



God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

Writing Implementation

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1. Curriculum and Progression

Reading and writing are so closely linked that we use a variety of high-quality literature to feed reading into writing, where children can learn and build their knowledge from high quality examples. We challenge children to respond to questioning using full sentences and the language appropriate to the subject material, impacting their long-term learning. Within the classrooms, vocabulary is vital. Key language and vocabulary is referred to as a teaching tool within every lesson.

We use talk for writing strategies (Pie Corbett) such as story maps, tool kits, magpie books, role-play and boxing up, to deepen our children's understanding of language and how to structure their writing for the correct audience and purpose. The teaching of spelling and grammatical terms is taught daily and revisited throughout the year to ensure they are purposeful to the unit of work they are working on.

As mentioned in the Intent document, At St John's and St Peter's Academy we ensure that there is a clear progression throughout each year, building upon skills and knowledge that they have been taught. This allows the children to make links between authors and techniques to enhance their writing, as well as writing for purpose across the wider curriculum. The writing overview, guides teachers planning to ensure that high-quality literature is used and that the children are exposed to a variety of text types.

2. Lesson Structure

The structure of an English lesson includes 6 parts, which are:

- Handwriting
- SPAG
- Feedback
- Teach
- Task
- Plenary

Handwriting

At St John's and St Peter's Academy, we use the 'Nelson Handwriting' scheme. At the beginning of every English lesson, children are taught a new 'join' or 'letter formation'. They are also taught how to apply this into a word or sentence.

For a more detailed explanation of our handwriting procedure, please see the additional information at the end of this document.

Spelling, Punctuation and Grammar

We use 'no nonsense spelling' as a strategy to teach and build spelling patterns and different techniques for children to become confident spellers.

For a more detailed explanation of our spelling procedure, please see the additional information at the end of this document.

Punctuation and Grammar is taught discretely, with a specific focus, depending on the requirements of each year group. Teachers plan and deliver SPAG sessions following the guidance in the national curriculum. Teachers also ensure that previous skills and knowledge are consolidated from previous year groups and that the SPAG focus matches the current unit of work that is being taught.

Feedback

At St John's and St Peter's Academy, we have adopted a feedback policy which we believe has been highly successful and having a great impact on children's progress. Consequently, during English lessons, we have built in a feedback opportunity for our children. This part of the lesson can take many forms including: whole class feedback, verbal discussion, performance, editing, redrafting and more.

Teach

At this point of the lesson, new content is taught to the children. This is dependent on the stage of the unit in relation to the talk for writing model. Examples of this may include: reading and sharing the text, shared and modelled writing, story mapping, role playing and exploring vocabulary.

Task

Teacher's plan and prepare appropriate tasks that show a clear progression and sequence of learning. These tasks will link with the 'SPAG', 'Feedback' and 'Teach' sections of the lesson, allowing the children to apply new knowledge and consolidate previous learning. The majority of tasks will involve a writing element, however, this is not always appropriate.

Plenary

In the majority of cases, a plenary will be delivered at the end of the lesson. In some circumstances, teachers will decide that a 'mini-plenary' or several 'mini-plenaries' throughout the lesson is more effective. A plenary is an opportunity for the children to share their ideas, make corrections and reflect on their learning. It is also an opportunity for teachers to address misconceptions and assess through questioning and feedback.

3. Practice and Retrieval

As mentioned above in the 'lesson structure', opportunities for practice and retrieval are built into every English lesson. During the handwriting, SPAG and Feedback sections, children reflect on and retrieve prior knowledge to support them with the new learning. Teachers use questioning and feedback techniques (such as cold calling, think, pair, share and whole class feedback) to strengthen children's understanding and allow them to make links in their learning.

In addition to this, the writing overview has been carefully designed to allow for retrieval opportunities – for example through authors, themes and skills – to ensure that children are building upon their writing skills, knowledge and vocabulary.

4. Assessment

At St John's and St Peter's CE Academy, we gather information about our children in a variety of ways. These include:

- Moderation – both internally and externally
- TAFs
- Questioning and Feedback (please see the feedback policy for more information)
- SOLAR – robust, detail assessment for our SEND children and children identified as working below expected standard

This approach ensures that our teachers are making accurate judgements and supporting the children effectively.

5. Supporting pupils with SEND

At St John's and St Peter's CE Academy, we aim for all Writing lessons to be accessible for all pupils. We recognise that high-quality teaching is what is best for all pupils, including those with SEND or other additional needs. Our consistent approach to teaching is underpinned by Walkthrus instructional coaching, equipping teachers with a toolkit of research-based strategies that have been proven to work in the classroom.

Where pupils may have additional needs that could prevent them from engaging with the content of a lesson, the class team will make adaptations to ensure that each child can access the learning. Some pupils may require extra time or support in the classroom, while others may require pre-teaching of specific vocabulary or concepts.

For Writing, examples include:

- Visual impairment resources - magnifying prism, allocated reading tablet, RNIB digital copies of class table books
- Little Wandle sensory phonics resources
- InPrint symbols and images to aid writing

As part of termly Pupil Progress meetings, the Lead Practitioner and SENDCo meet with the class teacher to identify any barriers to learning that may be hindering progress, liaising with the Pastoral Care Manager to build up a holistic view of all pupils. Staff are confident to raise any concerns they have about specific pupils, and regularly seek guidance for additional strategies or advice.

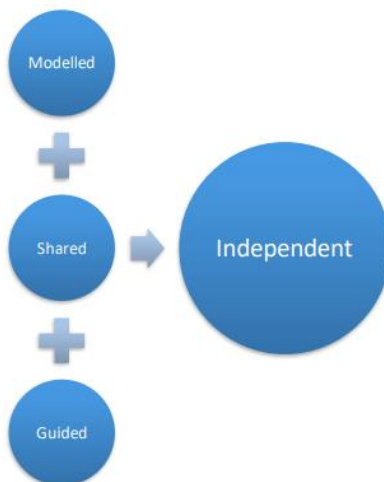
6. Writing in EYFS

In 2022, Writing was the lowest average percentage GLD nationally – and this is partly due to the amount of skills needed to become an independent writer. It is often referred to 'like spinning plates' since as you focus on one area, the others are lost.



Before the children are ready to write independently, there are several other steps in their development. Physical development is essential, and therefore the children are exposed to a variety of different activities to develop their gross and fine motor skills.

Alongside this, at St John's and St Peter's Academy, we believe that writing should be happening every day and available for all children throughout the continuous provision. There should be an adult focus, which targets the individual child's needs and develops their skills as an independent writer.



The road to independence involves modelled, shared and guided writing, before the child is able to write independently. **Modelled writing** is when the practitioner has planned what to write, tells the children the purpose of the writing, and models aloud how to do it. **Shared writing** is when the children know what needs to be written, and why, and make suggestions about what the practitioner might write. **Guided writing** is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing.

In addition to this, Phonics lessons also have a writing element which allows children to apply their reading and decoding skills. Please see the Phonics and Early Reading Policy for further information.

7. Supporting classroom teachers

At St John's and St Peter's Academy, the English Leader works hard to support all staff by conducting peer observations, mentoring, monitoring the sequence of learning, providing medium and long-term planning and sharing good practice. Teachers are provided with copies of high-quality texts to use for their units of work. Whole school CPD has been delivered to ensure consistency across the school.

Writing Curriculum Implementation

8. Additional Information

Handwriting

At St John's and St Peter's Academy, we teach discrete handwriting lessons using Nelson Handwriting. This is used when modelling handwriting to children and incorporated into as many lessons as possible, not just within English lessons. We take great pride in presenting our work to a high quality and the children are selected each week for the 'WOW work wall' in devotion.

Intent

It is the aim of this school that every child should be enabled to develop a fluent legible style of handwriting. Capital and lower-case letters should be used appropriately, and the letter size should be consistent. We will provide opportunities for children to develop, practise and perfect skills and provide targeted support to any child experiencing difficulty.

Implementation

St John's and St Peter's handwriting will be a discrete lesson taught every day. It is vital that teachers model Nelson font to the children, and explicitly teach letter formation and joins in each of these sessions.

Impact

Using the progression document, we build on knowledge of handwriting 'families' and increase legibility and consistency in handwriting. Using Nelson resource sheets, children who need further support are given scaffolded steps to reach the same fluency. Our children take pride in their work, understanding that the standard of handwriting should be appropriate for the purpose of their writing. They are exposed to different fonts and displays, ensuring their knowledge of letter formation is transferred across different platforms and recognisable to them within the context of the real world. Children are aware of when quick note taking is appropriate, dictation and accuracy, or when it is appropriate for a final written draft version of their work.

Spelling

Intent

St John's and St Peter's Academy uses no nonsense spelling as a strategy to teach and build spelling patterns and different techniques for children to become confident spellers. This is mapped out from EYFS and year one, where they use 'Little Wandle letters and sounds' phonics to build spelling, to year two where no nonsense spelling introduces spelling journals for children to use daily. These journals are used to build children's confidence in identifying

strategies and patterns to remember in order to spell words correctly. Through visual strategies and segmentation, children aim to become confident spellers by the end of KS2.

Implementation

The progression of spelling techniques is broken down into blocks across each year group, where teachers use the following strategies to teach different spellings:

- Look, say, cover, write, check
- Trace, copy and replicate and check
- Segmentation
- Quick write
- Drawing around the word to show the shape
- Drawing an image around the word
- Words without vowels
- Pyramid words

Impact

The impact of our Spelling Curriculum is measured through how it supports children's understanding across all subjects – when children have the confidence to use and accurately spell a wider range of vocabulary, this will enable them to access, understand and apply subject specific academic vocabulary. Alongside developing their Literacy skills, this will support them throughout their education, including Secondary, as they are exposed to a wider range of vocabulary required within each academic area. This will continue to support them as life-long learners.

Children will become strong, confident writers – By understanding fundamental spelling rules, children will be able to apply these in their independent writing when faced with new vocabulary. Having the experience, understanding and exposure of the features of language, including morphology and etymology, children will have not only the required age-appropriate skill required for each stage of writing, but will feel confident enough to attempt more complex spellings within their writing.

Children will be equipped with the necessary language skills for Secondary education – To continue accessing all subjects across the curriculum, children will need to have secured (learnt and applied) a wide range of vocabulary by the time they enter Secondary School. This will ensure they have a wide enough understanding to learn and use subject-specific vocabulary, alongside understanding a wide enough range to comprehend academic-style texts. By delivering an effective spelling curriculum, children will have secured those early rules and concepts which will provide the stepping stones from Primary through to Secondary education.