

Version	September 2021
Owner	Skelton Primary School
Approved	
Review Cycle	
Next Review	September 2022



Writing Policy 2021

Skelton Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.



Writing Policy

Aim

At Skelton Primary School, we believe that every child, regardless of their starting point, should develop the skills and confidence to see themselves as successful readers and writers. Our aim is to provide children with a stimulating and engaging curriculum, which embraces children's interests and allows them to flourish and foster a love of English. It is important to us that children understand the value of English and the importance of this core subject in the world beyond the classroom. It is our role to show children that reading, writing, speaking and listening are explicitly linked; that skills obtained in these areas are transferrable and underpin the entire National Curriculum. Above all, it is our purpose to provide children with a love of English.

Speaking and Listening

Problems with speech and language are the most common developmental difficulty that children encounter. At Skelton, we know language is central to learning, but a study by the Basic Skills Agency (in 2002) reported that – in the opinion of teachers – 50% of children begin school lacking skills that are vital for getting off to a good start in education. The ability to listen, understand and communicate is vital in order to function in society whether through building relationships, education and learning or finding work. At Skelton, our FS1 focus is primarily building the foundations of communication and language.

To rectify this, teachers will consistently model grammatically correct English for the children **and will address it if they hear another member of staff with a misconception**. This proactive practice will be evident within classrooms through teacher student dialogue and through the medium of the English working wall (more specifically, the grammar corner).

Writing

"You can make anything by writing." (C.S Lewis)

English is a core subject of the National Curriculum and writing is central to the curriculum of Skelton Primary. We are passionate about our thematic literary approach, which allows children to learn from and explore quality texts in order to inspire their writing. This approach allows for ample cross-curricular links to reinforce basic skills and make meaningful links in learning.

Features of writing in the Foundation Stage:

Children in the Early Years Foundation Stage follow a curriculum based on six areas of learning but still embedding the five outcomes of Every Child Matters. Each child is provided with a key worker to support, monitor and assess progress towards Communication, Language and Literacy. Our primary scheme is Read, Write Inc, which is used to promote successful writing and spelling. Staff are able to utilise others as an intervention should they need to. This continues well into KS1 and often into KS2 at Skelton. Early writing is based primarily around oral composition – recounts, storytelling and instructions. Adults are vital in this process as they support and model the use of vocabulary and language structure. The pre-writing stage is taught through a range of fine motor skills, giving the children the confidence and hand strength to mark make with purpose and intention. Emergent writers use knowledge of letters and words to make phonetically plausible attempts. The pre-writing stage is also taught through a Dance Write Programme – this teachers various elements such as enclosed lines, elaborated O and simple representations linked to songs and stories.

Features of writing in Key Stage One and Two:

Writing is taught through English lessons, which take place daily for all children. It will often coincide and complement reading teaching/skills. Writing will also be exhibited through other subjects such as topic and Science. This allows our children to keep practising and consolidating their acquired skills in a cross curricula manner.

At Skelton, we place the child first and will adapt groupings accordingly. Where children are taught in ability groups, they will be working on a common theme at the same time. This will enable the transfer of children between groups, as and when appropriate. Some children are also provided with bespoke writing interventions or booster sessions. These children are identified by their teacher as needing further opportunities to write, succeed or be given further challenge.

Planning

Long term planning

Each year, teams will devise a long term English plan which will contain their writing genres and text stimuli for the entire year. Where possible, this is themed and linked within our big idea approach to learning. This is to ensure our children are exposed to a wide variety of writing genres which are led and grounded in quality texts, appropriate for their year group. It is also to ensure text progression throughout the year groups.

This policy will be kept under review in the light of legal developments and best practice

Next review: Autumn 2022

Responsibility: K Allington

Writing Policy

See appendix 3. To find whole school coverage, please locate them in the writing file within the shared area.

Short term planning

Planning is flexible and bespoke to each year group. It is entirely reliant on the team's strengths, experience and requirement for support. There are several planning formats available for staff in both an electronic format (use of Word or PowerPoint) and also through use of our Corrective Review book. Planning should always be devised with the end concept in mind. Staff are encouraged to look at the desired outcome and consider what steps are needed to ensure the children achieve them and are successful. Use of the 'Writing Purposes Book' is also heavily encouraged to support the correct sequence and teaching of GPS to support the children's writing. Alongside this, teachers will use their corrective review books to actively plan after a session has been completed. This reflective approach to teaching and learning allows teaching staff to be extremely proactive in feeding back therefore, maximising impact and progress.

Examples of planning formats available:



Skelton Primary School Weekly Plan: Year 6





Date:	Objective / Misconception	Basic Skills (factual fluency)	Whole Class Teaching (questions based)	Practise (activities)	Plenary	Provision
03.09.18				Tricky, Trickier, Trickiest		
1			PD Day			
2	<p>LO to gather information from a text using the question prompts</p> <p>Children may confuse question prompts and what information is required.</p> <p>Children may have difficulty reading the text due to poor reading ability, therefore misunderstand information.</p>	<p>Nouns</p> <p>LA/MA – discuss with the children what a noun is and how we can identify them. Using a short extract from the text, allow children to work together in mixed ability pairs to identify and highlight. Share.</p> <p>HA – Play noun or verb. Provide children with a range of sentences or phrases in which the same word is used. Allow them to decide whether it is a verb or a noun.</p> <p>Drink your juice! Would you like a drink?</p>	<p>WOTD – relished</p> <p>All children to be given print out of front cover and Chg 1 & 2.</p> <p>Display the given words on the board.</p> <p>Unsafe, dark, encounter, strange</p> <p>Can the children work in pairs to predict what our reading focus is? Note on post it's and collate.</p> <p>Explore front cover and model to the children how to gather simple inferences from it. Can they have a go themselves? Annotate individual copies.</p> <p>Read Pg 1 – 4 (at the *)</p>	<p>Tricky – revisit question prompts and check children understand what they are looking for. Provide children with a template to use when exploring the first couple of pages. Teacher to model.</p> <p>Trickier – revisit question prompts and check children understand what they are looking for. Allow children to annotate the extract using the question prompts.</p> <p>Trickiest – allow children to devise their own means of gathering information using the question prompts.</p>	<p>Provide children with the following phrases on strips of card. Allow them to work in pairs and discuss their meaning. Share as a class.</p> <p>'It's the cat's pyjamas'</p> <p>'all the rage.'</p> <p>'relished gory details.'</p> <p>'could argue for England.'</p>	<p>All children – teacher to gauge children's reading skills and areas to hone in on in future teaching.</p>
3	<p>LO to use inference skills</p> <p>An inference does not need to be correct to be valid.</p> <p>Children may confuse the skill of inferring with prediction. They are not the same.</p>	<p>LA/MA – Common/Proper nouns. Quickly revisit common nouns then provide children with a short extract where proper nouns aren't capitalised. Can children work through and correct with a coloured pencil! Peer mark.</p> <p>HA: What job does the word do?</p> <p>Use this as an opportunity to discuss the function of words. Gather a range of sentences where children have to really discuss the sentence to decide whether it is a noun, verb or an adjective. They</p>	<p>WOTD – apprehension</p> <p>Brief recap of yesterday afternoon's WCR. Quick fire synonym task for 'crying'. Can children come up with 6 or 7 synonyms? Can they order them in 'strength/power'?</p> <p>Display the word 'inference' and discuss – use pictorial form.</p> <p>'Six long months had passed, of every day hearing someone in my family crying' model to the children how you can infer from this statement and by using your prior knowledge from yesterday's session.</p> <p>Introduce independent task.</p>	<p>Inference stations: teacher to choose either a sentence or an image relation to the text being used and place on a table. Children to visit each station and note their inferences in jotters based on the material given.</p> <p>Tricky – use brief sentences/phrases and pictures. If groups are small enough, visit each station together so it is wholly teacher guided. Limit stations to perhaps three.</p> <p>Trickiest – Five stations to be set up. Increase text used and select more</p>	<p>Teacher to choose one or two stations and discuss the children's inferences. Allow children to ABC. Have these displayed. Model to the children initially so it becomes secure for future sessions.</p> <p>A – Agree B – Build on C – Challenge</p>	

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Responsibility: K Allington



Writing outcome: writing for entertainment - narrative sentence stacking			
Stimulus: Rose Blanche			
Spellings: bruise category definite dictionary embarrass environment exaggerate marvellous parliament privilege		WOTD: ruttled, motionless, dispirited, ominous, harrowing	
1	 Reading experience lesson	Skills: Word classes – display the sentence on the board and allow children to pick apart each word class. Note unfamiliar ones to cover during the week. The orange fox scrambled through the vast opening whilst watching his prey intently. Provide the children with the front cover of Rose Blanche and allow them to infer what the picture book is about. They can mind map it in their red skills books. Model how to make an inference to the children first. Provide the children with some background: Rose is a ten-year-old girl who is growing up in Germany. Discuss where they lived, what they wore, traditions, food, home, family life and school. Children could note down ideas on large flipchart paper.	
Date: 05.10.20	Initiate	Model	Enable
2	Plot point: Her town 	Share a photograph of a traditional German village in 1942. Gather a range of tradition sites: fountains, cobbled paths, buildings, balconies, statues, markets, birds, lanterns etc. Skill: Create noun phrases	Rose lived in Dachau, Germany. She loved to stroll down the alleyways and she could see her home town was a place of towering houses, cobbled paths and aged fountains. Children to include three noun phrases to describe Rose's town.
		Use the image and ask children to summarise specific elements: crowds cheering, soldiers boarding trucks, children waving etc. Skill: semi-colon	The crowds waved and cheered enthusiastically; the flags fluttered in unison. Children to use a semi-colon in their sentence which separates two main clauses about the same subject. Read page 1 to the children.
3	Plot point: Out of the school window 	Read page 2 & 3 and show them image page 4 Children to find three actions from the picture e.g children waving, children riding scooters and the bell ringer on the roof. Skill: semi-colon	Model full circle sentence – link to opening: Rose arrived in school where everything was normal; children clutching satchels eager to start the day, the rumble of a scooter on the cobbled stones and parents rushing their children along. However, Rose could sense today was not an ordinary day. Children to write a sentence with three actions included using full circle representation. Children to include <u>a.</u> to indicate their list of three actions.
		Note clues which symbolise war: tanks, soldiers, atmosphere, evacuated children.  Discuss negative intent to describe the above	A grey cloak hung over the village. Monstrous tanks lurked on the cobbled streets which reminded Rose that life was anything but normal. Children to write a sentence which includes use metaphors/pathetic fallacy.

Teaching Sequence

A range of stimuli is used by teachers to enthuse and engage our children. Their interests are central to writing stimuli selected. When a child is excited about their writing, it shines through. This approach is fundamental to text selection by teachers. Trips, visitors, videos, music and workshops are also used to excite our children.

At Skelton, we focus on quality over quantity when it comes to writing, therefore, the writing process can be an extensive one. Children are encouraged to plan, draft, revise and edit several times before they publish their final write. In the lead up to a write, children will be exposed to a WAGOLL (what a good one looks like) of that specific genre. This is used in every classroom to ensure children are consistently exposed to high quality modelled examples of text and are secure in their understanding of the audience and purpose of the genre. Children are actively encouraged to participate in shared writing alongside the teacher. Using these strategies provides our children with confidence to identify and use the features, ideas and transferable words and phrases they may encounter, in an independent manner.

Once the writing cycle is complete, a finished write will be recorded in their English skills books (KS2)/area books (KS1) and assessed in line with Skelton's assessment policy. A **minimum of two pieces** of extended writing will be completed per half term.

Jane Considine – The Write Stuff

As a school, we are exploring using Jane's approach to teaching fictional writing. We are using her model of the three stages - initiation, modelling and enabling based around a specific plot point to construct paragraphs and ultimately, build up to an extensive write. Material (including video footage) to support the delivery of this writing process can be found in the writing file within the shared area.

Government Guidance on Independent Writing

This policy will be kept under review in the light of legal developments and best practice

Next review: Autumn 2022

Responsibility: K Allington

Writing Policy

During the autumn term, the teaching of writing will be heavily supported and scaffolded for the children. Modelling will be extensive and shared writing plentiful. This is to provide the children with confidence and a writing toolkit that will allow them to work with increased independently during spring and summer terms.

Writing is likely to be independent if it:	Writing is not independent if it has been:
<ul style="list-style-type: none"> emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about enables pupils to use their own ideas and provides them with an element of choice, for example writing from a perspective of a character they have chosen themselves has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation is produced by pupils who have, if required, sought out classroom resources, such as dictionaries and thesauruses, without prompting to do so by the teacher independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils 	<ul style="list-style-type: none"> modelled or heavily scaffolded copied or paraphrased edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation

DFE 2018 teacher assessment guidance: key stage 2

The writing process

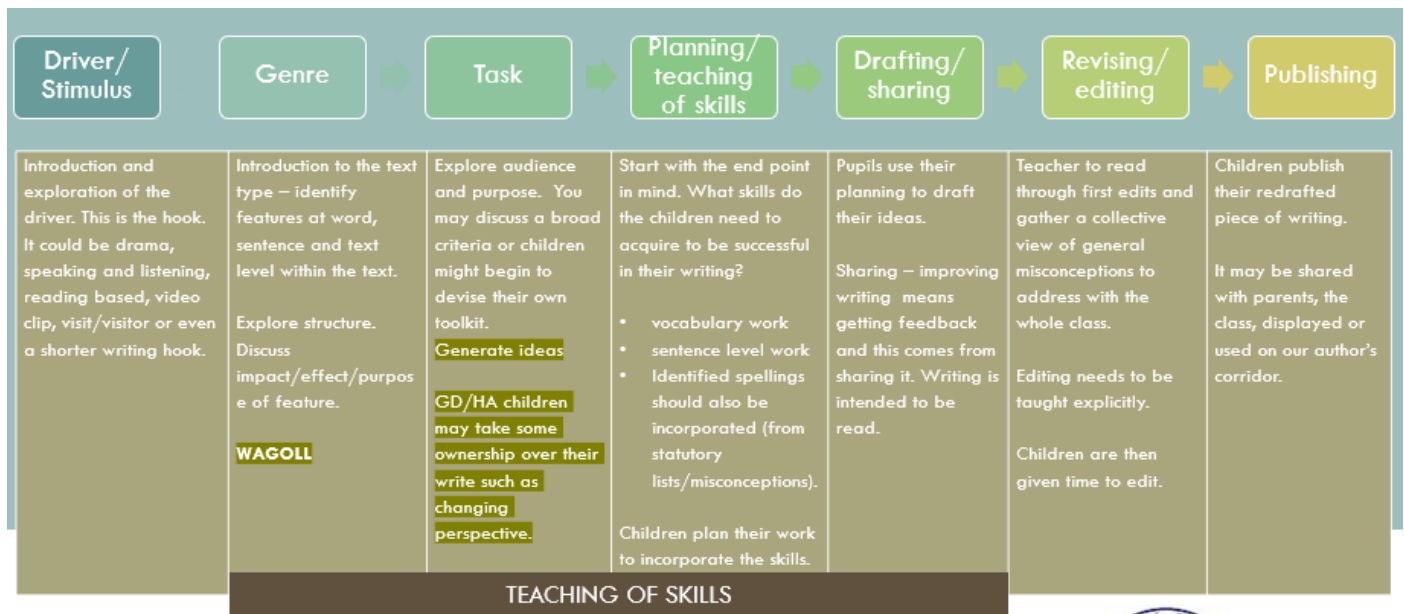
The writing process is fluid and each element may be visited and revisited until the end piece is complete.



See appendix 1 for the audience and purpose of various genres.



Writing Policy



THE WRITING PROCESS



Closing the Vocabulary Gap

Our children have to face a significantly challenging curriculum where the onus on vocabulary is vast. Being able to read with understanding across a breadth of subjects is vital and at the core of successfully accessing academic knowledge; the key to learning! At Skelton, one of the strategies we are using to tackle (and ultimately close) the ever widening vocabulary gap and immerse our children in a 'word-rich' environment is through the use of 'Word of the Day'.

WOTD introduces new, varied and ambitious vocabulary to children. Teachers will select vocabulary/phrases which are linked to their subject matter and/or which the children will likely be exposed to and challenged by, and use this as a teaching point. Vocabulary is pre-taught, meanings discussed, words grouped and compared. Words are explored. It provides the children with a wider understanding of complex vocabulary, and can also be used to embed and explore new sentence structures or genre features. The vocabulary chosen is topical and will have meaning to the child. This process is integral to our classroom practice.

Oracy is essential in widening our children's use of vocabulary. It is also imperative that WOTD should be explored through other mediums to embed and provide our children with secure understanding of these newly acquired words, thus impacting their ability to become proficient and fluent readers.

Word of the Day						
Definition	Word Class	Etymology <i>Origin/History</i>	Morphology <i>Relationships to other words/root words, prefixes and suffixes.</i>	Synonyms	Antonyms	Pictorial Form

Writing Vaults

Children in KS2 will each have a writing vault, which links with **Jane Considine's *The Write Stuff*** delivery of writing. Using the **fantastic** acronym, the children will organise their books accordingly and it will become their own personal thesaurus, which will then travel with the children through their phased year group. WOTD (and other synonyms) should be recorded in here in their relevant lens with a brief definition should it be required for the children's retention.

For example:

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Next review: Autumn 2022

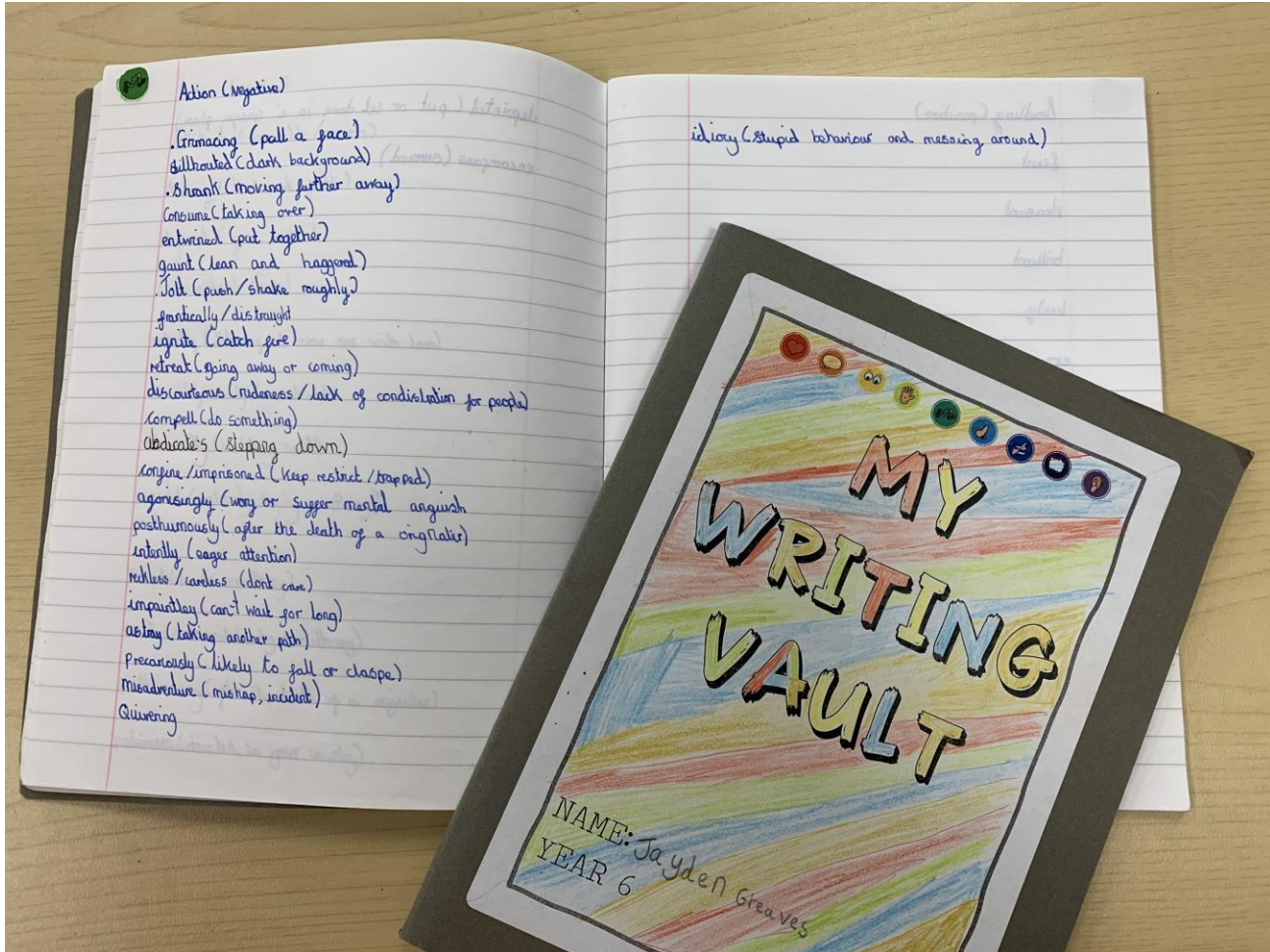
Responsibility: K Allington

Writing Policy



Action (negative)

quivering (trembling/shaking)



Teachers are expected to identify common Standard English errors and address these through their teaching and proactive feedback. A 'Grammar Corner' can be utilised on English teaching boards in each classroom to address such errors on a weekly basis. Whiteboard/display areas can also be used for this. For example, displaying the children's incorrect use of *of* and *have*. This then becomes a non-negotiable and a constant point of reference for the children.



Handwriting

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Responsibility: K Allington

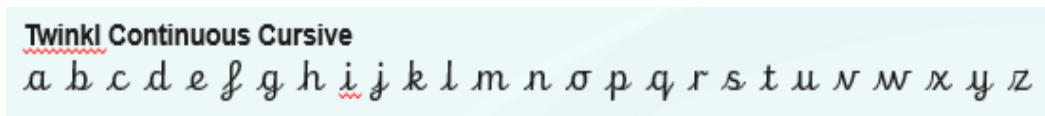


Writing Policy

The current school climate is showing a growing number of children presenting dyslexic tendencies and receiving a diagnosis of dyslexia. The British Dyslexia Foundation recommends that children use a continuous cursive style from as early an age as possible:

'Typically, when first learning to write, children 'print' their letters. They then move on to 'joined up' writing at a later stage. For children with dyslexia, learning two styles of handwriting can add an extra layer of difficulty and cause confusion. It is, therefore, much more helpful if a young child can learn to use a single system of handwriting right from the start.' **(British Dyslexia Association)**

At Skelton Primary School, we provide the children with a journey to continuous cursive handwriting. Handwriting is taught with careful consideration across whole school, and is interlinked with the teaching of spelling and reading when appropriate. Handwriting, spelling and reading are linked closely when they are taught so that each component will underpin and support the other when children are writing independently.



We follow the Twinkl 'Journey to Continuous Cursive' handwriting scheme. Each year group timetables daily, discrete and direct teaching of handwriting in which the following takes place:

- Gross motor warm up
- Fine motor warm up
- Adult models letter formation
- Children practise letter formation

When children are physically ready:

- Correct seating position
- Correct pencil grip (using a sharp, age appropriate, pencil)
- Correct paper position

In Foundation stage:

- Read, Write, Inc jingles are used to help form cursive letters.
- The terms 'whoosh' and 'flick' are used to support the formation

In KS1 and KS2:

- Application of the letter within a word (linked to reading and spelling)
- Fluency, speed and legibility practise

By the end of KS1, we aim for children to feel confident enough to attempt a variety of joins and fully encourage cursive handwriting across all subjects.

At Skelton, we take great pride in presentation of written work therefore, all staff members are expected to lead by example and model the handwriting style appropriate to their phase in their own writing.

Once children have reached the KS2 expected standard **'to maintain legibility in joined handwriting when writing at speed'**, they will no longer receive direct handwriting teaching and will be awarded a handwriting pen by the Head teacher. Handwriting will then be taught discretely through other mediums such as a GPS or reading focus to ensure challenge is continued.

SEND Provision: Children who have specific difficulties with gross and fine motor skills will access interventions to address these. *The Early Intervention Toolkit* is utilised in Foundation Stage and areas of KS1. This is an intervention with a range of suggested activities, which develop co-ordination, movement and control, agility and fine motor movement. Alongside this, individual children are identified and targeted with 'funky finger' and 'dough disco' activities, which aid the

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Writing Policy

correct pencil grip. Tripod pencil grips or thicker writing pencils are also offered until their co-ordination is more defined and controlled.

Spelling, Punctuation and Grammar

The spellings our children taught are taken directly from the National Curriculum. There is a variation of topic based words and words which follow specific rules, prefixes or suffixes. They can be found at the following link:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Spelling is taught discretely for 10-15 minutes daily as an integral part of the English session. As a school, we use the morphological nature of words and use morphological and etymological strategies.

Across school we follow a 5 day plan for the teaching of spelling.

Day 1 - Morphology/etymology	Children will either create a spelling list together or be given a list by the teacher based on the root word. Children will discuss the origin of the root word and its word family. When creating their own spelling lists, children will be guided by the teacher to prefix/suffixes of their year group curriculum but will also be encouraged to revisit rules from previous years to ensure rules are embedded. Alternatively, children will sometimes be given a spelling rule to focus on. Eg. ch making k sound and will create words together using the sound.
Day 2 - Morphology	Children will be provided with a spelling activity that encourage them to look at parts within words that change the meaning/grammar. This can be done through letter tiles, colouring different parts, magnetic letters etc.
Day 3 - Visual	Children will be given activities which focus on how the word looks. Eg. magical spelling, shape boxes, pyramid, rainbow spelling etc..
Day 4 - Context	Children will be provided with an appropriate activity which requires them to put the spellings into context within a sentence (supported through displayed root word, suffixes and prefixes). Eg. dictation, cloze etc..
Day 5 - Spelling quiz	Re-visit misconceptions that arise by (in the final week of each half term) asking children to create their own spelling lists by going back through their spelling book and creating their own list of misspelt words.

Non-negotiables

1. Weekly spellings displayed on left side of board (site memory) in handwriting specific to year group.
2. 'Spotlight' spellings displayed in classroom and referred to—common exception words.
3. Spelling tests to be recorded in back of English books.
4. Teacher to correct common exception word spellings and child to correct using purple pen.
5. After a child has got full marks 10 times in the school year, they should receive a spelling badge.

In addition to the teaching of spellings within school, children are encouraged to practise them at home. Spellings, which are taken from the National Curriculum phase lists, are tested and new spellings are distributed **every Friday**. Spellings include same root word or spelling rule to give children confidence with spelling. Staff ensure coverage of own year group and previous year group's spelling rules, prefixes and suffixes as dictated by the National Curriculum.

Correcting spellings in a child's work

1. Where possible corrections will be done through verbal feedback, where possible, by the teacher. Eg. You have missed a letter in the word happy. Can you spot it? Allowing children the chance to fix it independently.

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Writing Policy

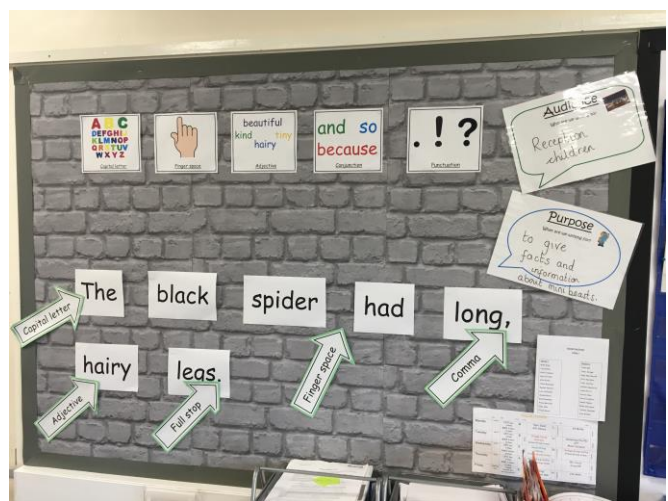
Well done for using an igh sound but it wasn't the right one - can you think of a different way of making the igh sound? Can you remember the rule when we add the suffix ing after an e?

- Where children are unable to do the above, select specific spellings and put the correct spelling at the bottom of the page with misspelt letters or letter strings in a different colour so child can see what is correct/incorrect?
- When a child is a confident speller, teach techniques to self edit and correct.

The above strategies can be used with all children but need to match their individual need.

Grammar and punctuation is woven into every teaching session for maximum exposure. ..Research shows it is best taught through context. If required, staff can teach concepts discretely at the discretion. Use of the 'Writing Purposes book' supports staff with their understanding of how grammar and punctuation link with text type.

KS1 employ a 'Spot on Sentence' approach where during the year, once the grammatical or punctuation element has been taught, it will be then added to their displayed sentences for future reference and constant use.



Assessment/Evidence Trail

After an entire teaching sequence and when the children have drafted and edited their writing, a final piece will be published into their English book (KS2) or their 'Area Book' (KS1). This piece of writing will follow the genre explored but will differ in content/perspective to ensure independence. This is to ensure the children use skills and knowledge acquired and apply them *independently*. This is assessed in line with Skelton's assessment policy alongside the Skelton writing APP.

Twice a half term, in line with the expected writing to be produced by the children, teams will assess and moderate the children's writes together in an informal manner. A writing recording sheet will be filled in next steps will be planned based on the outcomes of the writing. **See appendix 5.** The app should be updated regularly to coincide with this and to track the children's coverage and progress.

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Writing Policy

Appendix 1:

Whole school genre coverage:

	To entertain	To inform	To persuade	To discuss
Year 1 & Year 2	Narrative Description Poetry	Recount (basic) Letter Instruction Fact file (simple)		
Year 3 & Year 4	Narrative - description Poetry	Y3 Instructions Y4 Explanation Recount - diary Biography	Advert Letter Poster	
Year 5 & Year 6	Narrative - description - characterisation - settings Poetry Playscripts	Reports Biography Newspaper Recount	Advertising Speech/campaign Poster Letter	Balanced argument Newspaper Review Letter Debate focus

*Text types can be taught in any order as long as each domain is covered by the end of the year.

Appendix 2: Writing for a purpose (Y1-Y6)

Please find the document noted below in the shared area – curriculum – writing- Skelton Writing Purposes Book

SKELTON PRIMARY SCHOOL

Writing for purpose and genre coverage



Appendix 3: Long term English plans

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Next review: Autumn 2022

Responsibility: K Allington

Writing Policy

Year 6 Long Term Plan – 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big idea:	What is unusable ? (1 week) Way back when? (6 weeks)	Last We Forget (2 weeks) Deck the Halls (5 weeks) Strong Dynasty – Ancient civilisation study	What a Wonderful World (5 weeks) Southern Hemisphere – Frozen Lands (Antarctica)	Lost Worlds (5 weeks) Author focus – Neil Gwynne ?	Faster, higher, stronger! (6 weeks) Olympics	Can you see me? (5 weeks) Transition This is me! (1 week)
Reading/Text Focus:	Core text: Letters from the Lighthouse 	 	Non-fiction focus:  Factory - ?	  Core text: Letters from the Lighthouse	• Women in Sport • Ancient Greek mythology 	Class reader: Can you see me?  Acceptance? Diversity of all? Celebration of being an individual? Transition into KS3?
Other WCR Focus:	Letters from the Lighthouse covers complexity of plot. Linked with: 5 plaques of developing a reader. Once – Morris Gleeson .	The Listeners – Walter De La Mare (archaic text) 	Below Zero – Dan Smith: (non-linear time sequences)  	Tom's Midnight Garden extracts (archaic text) The Hobbit extracts – (archaic text) 	Non-fiction coverage of Olympics. Jabberwocky Poem – Lewis Carroll – resistant text.	Core text covers complexity of the narrator.  
Writing Opportunities:	<ul style="list-style-type: none"> Postcard (informal letter style) Diary writing (recount) Setting description 	<ul style="list-style-type: none"> Short narrative Poetry 	<ul style="list-style-type: none"> Persuasive write (endangered animal) Newspaper (non-fiction) 	<ul style="list-style-type: none"> Non-chronological report (fairy tale creature) Twisted tales – narrative Alma - narrative 	<ul style="list-style-type: none"> Discursive write (balanced argument) Myths and legends - narrative 	<ul style="list-style-type: none"> Playscript Setting description
GPS Links:	<ul style="list-style-type: none"> Modal verbs Apostrophes Time adverbials Relative clauses Subordinating/co-ordinating conjunctions 	<ul style="list-style-type: none"> Prepositions Expanded noun phrases Dialogue Sentence types Vocabulary for effect Adverbials 	<ul style="list-style-type: none"> Cohesion (within paragraphs and linking paragraphs) Literary devices Subjunctive form Reported speech Passive voice Modal verbs Tenses 	<ul style="list-style-type: none"> Complex punctuation (commas for clarity/avoiding ambiguity) Dialogue to advance the action Hyphens Verb forms 	<ul style="list-style-type: none"> Conjunctions for effect Structures which are appropriate for formal writing 	Revision of all prior GPS.

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Writing Policy

Appendix 4: A spelling strategy

Magical Spelling

The process:

1. Establish the child's stored sight memory using a story or prompts where the child has to think. Watch where their eyes go. **Note: the majority of children store their sight memory on their left however, children will look to the right or perhaps down. If this does occur or you are unsure, use of the left side is encouraged.**
2. Briefly discuss a feeling of success/achievement with the child to create a positive ethos.
3. Hold the word up. Discuss the shape (tall, small, long), how many letters, any words within the word, vowels, double letters or patterns... anything to support the child when visualising. Letter aerobics works particularly well here, alongside arrows pointing to tricky parts. Another idea is imagining that the hard part is being removed from the word and then is being place back in the word. This helps to memorise the tricky aspect. Splitting syllables supports children – specifically remembering each syllable must contain a vowel.
4. Ask the child 'How much of it have you got?' not 'Have you got it?' Tick each correct letter.
5. Ask the child to spell it forwards.
6. Ask the child to spell it backwards.
7. Then encourage the child to write it down.
8. Display word again. The child will then tick above each correct letter.
9. Repeat.

Top Tips:

- ✓ Identify their stored sight memory.
- ✓ Hold the words up you want them to spell in the same place.
- ✓ Always stand up so children have to look up.
- ✓ Keep them in a happy state to maximise their feeling of success and positive mental attitude.
- ✓ The child has to be relaxed to learn!
- ✓ Do not let them guess – flash the word again!

Appendix 5: Writing Assessment



Writing Policy

Writing - End of Term Moderation		
Date:	Genre:	Strands:
Writing objectives to assess: W1 objective W2 group app		
Assessment Notes: Have they met audience and purpose? Accurate sentence structure? Appropriate vocabulary?		
Spelling:		
Grammar:		
What will you be going to address errors/misconceptions in the next term? What will your focus be?		
Presentation:		
Is the app used consistently?		

Skelton Primary School Assessment

Year 6 - Writing EXS

- EXS 1**

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)

>
- EXS 2**

in narratives, describe settings, characters and atmosphere

>
- EXS 3**

integrate dialogue in narratives to convey character and advance the action

>
- EXS 4**

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 convey degrees of possibility)

>
- EXS 5**

use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

>
- EXS 6**

>