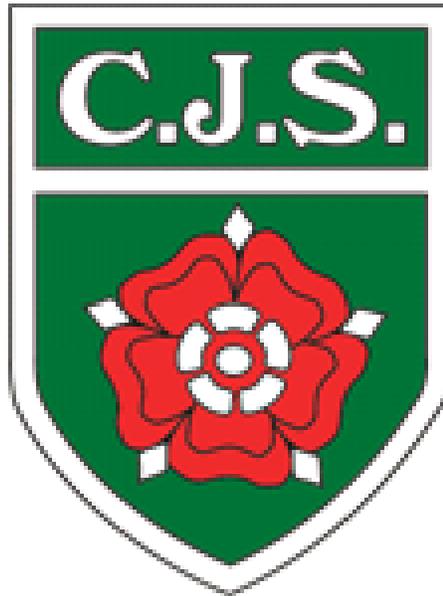


Policy & Procedure



English Writing Policy 2021-2024

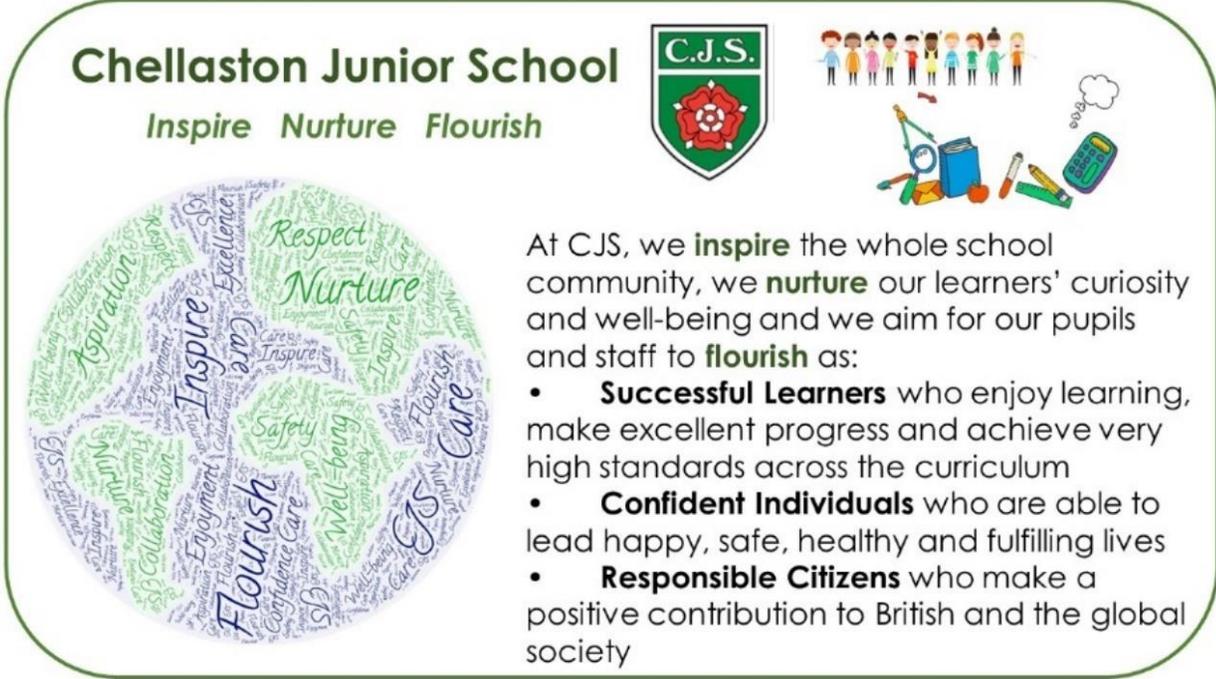
This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Autumn 2021 **and will be reviewed again in Autumn 2024**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Aims and Vision



The image contains the school's logo, a crest with 'C.J.S.' and a red rose, and a word cloud. The word cloud features terms like 'Inspire', 'Nurture', 'Flourish', 'Respect', 'Nurture', 'Safety', 'Well-being', 'Flourish', 'Care', 'Aspiration', 'Collaboration', 'Employment', 'Confidence', 'Care', 'Well-being', 'Flourish', 'Care', 'Aspiration', 'Collaboration', 'Employment', 'Confidence', 'Care', 'Well-being', 'Flourish', 'Care'. To the right of the logo is an illustration of diverse children and school supplies like a microscope, books, and a calculator.

Chellaston Junior School
Inspire Nurture Flourish

At CJS, we **inspire** the whole school community, we **nurture** our learners' curiosity and well-being and we aim for our pupils and staff to **flourish** as:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society

Curriculum Intent

At Chellaston Junior School, we ask, “**Why?**”. Our curriculum is based on developing enquiring minds. Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask ‘why?’ and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils’ **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking ‘why?’

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Curriculum Intent for English

Our English curriculum **encourages children’s creativity** and develops their ability to communicate, in both written and spoken forms, with the world around them.

We strive to increase our pupils’ enjoyment, fluency, confidence and understanding by immersing them in a rich variety of quality texts.

Authentic audiences and real purposes for writing provide our children with the desire **to ask themselves ‘why’ and ‘how’ their writing can best meet the needs of the reader.**

We use a wide range of teaching and learning tools including film and imagery, modelled, shared, and guided writing, and peer editing and discussion to support our children in the writing process. Encouraging our pupils to take pride in their writing, we expect them to employ spelling conventions and standard English that clearly progress as they move through the school.

English Writing Policy Aims

We aim to ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Writing at Chellaston Junior School and that these are consistently applied.

We expect School Staff:

- To promote a confident, positive attitude towards the learning and use of writing, making it an enjoyable experience;
- To promote confidence and competence with grammar and punctuation terminology and their effectiveness in different genres or for different audiences and purposes;
- To promote confidence and competence with spelling patterns and spelling strategies;
- To provide opportunities to write for authentic audiences and purposes;
- To promote pupil questioning and creativity;
- To provide the opportunity to connect ideas, make decisions and apply writing skills in a range of contexts, including other subjects such as Science, history and geography;
- To teach a practical understanding of the ways in which information is gathered, presented and used across different writing genres;
- To understand the importance of writing in everyday uses, especially in relation to essential life skills, such as writing letters, producing reports and general day-to-day communications;
- To provide clarity for marking and feedback used during the writing process;
- To ensure a robust writing moderation process across school and externally, for example in the MAT, PEIP, and with the secondary phase.

We aim for Children:

- To develop an enjoyment of learning through practical activities, reading and analysing model texts, discussion, exploration and practice;
- To develop confidence and competence using and manipulating grammar and punctuation and using and applying spellings;
- To develop the ability to connect ideas, make content decisions and apply their writing skills in a range of contexts, including other subjects such as Science, history and geography;
- To develop the ability to follow a line of enquiry, developing an argument and explaining justifications using appropriate technical and genre vocabulary, grammar and punctuation;
- To develop creativity through experimenting and manipulating language, grammar and vocabulary;
- To develop a practical understanding of the ways in which information is gathered and presented;
- To understand the importance of writing in everyday life, especially in relation to essential life skills such as writing letters, producing reports and general day-to-day communication;
- To foster positive attitudes towards writing by developing pupils' confidence, independence, persistence, and co-operation skills.

We want the Parents and Carers:

- To be understanding and supportive of our aims in learning and teaching Writing.
- To attend and contribute to Parent Consultation Meetings.
- To support their children with written homework activities (please refer to Homework Policy) including the importance of learning spellings;
- To praise their children for the good things that they do in writing.
- To encourage their children to be enquiring and creative learners by encouraging questions using 'how?' and 'why?'.
- To communicate and work with school whenever further support is needed to develop their children's writing skills and understanding.

Governors will

- Be understanding and supportive of our aims in the learning and teaching of Writing.
- Appoint a designated link governor who will:
 - Meet with the English Subject Leader at least twice a year to find out about;
 - the school's systems for planning work, supporting staff and monitoring progress;
 - the allocation, use and adequacy of resources; and
 - how the standards of achievement are changing over time.
 - Visit School and talk to pupils about their experiences of writing;
 - Promote and support the positive involvement of parents in writing;
 - Attend training and other events relating to the writing curriculum;
 - Report jointly with the Subject Leader, to the governing body with recommendations, if appropriate, twice a year.

Implementation of the English Writing Policy

1. The basis for Teaching and Learning in Pupils' Writing

Our teachers use the National Curriculum and CJS on Track (see appendix 2, to support their planning for the teaching of Writing.

Securing progression for all children and ensuring mastery of the curriculum is considered crucial. Teachers use the CJS On Track to follow a robust skills progression that outlines what skills children need to acquire and when, meaning all children are supported to access age related expectations. Teachers write weekly short-term plans, listing the specific learning objectives that are to be covered in each year group class or set for each lesson that week (see also paragraph 3 – planning formats). Often, the detailed planning added to the short-term plan is for a whole week but, sometimes, they may only plan for, say, the first three days of the week in the first instance. In this case, during these first few days, as part of the evaluation process, teachers will plan for the rest of the week depending on the progress of learning so far.

Writing planning needs to be linked to the foundation curriculum to make the most of opportunities for writing in all areas of the curriculum, to make it purposeful and to have a relevant audience and purpose.

Teaching and learning are differentiated to best match the needs of the class or set and the individuals within it.

If the needs of the children are best met following an alternative plan, which deviates from the National Curriculum, then the class teacher and the Subject Leader discuss this and decide on a way forward and this may involve the SENDCo.

2. Teaching organisation

Children are taught English for between 50 minutes and 1 hour daily in their own mixed ability class groups. This English teaching may also be taught as part of the foundation curriculum, so this allows flexibility for teachers to link English and the foundation curriculum together. Mixed ability classes allow for equal opportunities for all children, challenge for all children, and positive expectations that all children will achieve and make progress. At CJS, we will not put a ceiling on any child's learning through setting children for their English lessons.

Cross-curricular opportunities to teach English as part of the wider curriculum used in all other subject areas:

- the children will be given opportunities to practise their reading comprehension skills in foundation subjects through research, active learning lessons, use of films, or being given focused information gathering activities;
- The children will be given opportunities to write about their experiential learning in the wider curriculum, using different genres and techniques which are linked to the relevant genre, appropriate to their Year group, as detailed in the long-term and medium-term planning.

Each class carries out (at least) weekly spelling lessons (see section on Spelling).

3. Planning formats

The school uses its consistent formats for long- and medium-term planning and this informs our teachers' termly overviews and weekly short term planning.

The long- and medium-term plans are written by the English subject leader and teachers are expected to follow these. They are based upon the CJS On Track (appendix 2) and the National Curriculum for English and link to the wider curriculum areas taught at CJS. These have been designed to develop explanation, to promote enquiry and to encourage creative thinking.

Each genre of writing is revisited at least once in each year group to ensure consolidation and progression. In all year groups, teachers supplement their planning with appropriate resources from a range of sources and ensure that regular opportunities are built in to all year groups for children to develop their grammar, punctuation, vocabulary and spelling skills.

4. Writing sequence

Our teachers are expected to follow the school's writing sequence and use the medium-term plans to inform their planning: engage; discover; compose; review and evaluate; and publishing when planning, teaching and evaluating writing. This is a menu of a sequence of pedagogy including processes, activities and teaching progression and teachers will use their professional judgement for which parts of the menu they will use for different aspects of planning and teaching, alongside their foundation subject teaching, to ensure the best outcomes for children's writing.

Our writing sequence (see appendix 1) explains the possible writing sequence. Writing sequences can be for one session, up to three weeks to build a piece of writing.

5. Cross curricular learning

Opportunities are used to draw writing experiences out of a range of activities in other subjects, such as in PE, Science, History, Geography, the Arts and other subjects studied, to enable children to write

for authentic audiences and purposes in both real life and academic contexts. Opportunities for enrichment activities will also be used to build cultural capital and to provide children with authentic opportunities for writing.

During registration time, 'morning challenge' can be used to engage pupils in a writing-based activities which may be linked to a variety of areas of the curriculum

6. Resources

The use of English writing resources is planned into our learning and teaching as much as possible.

We have a wide variety of good quality equipment and resources, both tangible and ICT based, to support our learning and teaching:

- Rising Stars Grammar Skillsbuilder books (teacher and pupil books in each classroom/Electronic on Sharepoint)
- Headstart Grammar and Reading comprehension (Copies available, electronically, from English Leader)
- Literacy shed videos and planning (Website based)
- Pobble 365
- Spelling Shed resources and games (Website based)
- Spelling card activities (laminated set in each classroom)
- CJS Year Group Spelling lists
- Grammarsaurus Modelled Texts
- Vocabulary Ninja Spag Spotter

These resources are used by our teachers and children in several ways including:

- To provide exemplar texts to illustrate authentic audience and purpose for children to analyse and annotate;
- To provide models of ideas for grammar, vocabulary and punctuation in different genres;
- To provide a context for the application and practice of writing skills for different audience and purposes
- To provide opportunities for children to promote independence in their learning (e.g. word banks, dictionaries).

Standard resources, such writing frames, word banks, dictionaries, talk buttons, film, images, quality texts are encouraged. Vocabulary Ninja 'Write like a Ninja' books and Year group spelling lists are used to encourage children's independence when selecting words, or to check spellings in their writing. Writing frames can be used to help children to structure their writing, but **most** children need to be writing directly into their books, not on to writing frames stuck into books. Some pupils, who find it extremely difficult to structure their writing may have completed writing frames stuck in writing books but this should be the exception rather than the rule.

Resources, such as 'Write like a Ninja', dictionaries, thesauruses, word banks, vocabulary lists, knowledge organisers within individual classes need to be accessible to all pupils who should be encouraged to use them to foster independence, recall, creativity and experimentation.

Teachers are encouraged to use the outdoor learning environment as a stimulus for writing and to provide opportunities for active learning.

7. The Writing Lesson: Good Practice

In English, the structure of the lessons will follow the CJS English writing sequence (see appendix 1). Mental warm ups, starters and plenaries and mini-plenaries will form part of all lessons and higher

order question will stimulate reflection from pupils, encouraging them to ask **'why'** they have made a literacy choice and **'how'** they can make improvements to their writing; leading them to **'explain'** they effect they want their writing to have on the reader.

Children should be taught to revise and edit their writing following the ARMS and CUPS prompts (see Appendix 4) and revision and editing should be encouraged as a process as soon as a child has finished writing any piece of work.

Opportunities for discussion about Writing are built into lessons. Children across the school are given opportunities to discuss writing genres, grammar conventions, punctuation, vocabulary and audience and purpose.

Regular spelling teaching is undertaken at an appropriate time in the day, not necessarily in English lessons.

A Typical Lesson

A typical English lesson at CJS may be structured like this:

- oral work and discussion (5-10 minutes) this gives the whole class the opportunity to rehearse, sharpen and develop grammar, spelling, punctuation or editing skills (ARMS and CUPS – appendix 4). This may include use of a visual or auditory stimulus.
- the main teaching activity (35 – 40 minutes) this provides time for introducing a new topic, consolidating previous work or extending it; developing vocabulary, using correct notation and terms and using new ones; using and applying concepts and skills. To begin with, the teacher will work with the whole class demonstrating and explaining the concept to be covered that day. The pupils are involved interactively through carefully planned questioning and any misunderstandings can be identified and corrected. In the next part of the lesson the children are provided with differentiated activities which they work on in small groups, pairs or as individuals.
- the plenary session (5 – 10 minutes) this provides the opportunity for the teacher to draw together the main teaching points of the lesson with the whole class. It also gives the pupils the opportunity to assess their developing knowledge and skills and see for themselves the progress they are making. Links may be made to other work, and pupils may be introduced to extensions or developments of the topic.

8. Children's Recorded Work in Books

Curriculum Journey Books

- The Curriculum Journey books allow pupils to showcase their writing skills independently and across foundation subject areas. Each piece of writing in the books will follow the writing process through from planning, across the drafting and editing stages to the final published piece.
- Using Curriculum Journey books for writing will ensure children take pride in the presentation of their work as details in the Chellaston Junior School Presentation Guidelines (Appendix 5) and Written Presentation at Chellaston Junior School (Appendix 6).
- All work in English lessons (apart from Reading – see Reading Policy) will go into the Curriculum Journey books. This will also include work on text types (looking at examples and establishing key features), grammar skills and reading activities and English work related to foundation subjects.

- Wherever possible the grammar work will link to the termly themes or science topics to support learning.
- Final (published) pieces may be written on special paper that is pre-trimmed so that it fits easily into the writing book. This may have a guide to support a specific structure of a writing piece (e.g. Newspaper report) or have handwriting guide lines to help with handwriting presentation.
- Teachers will follow the Medium Term Plans to ensure that there are at least 5 pieces of writing in the writing books across each term. The writing will link to the wider curriculum and be an opportunity for pupils to show their grammar skills developed within English lessons.
- Pupils will receive feedback throughout the writing process, following the school's Marking and Feedback Policy. The feedback from teachers may be verbal (VF), whole class (identifying common misconceptions or issues) or individual written comments to prompt independent editing of their writing. There will also be opportunities for peer review and feedback from paired editing.
- When each piece of writing has been completed, teachers will take the opportunity to assess the writing using CJS On Track. The final piece will be marked in accordance with the marking policy and pupils given the time to respond to marking and show how they can improve elements of their writing.
- The English Lead or English team may request Curriculum Journey books for monitoring purposes or to moderate samples of writing in Curriculum Journey books at any time as part of the monitoring process within school. This may involve dialogue with class teachers or Year group teams regarding the moderation, next steps and further planning requirements throughout the year.

Spelling Books

- Weekly spelling tests will be completed in the spelling books from the spelling tests that are sent home. This can be the spelling list or dictation of phrases or sentences containing words from their spelling list.

All work will be completed in books in order to raise standards, to monitor progress and to increase aspirations of all stakeholders.

9. Spelling and Phonics

Spelling is an integral part of the writing process. Pupils who spell with ease are able to concentrate on the content of their writing and the making of meaning. While it is important to remember that spelling is not the most important aspect of writing, confidence in spelling often has a profound effect on the writer's self-image. Accurate spelling implies consideration for the reader and also recognises the deeply embedded notions about correctness which we hold as a society about spelling.

The Nature of Spelling

Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'. An understanding of the developmental spelling stage of each child will aid teachers in their teaching. Spelling is a visual motor skill and children will therefore need to develop visual strategies in order to spell correctly. Phonic knowledge alone will be inadequate. Children therefore need to be

encouraged to look carefully at words. Children may also need to be helped to understand how the English spelling system works and how our history has influenced our spelling.

Spelling is an important aspect of writing but one that should not be allowed to dominate our marking and assessment. The content of children's writing should be valued.

Children need help and encouragement in order to develop as confident, competent spellers because the ability to spell most words correctly is often closely associated with positive self-esteem and affects performance in other areas of the curriculum.

Spelling - Teaching and Learning

Spelling is taught as part of a planned programme following the requirements of the National Curriculum. Children will have regular explicit spelling sessions in which rules and patterns are taught. Weekly spellings are also closely linked to spelling patterns and rules or to the lists of common exception words that children are expected to be able to spell in each year group. We use the Single Word Spelling Test to diagnose spelling difficulties and to group children according to patterns and lists that they do not yet know.

The teaching of spelling aims to develop pupils as independent spellers who take an active part in their own learning. This is through a multi-sensory approach incorporating the development of fine motor skills, auditory discrimination and visual perception. Pupils are taught the knowledge and skills they need to become independent spellers. Routines and structures are provided to enable pupils to apply what they learn about spelling independently and our teaching aims to show pupils how to become natural and accurate spellers.

Teachers will use Spelling Shed planning to deliver an explicit spelling lesson at least once a week to their whole class and a word list will be sent home using these spellings rules for children to learn and practise at home as detailed in the Homework Policy.

Children will learn and practise spellings using the spelling card games (in each class room) or Spelling Shed Challenge activities.

Teachers will use the correct terminology used in the spelling shed resources: diagraph, trigraph, prefix, suffix, homophone, root word, syllable.

If children already know, understand and can use and apply that week's spelling rule, a selection of words can be sent home from the appropriate Year group statutory word list (Appendix 3).

Teachers will find other opportunities to use these spellings throughout the week, for example for morning work tasks, or using and applying them during writing lessons.

Children will be set the games for their weekly spelling rule to practise at home with the Spelling Shed app as part of the spelling homework.

Statutory word lists will be taught in challenge weeks and by using statutory word lists to find appropriate words to use as part of the writing process.

Implementation

- All classes have a set of spelling activities to support regular opportunities for children to practice learning spellings at their own level.
- The 'Look, Say, Cover, Write and Check' approach to learning the spelling of words will be taught and encouraged.
- Children will be taught to look for common letter strings, patterns in words and spelling rules.
- Spelling games will encourage children to look closely at words.

- Where possible, children will be encouraged to identify their own spelling errors and edit accordingly.
- Children are encouraged to:
 - Sound out words phonetically and by syllables
 - Draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns.
 - Identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory re-enforcement and memorising critical features
 - Use the quartiles of a dictionary and find words beyond the initial letter
 - Make effective use of a spell checker, recognising where it might not be sufficient or appropriate
- The school's approach to spelling will be applied across the curriculum. Children will be taught in their normal class group, although there may be exceptions as outlined under SEN. To assess the pupils, they have an informal 'test' each week to identify the extent to which they have learnt the spelling rules they have been working on.
- All teachers will be responsible for the planning and teaching of spelling in accordance with the National Curriculum (see National Curriculum Spelling Lists in Appendix 3).
- Teaching will take into account each child's developmental stage in spelling and all children's best attempts at spelling will be valued and built upon. Children will be shown which parts of a word are correctly spelt and those which need attention. Teachers will not allow the correction of spelling errors to become dominant. All spellings will be marked in conjunction with the schools Marking and Feedback Policy.
- All children will have access to suitable dictionaries and thesauruses appropriate to their age. Children have access to 'Write like a Ninja book' to facilitate higher level vocabulary, word classes, and to provide word banks to encourage independence.
- The learning of spelling will be encouraged as part of the home-school partnership and an appropriate spelling list and suggested activities will be sent home on a weekly basis to practise, in readiness for a test in school. Children will be given words according to their developmental needs so the amount and level of difficulty will vary between children and games will be set on Spelling Shed to accompany the spelling rule explicitly taught in school and to accompany the list sent home. Most spellings will be set as part of a list, others might be in the form of a sentence/s and may include the learning of definitions of words and punctuation.

10. Provision for Pupils Identified as More Able

Our differentiated and personalised teaching in English targets the needs of individual students. In each year group, More Able students are identified.

CJS On Track allows for provision beyond the specific year group when children have a deep understanding of their Year Group objectives. To achieve Greater Depth, children must securely achieve all year group expectations and the majority of the following year.

Teachers will be able to identify their more able pupils. The development of our more able pupils will be encouraged:

- By using higher order questioning to challenge the pupils further, for example 'How would moving that clause change the meaning?', 'Where did you get that idea from?'. 'Can you explain why you have used that word/phrase/level of formality?'

- Asking children to explain and articulate their learning and understanding of a concept to another pupil.
- Promoting the use of enquiry about their own writing, for example, 'How would the affect on the reader change if I moved this clause/changed this word/ added a metaphor?'
- Moving teaching forward beyond the current year group objectives to those children who are ready for that challenge.
- By allowing these children to be creative and experimental and to make choices about their own writing – how many ways could you write an explanation text? What form of that genre is most suitable for the audience you are writing for? How could you present that information differently?
- By providing opportunities for the children to apply their learning in a range of situations, genres or for varied audiences and purposes.
- By fostering a culture of high expectations through quality marking and feedback.

11. Pupils with Special Educational Needs

Teachers at CJS recognise that some children may need specific help with writing skills e.g., if they are dyslexic, although they may also have other strengths within the subject. Pupils with learning difficulties in English may be supported by the class teacher or a classroom assistant where appropriate. Learning will be differentiated by task but the aim will always be that the outcome, in terms of knowledge acquisition is the same for all pupils. Teachers will seek innovative ways to support less able learners.

Spelling - Special Educational Needs (SEN)

Some children, who may be experiencing specific difficulties, will have additional spelling sessions taught in small groups by our Intervention Teacher. For those with specific learning difficulties, HLTA or TA support may be needed on an individual daily basis. When a child is given spellings to learn as part of additional support work, they will not be expected to learn extra words to those set by the teacher; it is therefore crucial that staff communicate effectively with each other in order that the child is not over-loaded.

12. Homework (please also see the School's Homework Policy)

Homework (through Optional Homework) provides opportunities for children to: practise and consolidate their skills and knowledge; develop and extend their techniques and strategies; and prepare for their future learning through out of class activities and homework.

Children are expected to learn weekly spellings as part of their compulsory homework.

Information for parents about homework (from the homework policy) linked to spelling:

- **Spellings** – your child will have a weekly list of spellings to learn. The list will either be:
 - **High Frequency Words** – essential learning for your child
 - **Word lists from Spelling Shed** – linked to the whole class teaching of spelling words
 - **Year Group Spellings** – a list of words from the National Curriculum year group spelling lists

Any other written homework must be through 'optional' half termly tasks.

13. Communication with Parents/Carers

The School aims to involve parents/carers in their children's learning as much as possible and to inform them regularly of their child's progress in Writing.

Parents/carers have the opportunity to meet with their child's class/set teachers at least twice a year at Parent Consultation Meetings and receive written reports during the year. They are also encouraged to speak to their child's class teacher at any point during the year, either informally or by making a specific appointment.

Information about their child's standards, achievements and future targets for writing is shared with parents/carers at these times and also ways that parents/carers may be able to assist with their child's learning.

Parents/carers are encouraged to support their children with spelling homework and their child's list will be communicated in the Home-School Diary on a weekly basis.

Parents are encouraged to support the school's high expectations for presentation of homework.

14. Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

Assessment

Children's standards and achievements in Writing are assessed using CJS on Track (see appendix 2) in line with the School's Assessment Policy. Assessment in Writing includes:

- Assessment for Learning (AfL) practices, on-going in the classroom and small group sessions, through Marking and, most importantly, feedback of children's work against the shared Learning Objective. Teachers' feedback should include opportunities for pupils to improve their work and time must be put aside for children to do this, in order to extend their learning.
- Formal assessments (over a number of pieces of writing by the child) which analyse the extent to which pupils are on track to meet end of year expectations, on a termly and annual basis. These are recorded within the School's electronic assessment system (Integris).
- Twice yearly analysis of standardised 'Single Word Spelling Test' outcomes
- Teachers' class records for spellings and whole school standardised spelling assessments (Single Word Spelling Test)
- Moderation of a number of pieces of a child's writing, moderated across year groups, across the school and with other schools if possible
- Both internal and external (Local Authority) moderation of a number of pieces of a child's writing in Year 6
- Work needs to be moderated termly. Formal moderations will take place within the MAT (EMET) in Year 4 and Year 6. These provide excellent CPD opportunities for teachers and the English Lead.

Assessments are used diagnostically by teachers to evaluate learning and inform planning. Teachers analyse the performance of individuals and groups in their class and plan for improvement and individual and small group intervention.

The Subject Leader analyses trends between groups, classes and year groups as part of a termly analysis of teacher assessment data. She then feeds back to staff and offers support and guidance for improvement where required. The subject leader provides a written evaluation of Teacher Assessment data to the Head Teacher on a termly basis.

The inclusion leader and SENCo analyse trends of relevant groups of pupils across the school and they, too, feed back to staff and offers support and guidance for improvement where required. Children are helped to understand how they can improve through teachers' precise feedback and prompts. We do not expect teachers to have any other contrived 'targets' for their pupils.

Our marking and feedback

Start of learning

| WAL: (We Are Learning)...(e.g. how...why...when...) | | |
|--|--|--|
| What I'm Looking For (WILF) | Me | My teacher |
| 1. Up to 3 things we are looking to demonstrate learning in our work | I tick or put a dot to say whether I feel I have achieved this | My teacher puts a tick and/or highlights if they feel I have achieved this |
| 2. | | |
| 3. | | |



We don't use the above in books in Y6 after January each year.

Next to my work...

- ✓ WAL achieved!
- ✓ Examples in my work of how I met the WAL.
- ★ Challenge work.

End of learning

Pink feedback What I should do next, to improve (**respond in purple**)

→ **Pink feedback** A question or activity I need to do. (I need to answer it)

My response to feedback (in purple) – where I have edited or improved my work

In the margin



CLAFS

SP

VF

Intervention

Start a new line/ paragraph

Capital Letters and/or Full Stops needed

Check spelling

Verbal Feedback given (can include whole class feedback)

Indicates if a child missed a section of the lesson due to being out in a small group or individual intervention

Assessment - Marking spelling

Guidance for teachers

- Don't mark every miscue or misspelling - Choose three or four at the most and pick the ones that most need correcting – that is, words that the learner ought to be able to spell out at this stage.
- The marker should always be sympathetic to what the writer is trying to communicate, the writer's errors (whilst important) should be second to the content.
- Do not insert letters into a misspelt word. It can confuse the writer. Instead you should write the correct spelling in the margin. If evidencing independent editing, children may need verbal feedback or a prompt to check spellings at the end of the work. If children are directed to the spelling that is incorrect, this is not independent editing.

Reporting

Assessment information for Writing, both standards and achievements, are shared with parents/carers at Parent Consultation Meetings.

English (writing and reading) is reported on in detail in each child's Mid-Year and End of Year School Reports; both of which include information about the next steps for learning in the subject.

15. The Role of the Subject Leader

The English subject leader should:

- ensure the development of long and medium term plans for writing across the school. These will be based on CJS On-Track, follow the National curriculum guidelines and will be built around the school's curriculum topics.
- promote the integration of writing within appropriate teaching and learning activities;
- manage the provision and deployment of resources and give guidance on classroom organisation support,
- inspire colleagues to deliver high quality teaching and learning opportunities;
- analyse whole-school termly teacher assessment data and annual summative data (including Year 6 SATs outcomes to identify strengths and weaknesses in outcomes; planning for improvement and liaising with teachers accordingly.
- write, monitor and evaluate an action plan for English/Writing for the School Improvement Plan
- lead INSET within the school, and investigate suitable courses elsewhere,
- act as a contact point between the school and support agencies, including (but not limited to) other schools in the Trust and the Teaching School,
- provide technical expertise,
- lead the evaluation and review of the school's Writing policy,
- monitor and review the Writing provision within the school,

16. Monitoring and Review

The Deputy Head teacher and English Subject Leader will monitor the effectiveness of this policy on a regular basis. The Deputy Head teacher and English Subject Leader will report to the governing body on the effectiveness of the policy at least annually and, if necessary, make recommendations for further improvements.

17. Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- sex;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- age;
- civil partnerships;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

18. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Appendix 1



WRITING – SEQUENCE OF TEACHING ACTIVITIES

| | | Writing Process | Suggested Activities |
|--|-------------------|--|--|
| | ENGAGE | HOOK / PURPOSE / AUDIENCE <ul style="list-style-type: none"> Engage children through a launch activity Identify purpose of writing and share outcome Identify authentic audience | <ul style="list-style-type: none"> Complete launch activity: trip, drama, high quality text, video stimulus etc. Share purpose of outcome with children and the audience they will be writing to Create success criteria using expanded box method, which relates criteria to intended effect on reader Map out the writing journey over the unit so that children are clear how their skills will develop |
| | DISCOVER | SATURATE & DECONSTRUCT <ul style="list-style-type: none"> Immerse children in a range of high quality texts that exemplify the purpose of the writing and provide an expert knowledge of the subject Analyse texts by exploring the organisation, text and language features | <ul style="list-style-type: none"> Through shared reading, provide children with high quality extracts that exemplify the purpose of their writing project Through shared reading and topic, develop background knowledge to encourage expert understanding of the subject Read as writers and explore a range of texts that exemplify the criteria they will be using Research and make notes to develop subject knowledge using encyclopaedias, iPads, and laptops Taught vocabulary lessons Explore content through film and drama Make word banks / develop vocabulary walls Box-up texts to show structure and summarise important information Explore layout and organisation of exemplar texts Compare and contrast extracts to analyse authorial intent and identify similarities/differences Add features to working walls / exemplification of success criteria |
| | DISCOVER | DABBLE <ul style="list-style-type: none"> Rehearse ideas through short, focussed activities: experiment, choose, practise and play with the language features | <ul style="list-style-type: none"> Use sentence activities that develop sentence understanding: scrambled sentences, sentence types, fragments, correcting run-ons Use sentence activities that develop sentence construction: because/but/so, subordinate clauses, appositives, sentence combining, sentence expansion Short, focussed activities that allow children to practise using the features identified in the success criteria Vocabulary sessions Grammar taught in context |
| | COMPOSE | PLAN <ul style="list-style-type: none"> Outline organisation of main ideas Create a boxed plan of paragraphs Plan introductions, conclusions and topic sentences | <ul style="list-style-type: none"> Create outline of text structure using story mountain (narrative) or writing skeleton (non-fiction) Practise organising ideas within paragraphs Write ideas as notes into a boxed-up plan Write introduction and conclusion using The Writing Revolution's three sentence activity Write topic sentences for paragraphs |
| | | DRAFT <ul style="list-style-type: none"> Draft ideas after sufficient modelling and worked examples provided through shared and guided writing | <ul style="list-style-type: none"> If the genre has already been covered, begin to write paragraphs Shared and guided write paragraphs to model key features Model converting main ideas from boxed-up plan into expanded sentences to make paragraphs Children given opportunity to draft their paragraphs |
| | COMPOSE | DRAFT cont. <ul style="list-style-type: none"> Draft ideas after sufficient modelling and worked examples provided through shared and guided writing | <p>...Continued draft</p> <ul style="list-style-type: none"> If the genre has already been covered, begin to write paragraphs Shared and guided write paragraphs to model key features Model converting main ideas from boxed-up plan into expanded sentences to make paragraphs Children given opportunity to draft their paragraphs |
| | REVIEW & EVALUATE | REVISE & EDIT <ul style="list-style-type: none"> Revise to improve the way the writing sounds: expanded sentences, remove information, substitute words and phrases or change the order of information. Edit to improve the way the writing looks: adding capital letters and punctuation and checking their spelling | <ul style="list-style-type: none"> Use ARMS to focus children on revising their writing – add, remove, move and substitute Use CUPS to focus children on editing their writing – capitalisation, usage, missing punctuation and spellings Provide opportunity for children to edit and revise e.g. improvement flaps, tracing paper over draft, photocopied draft, coloured pens, highlighters etc. Opportunities to peer assess work Respond to feedback from peers and adults. |
| | PUBLISH | PUBLISH <ul style="list-style-type: none"> Fulfil the purpose of the writing and provide time for target audience to read the final piece. | <ul style="list-style-type: none"> Provide children with opportunity to complete final copy of writing following improvements i.e. typed, copied into best Allow time for writing to be read and celebrated by identified audience |

Appendix 2

CJS ON-Track Writing End of Year Expected Standard

| Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|
| <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> demonstrate an increasing understanding of purpose and audience begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) proof-read their own and others' work to check for errors with increasing accuracy, and make improvements make deliberate ambitious word choices to add detail begin to create settings, characters and plot in narratives begin to organise their writing into paragraphs around a theme maintain the correct tense (including present perfect tense) throughout a piece of writing Begin to use a relative clause correctly in a sentence using who, whom, which, whose or that use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, commas in a list, apostrophes begin to use inverted commas in direct speech begin to use subordinate clauses in sentences e.g. although, until, because, before, whereas, since begin to use conjunctions (finally, meanwhile, after that, just then, later) adverbs (immediately, eventually, constantly, occasionally) and prepositions (above the clouds, in the distance, over there, somewhere near here, under my bed, down by the ...) to show time, place and cause use 'a' or 'an' correctly most of the time begin to show how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial spell many words with suffixes correctly, e.g. usually, poisonous, adoration begin to spell homophones correctly, e.g. which and witch spell some of the Year 3 and 4 statutory spelling words correctly use a neat, joined handwriting style with increasing accuracy | <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) write narratives with a clear beginning, build up, problem, resolution and ending, with a coherent plot proof read with increasing confidence and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense create more detailed settings, characters and plot in narratives to engage the reader consistently organise their writing into paragraphs around a theme maintain an accurate tense throughout most pieces of writing use relative e.g. whom, which, who, that, whose and subordinate clauses (sometimes in varied positions) e.g. although, until, because, before, whereas, since use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done' use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, commas in a list and in relative clauses, inverted commas, apostrophes use all the necessary punctuation in direct speech mostly accurately (including in relative clauses) use apostrophes for singular and plural possession within most pieces of work. expand noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair begin to use modal verbs in sentences e.g. could, should must, would use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas spell words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial spell words with suffixes correctly, e.g. usually, poisonous, adoration spell homophones correctly, e.g. which and witch spell the Year 3 and 4 statutory spelling words correctly consistently use a neat, joined handwriting style | <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose describe settings, characters and atmosphere to consciously engage the reader use dialogue to convey a character and advance the action with increasing confidence select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details create paragraphs that are suitably linked. proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, full stops, commas in a list, commas to demarcate clauses, colons introduce a list, ellipsis use brackets, dashes or commas to begin to indicate parenthesis and use commas to clarify meaning or avoid ambiguity (word, phrase or sentence has more than one meaning) use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly use a range of clause structures including, relative and subordinate clauses with a full range of conjunctions select most nouns or pronouns appropriately to aid cohesion and avoid repetition elaborate sentences using: <ul style="list-style-type: none"> Adverbial phrases; e.g. Beyond the dark gloom of the cave, Zach saw the wizard move 'Ed' and 'ing' dropped-in clauses e.g. Poor Tim, exhausted by so much effort, ran back home Reshape sentences- lengthening or shortening sentences for meaning Move sentence chunks (how, when, where) around for different effects e.g. The siren echoed... through the lonely streets... at midnight... Use stage directions in speech e.g. "Stop!" he shouted, picking up the stick and running after the thief Use empty words e.g. someone, somewhere was out to get him! use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. spell many complex homophones correctly, e.g. affect/effect, practice/practise spell many words correctly from the Y5/6 statutory spelling list write with joined and legible handwriting that is fluent and with increasing speed | <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) spell correctly most words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed² <p><u>CJS On-Track but not on TAFs</u></p> <ul style="list-style-type: none"> Use subjunctive forms Hyphens to avoid ambiguity Use semi-colons accurately <p>*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.</p> |

Appendix 3 National Curriculum Year Group Spelling Lists – Years 3 and 4

| | | | |
|---------------------|-------------------|---------------------|------------------|
| accident | difficult | interest | pressure |
| accidentally | disappear | island | probably |
| actual | Early | knowledge | promise |
| actually | earth | learn | purpose |
| address | eight | length | quarter |
| answer | eighth | library | question |
| appear | enough | material | recent |
| arrive | exercise | medicine | regular |
| believe | experience | mention | reign |
| bicycle | experiment | minute | remember |
| breath | extreme | natural | sentence |
| breathe | famous | naughty | separate |
| Build | favourite | notice | special |
| Busy | February | occasion | straight |
| business | forward(s) | occasionally | strange |
| calendar | Fruit | often | strength |
| caught | grammar | opposite | suppose |
| centre | group | ordinary | surprise |
| century | guard | particular | therefore |
| certain | guide | peculiar | though |
| circle | heard | perhaps | although |
| complete | heart | popular | thought |
| consider | height | position | through |
| continue | history | possess | various |
| decide | imagine | possession | weight |
| describe | increase | possible | woman |
| different | important | potatoes | women |

Appendix 3 National Curriculum Year Group Spelling Lists – Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass

environment
equip
equipped
equipment
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht



Revise

Edit



A

Add
sentences
and words

C

Capitals
Sentences,
names, places,
proper nouns

R

Remove
unneeded
words or
sentences

U

Usage
match nouns
and verbs
correctly

M

Move
a sentence
or words

P

Punctuation

? . , ; :
“ ‘ ()

S

Substitute
words or
sentences
for others

S

Spelling
Check all words.
Use your
resources.

Appendix 5 – Chellaston Junior School – Writing Presentation at CJS



Writing Presentation at CJS

Monday 8th July 2020

WAL: how to present our work neatly.

1. Hold your pencil or pen correctly and make sure you are sitting comfortably.
2. Keep your writing in line with the margin, all the way down the page.
3. Leave a space between words.
4. Use correct letter sizes.
5. Leave a line before starting a new paragraph.

No writing on the top line

Long date

Ruler and pencil for lines

Miss a line between each paragraph

Rub out mistakes and do it again neatly

Make corrections and improvements in purple

Appendix 6 – **Written presentation at Chellaston Junior School**

Written Presentation at Chellaston Junior School

All written work at CJS should be our best!

Handwriting **Step 1** – **5 Dojo Points**

Awarded to you only once by your teacher when you can do all of the following:

- Correct spacing between letters
- Correct spacing between words
- Ensuring all 'c family' letter formations and sizes are consistent
- Correct formation of all upper and lower case letters

Handwriting **Step 2** – **10 Dojo Points**

Awarded to you only once by your teacher, once you can do all of the following:

- All of Step 1
 - Consistency in size and proportions of letters
 - Ascenders and descenders parallel
- Beginning to use:**
- Diagonal joins to letters with and without ascenders.
 - Horizontal joins to letters with and without ascenders.
- Not joining**
- Letters with descenders

Handwriting **Step 3** – **20 Dojo Points**

To get your pen licence for the rest of the school year, you must demonstrate the following, consistently over a number of pieces of work and across all of your books

Awarded to you by Mr Smythe or Mrs Price, once you can do all of the following:

