



The Federation of Spixworth Schools

Policy for Writing Including Handwriting and Spelling

Agreed by Governing Body: Spring 2022
To be reviewed: Spring 2025
Group Responsible: SLT

Intent

At The Federation of Spixworth Schools, we believe that writing is an essential life skill that children can and must be successful in. With a clear, consistent, whole Federation approach to writing, children will apply their experiences of speaking, listening and reading to become competent, confident communicators through the written word.

At The Federation of Spixworth Schools we:

- Have a coherently planned and sequenced writing curriculum that is designed and developed from the National Curriculum.
- Enable pupils to articulate with appropriate vocabulary, write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style.
- Provide a rich and stimulating writing environment
- Provide inclusivity for all pupils.
- Secure pupil's awareness of the stages of the writing process and the impact of the final piece on the intended audience.
- Inspire pupils to be interested in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Equip pupils with writing skills that allow them to store information for later retrieval, interact with others, to reflect and to express ideas creatively.
- Equip pupils with the ability to understand the characteristics of writing's many forms and adapt their style to suit a wide range of purposes.
- Enable pupils to write with confidence, fluency and understanding, in handwritten script and through ICT, orchestrating a range of independent strategies to self-monitor and correct.
- Enable pupils to express themselves coherently in a variety of text types and genres across the whole curriculum.

Implementation

Entitlement and Curriculum Provision

In Reception, children follow the EYFS Curriculum and teaching and learning is planned for in line with the Communication and Language and Literacy areas. In Key Stage One and Key Stage Two children follow the Writing programmes of study of the National Curriculum for English although skills in writing are embedded throughout all areas of the Primary National Curriculum. In writing, our long term plan is developed based on The Write Stuff Approach.

Progression

Progression of knowledge and skills in Writing begins from the Early Years Foundation Stage and Year 1 through the Little Wandle Phonics approach. Here children are taught phoneme and grapheme recognition and the ability to segment sounds to spell words. They develop their fine motor skills for writing, forming letters, words then sentences that can be read by others. The Write Stuff approach is used from the Spring term of Reception to the end of Year 6. Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality reading texts to model examples of good writing. Children build on their early skills to become confident and accomplished writers.

The Write Stuff Approach

As a school we have adopted The Write Stuff by Jane Constantine to bring clarity to the mechanics of writing. The Write Stuff follows a method called Sentence Stacking which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

This approach makes sure that all of our children are exposed to high quality texts that stimulate quality responses to reading, high quality writing and purposeful speaking and listening opportunities.

Daily Writing Lessons

The Jane Considine Write Stuff approach is used to teach writing daily. Up to Year 2, 45 minutes is devoted to writing whilst from Year 3 an hour a day is allocated for writing at least four times a week.

The Writing Rainbow

The approach is centred on the Writing Rainbows. Both the EYFS Writing Rainbow and the KS1/2 Writing Rainbow are based around three layers.

The Writing Rainbows	
Fantastic Foundations EYFS	KS1/KS2
FANTASTIC - The Ideas of writing	FANTASTICS - The Ideas of writing
CATALYTIC – Communication and quality exchanges	GRAMMARISTICS – The Tools of writing
REALISTIC – The craft of writing	BOOMTASTICS – The Techniques of writing

The Lesson Sequence

Whether teaching fiction, non-fiction, poetry or play scripts, the lessons follow a set sequence during which the first half is focused on teacher modelling and the second half gives children the opportunity to apply what they have learnt by following an independent writing sequence. Narrative units are often based around picture books, novels or film clips.

The Lesson Structure

In each lesson, there are three learning chunks which are each purposeful, precise and powerful teaching points. Each chunk is centred around initiate, model and enable.

Initiate

This is the part of the lesson where the teacher initiates pupil interest and engagement. The core purpose is to inspire and captivate pupil's attention using an engaging stimulus.

Model

Following the inspiration in the initiate stage, the teacher verbalises their live writing decisions as they model a high quality sentence with a deep focus on vocabulary choices. The sentence is crafted on a lens from the Writing Rainbow and shares aspects that need to be included and writing rules for success to guide the pupils towards independence.

Enable

An opportunity for pupils to construct their own sentence based on the teacher model and using a shared lens from a Writing Rainbow zone.

Modes of Teaching

Narrative lessons are based around a two mode approach to teaching - Sentence Stacking and Experience lessons. For non-fiction, there are three modes of teaching - Jigsaw Shapes, Sentence Stacking and Experience lessons).

Experience Lessons

Our writing units are enriched with experience lessons. These immerse children in enriching memorable experiences, understanding and knowledge in preparation for writing which is rich in

context, concise vocabulary and built from imagination. Experience sessions can be real (interviewing experts, research using the internet or books, watching documentaries, trips out or visitors into school) or imagined (drama activities such as freeze frame, hot seating or conscience alley). The drama activities allow the children to walk in the shoes of the character in order to develop ideas deeply and build knowledge over time.

Sentence Stacking

Children's writing is celebrated through a collaboratively formed, community piece of writing which builds over the duration of the unit to display the whole piece of text.

Jigsaw Shapes

Non-narrative texts are based on jigsaw shapes. These have been designed to provide a clear visual representation of the structure of a non-fiction text type.

The Writing Environment

The environment is an important aspect in writing development and reflects the high status attached to writing at The Federation of Spixworth Schools.

The writing environment will include:

- In EYFS – writing materials are part of indoor and outdoor free-flow provision areas, including in role play areas and not limited to writing areas
- In Key Stage 1 – access to independent writing materials and opportunities to write through role play
- The outdoor environment is recognised as a natural stimulus for inspiration and purpose particularly in EYFS and Key Stage One
- Displays in classrooms promote our approach to the teaching of writing. The Writing Rainbow is always displayed and a working wall for writing is key to all classrooms
- Working walls are designed to emulate the children's books with a thinking and a writing side so that the teacher model is a duplication of the pupil's books. The structural shape of a text is revealed with the class. A visual map is used to showcase the writing journey and support children with the writing structure (plot points for fiction and jigsaw shapes for non-fiction). A character axis displays character highs and lows as the writing plot points are explored.
- Every class has a visible Sentence Stack. Sentence stacking is a highly visible text model, consisting of the children's own sentences giving high value to each child's contribution.
- Corridor display boards are used to demonstrate progression in writing and writing in other subjects.

Language Collections

Our writing approach has a high focus on vocabulary and the classrooms are embedded with collections of language. Examples include:

- Captions in the role play area in an EYFS classroom
- Children's writing books where words are generated during the initiate stage
- The Shade-o-meter to promote sharp language choices through thesaurus thinking
- High quality sentences rich in vocabulary displayed within the children's collaborative sentence stack
- Classroom displays for spelling and other cross-curricular topics.

The Independent Writing Sequence

The children get an opportunity to show what they have learnt in the second half of the unit. This comprises several stages such as: recapping sentence stack, drawing out success criteria, planning writing, independent writing, editing and improving

Writing Books

All children have a writing book. Children work on a double page split into two sides. The left side is the thinking side and is split into three sections and the right side is the writing side. The thinking side is used during 'initiate' and the writing side is used during 'enable'. Younger children (EYFS) may have clipboards and three different coloured pieces of paper to scribe ideas and glue onto the thinking. Teachers may use 'chotting sheets' to support children that need it and these would be glued onto the left side of the page.

Grammar and Punctuation

Grammar and punctuation knowledge and skills are taught in context at the point of writing using the grammar rainbow as a system for success. The grammar rainbow captures the broad spectrum of coverage for the whole primary curriculum and provides a hook so that pupils can deliver sentences that apply one of the grammar strands. Grammar is very much used as a sentence building device and the grammaristics strengthen the quality of children's writing. Children will gain knowledge of the various grammatical structures and be able to deploy them in skilled and interesting ways so that they can manipulate language and take control of a wide range of effects and intents.

Handwriting

Handwriting is taught, practised and refined throughout the Federation. The ability to write legibly, in comfort and with control and style supports children in becoming effective communicators. When teaching handwriting we aim to ensure pupils are able to:

- Adopt a supportive writing posture
- Comfortably manipulate and control writing tools
- Write using a recognised font
- Develop a fluent and natural style

At the Federation of Spixworth Schools, we recognise that physical strengths and skills are needed for handwriting. The EYFS curriculum develops coordination, control and movement memory. The following skills begin in EYFS and are monitored and refined throughout KS1 and KS2 as required:

1. Have good whole body strength and dexterity (Gross & Fine Motor Skills).
2. Understand direction, movement and position (Spatial Awareness & Motor Memory).
3. Remember and recall how to form the different shapes of the letters (Visual & Motor Memory).
4. Sit correctly (Gross Motor Skills).
5. Hold a pencil appropriately (Fine Motor Skills).
6. Control the pencil (Fine Motor Skills).
7. Tilt and move the paper on the desk (Gross Motor Skills & Spatial Awareness).
8. Refine letter formation and position (Fine Motor Skills, Visual & Motor Memory, Spatial Awareness & Eye Tracking).
9. Join the letters to form words (Fine Motor Skills, Visual & Motor Memory, Spatial Awareness & Eye Tracking).

We adopt a casual cursive approach to teaching handwriting. This approach is advocated and supported by the National Curriculum. Handwriting and letter formation is taught both explicitly and discretely throughout the school.

- Teachers are directed to www.teachhandwriting.co.uk to access resources and advice including in supporting children who are finding handwriting difficult.
- <https://www.ictgames.com/mobilePage/writingRepeater/index.html> is used to model handwriting
- The Sassoon Infant font is recommended as an appropriate typed font.

- Handwriting practise will be taught with pencil.
- In all writing, teachers will model expected handwriting.
- Writing on display for children will take a number of forms but all will model expectations.

During EYFS and the majority of KS1, the children will be taught to print individual letters with correct formation, orientation and sizing. The Little Wandle handwriting formation phrases are used as memory hooks to enable correct letter formation. Initially, this will correlate to the phonic phase being taught. Children are taught to print letters in their handwriting families. Focus is placed on the features which recur in letter formation within the handwriting families. A teacher may decide to link the current handwriting focus to the current phonics phase as an additional learning activity.

There are a number of advantages to a casual cursive approach:

- The emergent writer needs to develop an abstract internal representation of each letterform to be translated into a motor trace. This is more easily achieved if each letter is presented as an individual unit, separate from letter strings. This makes a strong case for adopting simple, unadorned letterforms.
- Teaching to print using individual letters is a quicker process than cursive and enables children to see a direct relationship between their handwriting and the print in the books that they read.
- Many have found that the premature teaching of continuous cursive, with its florid letterforms and its baseline ‘entry’ and ‘exit’ strokes, whilst achievable by some children, leaves many struggling to write.
- Children, particularly boys, find printing easier due to the later development of their fine motor skills. Looking more closely at what this style entails, the arm and hand must move slowly across the page whilst the fingers simultaneously perform a range of complex fine movements in a series of different directions, and this requires a high level of gross and fine motor coordination.
- Beginning writers often have to stop and think about each letter-sound correspondence as they write and printing supports this process as the children are able to distinguish each letter or combination of letters.
- A further argument against teaching baseline entry is that children may not always appreciate which lines represent the core of the letterform and which are the joining strokes. This can result in an outcome where either all the additional strokes are retained or where part of the letter is omitted or elided. Either can be detrimental to overall legibility. Children may find it harder to read what they have written as their words are buried in a spider web of strokes. Many children may add the joins once they have written the word making their writing even more illegible.

Towards the end of KS1, once printing is secure the children are introduced to simple letters with an exit stroke that promotes a forward movement. At KS2, the vast majority of children are developmentally ready for a greater focus on joining. At this stage a more continuous cursive approach is followed and the children are encouraged to develop a personal style. Teachers will recognise that any joined or part-joined style meets the ‘cursive’ or ‘flowing’ criteria. Throughout this progressive approach, capital letters are always left unjoined.

Handwriting Appendices

Appendix 1: Terminology

CONSISTENT TERMINOLOGY FOR HANDWRITING	
SUGGESTED TERM	DEFINITION AND ALTERNATIVE TERMS
Anticlockwise	In the opposite direction to the way in which the hands of a clock move round.

Ascender	A part of a letter that extends above the level of the top of an <i>x</i> (as in <i>b</i> and <i>f</i>).
Break letters	Letters that are not joined to another letter.
Capital letter	In preference to upper case letter.
Casual cursive	Casual cursive is a combination of joins and pen lifts. Children are taught individual letters with correct formation, orientation and the correct size relative to one another <i>before</i> learning to join letters.
Clockwise	In the same direction as the way in which the hands of a clock move round.
Continuous cursive	The starting point for all the letters is the same; on the writing line. The finishing points for all the letters is also at the writing line; except for, o, r, v and w, which have a top exit stroke. The single letter formations are taught with the entry and exit strokes, this makes the transition from single letter formation to joined handwriting very straightforward and allows it to occur sooner. When continuous cursive is joined the first letter in the word has an entry stroke.
Cross bar	Used to describe the left to right line on a t and a f. It may also be used in relation to letters which feature a left to right horizontal lines e.g. e and z.
Curl	Form or cause to form into a curved or spiral shape.
Cursive	Cursive' or 'joined-up' handwriting is any style of writing where letters are joined to make writing faster. The letters start at different points (the same as print). The finishing points for all the letters is the writing line; except for, o, r, v and w, which have a top exit stroke. The single letter formations are taught with just the exit strokes. When cursive is joined the first letter in the word does not have an entry stroke.
Curve	Used to describe descenders on letters (y, j, g and f)
Descender	A letter that has a part written below the bottom line, such as g, j, p, q, and y
Dynamic tripod	The dynamic tripod is a very efficient way of holding a pen/pencil (pen held between forefinger and thumb with the third finger behind) but it does not suit all children
Entry flick	Known as lead in, initial flick, entry flick, in stroke, whoosh in or continuous cursive. It involves a small flick at the beginning of all letters of the alphabet.
Exit flick	Used to describe an exit stroke (Note that t finishes with a curl to the right rather than simply an exit tick)
Flick	Flick is used to describe an exit stroke. (t finishes with a curl to the right rather than simply an exit flick.)
Formal cursive	Formal cursive joins all letters with strokes leading to and from each letter. Children are usually taught to join letters from the beginning.
Handwriting line	The bottom handwriting line, the home base or baseline for the letters. Sometimes known as the writing line.
Joined	Cursive (also known as script, among other names) is any style of penmanship in which some characters are written joined together in a flowing manner, generally for the purpose of making writing faster, in contrast to block letters
Lower case letter	A letter that is not capital or uppercase; sometimes called a "small" letter
Meanline	The imaginary line that marks the top of lowercase letters (x –height or corpus size).
Print	To write (text) clearly without joining the letters together. The letters have different start points and there are a number of different letter finish points.
Short letter	The term to describe a letter with no ascender or descender.

Stroke	Stroke refers to the main body of the letterform. They may be straight, as in letters like l, z, k, v or curved like in c or o.
Top line	The line that marks the top of Capital letters & descenders.
Line quality	The smoothness, darkness, lightness, evenness, and thickness of the pen or pencil line; good line quality is achieved by holding the pencil correctly, using a sharp pencil, and not pushing too hard when writing.
Manuscript	Writing that is made of lines and circles and is not joined; the letters are vertical
Retrace	Going back over the same line for a short distance

Appendix 2: Handwriting Approach

TEACH HANDWRITING ROUTE C CHOICE 3		
KS1 (5-7 years)		
STAGE 1		FORMATION PHRASE (where applicable)
Pre-Handwriting Patterns	<ul style="list-style-type: none"> ● Straight pre-handwriting patterns ● Curve pre-handwriting patterns ● Tunnel pre-handwriting patterns ● Diagonal pre-handwriting patterns ● Join pre-handwriting patterns 	
STAGE 2		
Cursive Beginners/Refiners	<ul style="list-style-type: none"> ● Straight line cursive – i, l, t, x, z ● Curves to start cursive letters – c, a, d, g, q, o, e, s ● Top exit cursive – r, v, w ● Tunnel cursive – n, m, h, b, p, u ● Hooks, Loops and Lines Cursive – j, y, f, k 	<p>i - Down the iguana's body, then draw a dot [on the leaf] at the top.</p> <p>l - All the way down the lollipop.</p> <p>t - From the tiger's nose to its tail, then follow the stripe across the tiger.</p> <p>x- Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.</p> <p>z - Zip across, zag down and across the zebra.</p> <p>c- Curl around the cat.</p> <p>a - Around the astronaut's helmet, and down into space.</p> <p>d - Round the duck's body, up to its head and down to its feet.</p> <p>g - Round the goat's face, up to his ear; down and curl under his chin.</p> <p>q - Round the queen's face, up to her crown, down her robe with a flick at the end.</p> <p>o -All around the octopus.</p> <p>e- Around the elephant's eye and down its trunk.</p> <p>s - Under the snake's chin, slide down and round its tail.</p> <p>r - From the cloud to the ground, up the arch and over the rainbow.</p> <p>v - Down to the bottom of the volcano, and back up to the top.</p> <p>w - From the top of the wave to the bottom, up the wave, down the wave, then up again.</p>

		<p>n - Down the stick, up and over the net. m - Down, up and over the mouse's ears, then add a flick on the nose. h - Down, up and over the helicopter b- Down bear's back, up and round his big tummy. p- Down the penguin's back, up and round its head. u – Down and around the umbrella, stop at the top and down to the bottom and flick. j – All the way down the jellyfish. Dot on its head. y - Down and round the yo-yo, then follow the string round. f – Down the flamingo's neck, all the way to its foot, then across its wings. k – Down the kite, up and across, back and down to the corner.</p>
<p>Capitals Beginners/Refiners</p>	<ul style="list-style-type: none"> ● Straight line capital letters – L, T, I, F, E, H ● Straight and slant line capital letters – V, W, X, Y, A, N, M, K, Z ● Straight and curly line capital letters – D, P, B, R, J, G, Q, U ● Curly line capital letters – C, O, S 	<p>L – From the top, down and across the line. T – From the top, down and stop. Lift up and from the left, make a line across the top. I – From the top to the bottom and stop. F – From the top, down, back to the top. Across, back. Lift up and across the middle. E – From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle. H – From the top and down. Space. From the top and down. Lift up and join the lines across the middle. V – From the top diagonally right to the bottom, then diagonally up to the top. W – From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again. X – From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom. Y – From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom. A – From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across. N – From the top, down, back to the top. Diagonally down, then straight up to the top.</p>

		<p>M – From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.</p> <p>K – From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.</p> <p>Z –</p> <p>D – From the top, down, back to the top. Curve right, down to the bottom.</p> <p>P – From the top, down then back up. Curve right to halfway down.</p> <p>B – From the top, down, back to the top. Round to the middle, round to the bottom.</p> <p>R – From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.</p> <p>J – From the top, all the way down, then short curl to the left.</p> <p>G – From the top, curl around to the line, carry on up, then straight down. Lift up and across.</p> <p>Q – From the top – all around the o. Lift off. Short line diagonally down.</p> <p>U – From the top, down and curve right, then straight up to the top.</p> <p>C – From the top, curl around to the left to sit on the line.</p> <p>O – From the top – all around the o.</p> <p>S - From the top, under the snake’s chin, slide down and round its tail.</p>
Numbers Beginners/Refiners	0, 1, 2, 3, 4, 5, 6, 7, 8, 9	
Symbols Beginners/Refiners	?, !, @, £, &, \$	
STAGE 3		
Letter Joins	<p>Cursive Letter bottom joins – ai, ar, au, aw, ay, ch, ck, er, ew, ff, ir, kn, ll, qu, sh, th, ur</p> <p>Cursive letter bottom to c shaped joins – as, ea, ed, ng, ss, igh, ing, squ</p> <p>Cursive letter bottom to e joins – ae, be, de, ee, fe, ge, ie, pe, se, ue</p> <p>Cursive letter top e joins – oe, re, ve, we, ere, ure</p> <p>Cursive letter top joins – oa, oo, oh, oi, on, op, or, ou, ov, ow, oy, wh</p>	<p>ch - Chew the cherries, children.</p> <p>ck – Curl round the heel of the sock. Down the sock, up and round, back and down and to the corner. Catchphrase: Rock that sock!</p> <p>sh - sh Share the shells.</p> <p>th - th Thumbs up, we’re having fun.</p> <p>ng – Bling on a ring.</p>
TEACH HANDWRITING ROUTE D CHOICE 3		

KS2		
STAGE 2		
Continuous Cursive Beginners/Refiners	<ul style="list-style-type: none"> ● Straight line continuous cursive – i, l, t, x, z ● Curves to start continuous cursive letters – c, a, d, g, q, o, e, s ● Top exit continuous cursive – r, v, w ● Tunnel continuous cursive – n, m, h, b, p, u ● Hooks, Loops and Lines continuous cursive – j, y, f, k 	●
Capitals Beginners/Refiners	<ul style="list-style-type: none"> ● Straight line capital letters – L, T, I, F, E, H ● Straight and slant line capital letters – V, W, X, Y, A, N, M, K, Z ● Straight and curly line capital letters – D, P, B, R, J, G, Q, U ● Curly line capital letters – C, O, S 	●
Symbols Beginners/Refiners	?, !, @, £, &, \$	
STAGE 3		
Letter Joins	<p>Continuous cursive Letter bottom joins – ai, ar, au, aw, ay, ch, ck, er, ew, ff, ir, kn, ll, qu, sh, th, ur</p> <p>Continuous cursive letter bottom to c shaped joins – as, ea, ed, ng, ss, igh, ing, squ</p> <p>Continuous cursive letter bottom to e joins – ae, be, de, ee, fe, ge, ie, pe, se, ue</p> <p>Continuous cursive letter top e joins – oe, re, ve, we, ere, ure</p> <p>Continuous cursive letter top joins – oa, oo, oh, oi, on, op, or, ou, ov, ow, oy, wh</p>	

Appendix 3: Useful resources

HANDWRITING RESOURCES	
PHYSICAL PREPARATION	https://teachhandwriting.co.uk/handwriting-motor-skills.html#sense
WARM UP EXERCISES	https://teachhandwriting.co.uk/handwriting-warm-up-exercises.html
PENCIL GRIP	https://teachhandwriting.co.uk/pencil-grip-ks-1.html https://teachhandwriting.co.uk/pencil-grip-ks-2.html https://teachhandwriting.co.uk/pencil-grip-development.html
SITTING POSITION	https://teachhandwriting.co.uk/handwriting-sitting-position-desk.html
PAPER POSITION	https://teachhandwriting.co.uk/paper-position-for-comfortable-handwriting.html

MOVEMENT GROUPS AND ORAL PATTERN FOR LETTERS (EYFS & KS1)	http://www.thebellbird.cambs.sch.uk/wp-content/uploads/2014/12/Letter-formation-chart.pdf
NUMBER FORMATION	http://www.communication4all.co.uk/Numeracy/Number%20Formation%20Rhyme%20Cards.pdf
OVERCOMING DIFFICULTIES	https://teachhandwriting.co.uk/handwriting-difficulties.html
RESOURCES FOR SUPPORT	https://www.theschoolrun.com/pencil-grips-for-handwriting https://www.thedyslexiashop.co.uk/writing-slope.html
R + KS1 ROUTE C CHOICE 3 KS2 ROUTE D CHOICE 3	https://teachhandwriting.co.uk/route-c-letter-choice-3-ks1.html https://teachhandwriting.co.uk/route-d-letter-choice-3-ks2.html
BOOKS	EYFS and Early Writers should use unlined paper – as soon as the children can control the size of their letter formation, lined paper can be used (term 2 in reception). Year 1 and 2 15mm sized lined books. Years Three to Six use 8mm sized lined books in class.
ERASERS	These can be used for editing pencil errors.
WRITING INSTRUMENTS	When children have achieved legible joined handwriting in pencil (Y3 onwards), they will be given permission to use a black Berol Handwriting Pen to use in all writing work in school (with the exception of maths work and drawings).
TEACHING MATERIALS FONT	Sassoon Infant print
HANDWRITING REPEATER	https://www.ictgames.com/mobilePage/writingRepeater/index.html

Spelling

Spelling is taught, practised and valued throughout the school. The ability to spell correctly is a hugely beneficial life skill and pupils should develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies that they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work. They should be aware of the differences between spoken dialect and written English in terms of spelling.

When teaching spelling, we aim to ensure pupils are able to:

- Be confident in decoding (reading) and encoding (spelling).
- See learning to spell as an integral part of the developmental process of learning to write.
- Explore words and vocabulary.
- Write an increasingly wide range of words from memory.
- Spell the Common Exception words for their year group.
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment, computer spell-checks etc.
- Develop an understanding of spelling patterns and the rules through investigations and identifying exceptions to those rules as “interesting” or “exciting”, understand that some prefixes and suffixes can change the meaning of words.

- Use a range of strategies to retain and attempt spellings, especially in those miss-spelt in their own work. These might include spelling books/journals/personalised spellings use of mnemonics and word pictures.
- Be independent and use self-evaluation as part of their spelling development.
- We aim to enable pupils to see the magic of words, the patterns that sparkle inside them and how word wizardry can help transform the quality of their writing to new enchanting heights that will keep a reader spellbound. We aim to foster a future generation of curious, excited spellers who enjoy finding patterns in the baffling complexities of English spelling.

Teaching and Learning

Little Wandle is used throughout Reception and KS1 to develop the children's phonic awareness (see Phonics and Early Reading policy). For those from Year 2 that are post phase 5 phonics, a more investigative approach is taken to the teaching of spelling with the use of the Jane Considine Spelling Book. This is a clear and systematic approach to spelling that provides children with life-long strategies. Spelling is taught logically so that children understand how 'probability matching' of sounds heard to grapheme representation will strengthen their spelling. The Spelling Book provides a coherent system for teaching spelling consistently and supports pupils to define what it means to be an effective speller. We teach spelling and model and define spelling as pupils practise, explore and investigate.

The Spelling Rainbow helps children from Year 2 onward to learn the strategies that will help them memorize spellings and spot patterns in the English language.

The underlying structure of the approach is based on the three zones of spelling. The patterns of spelling structures for learning (being word detectives) are explored through the GROUPINGS, the pressure of spelling is eased through the IMPROVINGS and the remembering and recall of spelling through the ACQUIRINGS.

Grouping

Finding the patterns of spelling structures.

Improving

Focussing on the pressures of spelling in the moment to improve automation

Acquirings

Improving the way we remember the spellings. Having strategies that prevent children from forgetting the spellings

The Structure of Spelling

Teaching time is dedicated to spelling so that children can learn the structure of words and find strategies that will help them make connections. This helps their writing become more coherent and their spelling to be consistent as they apply what they have been taught when sounding out words.

As children complete the phonics programme, spelling is taught daily using The Spelling Book approaches, alongside consolidating their phonic competence.

From Year 3, timetabling follows a two week cycle:

Week one – One 50 minute lesson broken in two parts: 30 minutes investigation time and 20 minutes for 'Grapheme Grafting'/progress checks.

Week two – Five 10 minute lessons at the start of the day to apply skills.

Investigations

Children are introduced to hypotheses to test as part of an investigation. The purpose of the investigations is for children to draw conclusions from the work study that has taken place. To support, the teacher models whether words ‘prove’ or ‘disprove’ hypothesis. Alongside this, the children are given words to sort that challenge their thinking and the investigations ‘come to life’ in the classroom through close analysis of words. Our brains are predisposed to be pattern detectors, which means effective spelling instruction should emphasise opportunities to explore and organise, and ultimately detect those patterns. Sorting into categories of similarity and being able to identify patterns and ‘sameness’ strengthens pupils’ understanding of frequency in letter representation. Categorising words and sorting them for similarities and differences in the investigations helps the pupils to better understand internal structure and connected meaning, e.g. wise – wisdom, nation – national. The brain's predisposition for seeking patterns has an effect on the effectiveness of spelling instruction.

Go Grapheme Grafters:

‘Go Grapheme Grafters’ has been interleaved into the annual scheme so that pupils meet words and focus on phonemes within these. The pupils then track the sounds represented within these words to different words with the same letter representation for that sound.

1. **Pre spell** is an opportunity for children to focus on words from the Spell-It-Out board (15 words that the class are focusing on over a fortnight). Working in pairs, children look at the 15 words and CHOT which parts are tricky with a T (Tricky Trackers) above the letters (3mins).
2. **Progress check** of the 15 Spell-It-Out words. Pupils spell just the word. You say a sentence and they write down the targeted word (7 mins).
3. **Post Spell** – In pairs, children CHOT and make associations of the tricky part with other words (10mins). They may use a dictionary to help them but this is likely to slow them down. To start with, the children might need help with suggested words and may need help with pace.

Spell-It-Out

There are 15 words (selected by the teacher) which are displayed in the classroom for the two week cycle on a Spell-It-Out board. Over the two week cycle, the teacher will guide the children to find links and connections to help them internalise the words. The teacher models how to sound out these words and look for words with the same sound associations. Pupils choose one of the ‘Spell-It-Out’ words that cause difficulty for them and place on their ‘focus five’ card.

My Focus Five

The approach includes a personalized approach to spelling. Through judgement of their independent writing during editing, pupils can diagnose their own spelling problems. Assessment of what pupils can and cannot do is vital and will inform the next steps. ‘My Focus Five’ means that that the assessment is authentic and comes from the pupils daily writing that in turn has an impact into application into their future work. Early identification of spelling mistakes is necessary to support pupils to rectify quickly so they do not rehearse and embed mistakes. Each child has a laminated card with five spellings to focus on (four words from their own misspellings and one that they still find tricky from the Spell-It-Out board) and learn strategies to help them remember how to spell them. The teaching that is locked within ‘My Focus Five’ should be matched to the pupil’s current level of skill in terms of phonemic awareness and their knowledge of sounds and how to represent them (graphemes). When the children have shown they can spell these words three times in application activities or across the curriculum they can change their words. The children are taught to underline the spellings in a pen to be checked by the teacher. Children may have some common spellings to

work on as a class. Occasionally, some children may be focusing on spellings from previous year groups.

Spelling Books

'Brave Spellers' do not get stuck on words; they problem solve and continue writing, they become word detectives and identify common patterns. Children complete investigations in the front of their books and short bursts in the back. As well as investigations, illustrative spells can be linked to wider themes and plot points so that they have cross curricular relevance and enrichment for pupils. All writing with purpose will focus on high expectations for cognitive growth in spelling. Teachers will actively recognise improvement and praise pupils who are strengthening that bridge from learnt spellings into everyday work.

Inclusion and Equality of Opportunity

We are an inclusive school and adhere to the notion underpinned in the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13). We set high expectations for all, regardless of age, race, gender or ability.

Where identified pupils are considered to require targeted support, *in addition to their existing Literacy Provision*, a variety of within school interventions are provided under the guidance of the Special Education Needs Coordinator. Where appropriate, further specialist support is sought. Progress of pupils receiving intervention is reviewed regularly. Pupils identified as more able will access suitably challenging teaching to deepen their skills.

Staff ensure children experience texts from many backgrounds and that reflect cultural diversity. Both boys and girls have access to all texts. Children will not be steered to books of a particular gender bias. On screen texts are accessible to all pupils. Extra support is sought for pupils to whom English is an additional language.

Impact

The Assessment of Writing

Teachers in all year groups use daily formative assessments to support progress within lessons and over time. Adults create classrooms where dialogue to provide personalised feedback is possible and powerful. Regular written feedback is also given, following the marking policy.

During lessons, structured self and peer assessment is often used as a feedback tool.

Pedagogs marking stamps are used to highlight pupil's next steps through images. These next steps form targets (provided on the inside front cover of English books using the colour-coded termly target pencil format). Targets are updated at least half termly and each child has between one and three targets per half term.

End of Key Stage assessment grids from the local authority are used to track progress and attainment in Y2 and Y6. In-school tracking systems are used by all other year groups.

Spellings are not set as part of homework and are not sent home for pupils to learn. By taking this approach, we are stressing the importance of spelling as part of the school curriculum and the application of spelling in writing activities rather than learning words in isolation for a test that are not retained. Our approach is about the teaching of spelling rather than the testing. To assess spelling, progress checks are completed fortnightly within spelling sessions and at the beginning and the end of the academic year.

Summative assessments completed after the end of unit independent writing pieces assess children against year group expectations. Teachers make use of comparative judgement and moderate their assessments across classes. Individual pupil achievements are recorded and tracked in line with the Assessment policy.

Families are kept informed regarding pupil progress through parent/teacher meetings which take place four times per year. These meetings will focus on the child's targets for the next 6 -8 weeks. The child, parent and teacher will suggest what is going well and what could be improved. These three improvements will be the basis for the targets set and will be reviewed at the next meeting. These discussions then form part of the annual report of a pupil's progress which is issued at the end of the academic year.

SATs

SATs (Standard Assessment Tests) measure children's educational achievement in years 2 and 6.

In Year 2 a reading test plus an optional test in English grammar, punctuation and spelling are undertaken. The tests are informal, so untimed and they take place in a normal classroom situation. The outcome of these tests inform the teacher's judgements. From 2023, they will be made non-statutory, so schools will choose whether to administer them or not. Writing is teacher assessed and subject to internal and external moderation.

In Year 6 formal tests in grammar, punctuation, spelling and reading are undertaken. Each paper is 45 minutes in length. Writing is teacher assessed and subject to internal and external moderation.

Role of Classroom Staff

Teaching Staff:

- Are responsible for developing our whole school approach to Writing
- Will model good writing behaviour and encourage the children to care for the related resources in our school and learn the value of a life-long love of writing
- Will ensure that their classrooms are well stocked with attractive and appropriate writing materials and books that reflect the themes of current learning
- Will ensure that their classrooms are print rich and that the resources available reflect different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language where appropriate
- Will ensure provision of appropriate materials and scaffolding are made available for any child including those with Special Educational Needs
- Will set individual targets for each child and keep up to date with record keeping and assessment
- Will maintain assessment records for writing
- Will attend relevant training to ensure their subject knowledge is secure and current.

Role of Teaching Assistants:

- Have a working knowledge of individual targets and SEN needs of pupils. Understand the needs of all pupils including those working at greater depth
- Liaise with class teachers to plan and prepare appropriate activities in Writing (including across the curriculum)
- Provide small group or individual support for Writing as required
- Help with delivering the Phonics SSP

- Be aware of progression within the Writing Curriculum and their role in supporting the teaching of Writing
- Attend relevant curriculum INSET to improve their subject knowledge in Writing.

Role of the Subject Leader:

- Deciding with the SLT the priorities for writing in line with the School Improvement Plan.
- Evaluate the provision for writing in relation to meeting the development needs as specified on the SIDP and seek additional resources as required.
- To write and review the school's writing policy
- To demonstrate good practise in teaching writing both within their own and other classes.
- To identify, organise and provide relevant INSET on teaching writing in line with identified priorities on the SIDP.
- Keep up to date with developments in writing at a local and national level.
- Moderate Teacher Assessment in writing across the school with all staff.
- Manage writing resources across the school
- Advise staff on teaching and learning strategies in writing.
- Ensure writing including phonics records are maintained and used effectively by class teachers and support staff.
- Encourage and facilitate home-school liaison, including Parent Workshops.
- Promote writing throughout the school through display, competitions and events.
- Provide Induction Programmes for new staff on the Teaching and Learning of writing.
- Tracking pupil progress in writing and analysing data of groups, classes or cohorts to inform next steps
- Overseeing the monitoring, evaluating and delivery of the writing curriculum across the school
- Reporting to the Executive Headteacher and Governing Body on the effectiveness of policy and practice in writing.

Links to other policies

This Reading policy needs to be read alongside other school policies, including:

- Spoken Language
- Phonics and Early Reading
- Writing, including handwriting and spelling
- Marking and Feedback

Review

This policy is reviewed every three years by the Subject Leader and SLT.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.