

Writing at PSJ:

Our aim:

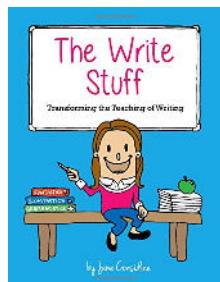
The ability to express ideas in writing is one of the most important of all skills, and is essential way beyond the classroom. Because writing is so closely tied with communication, it is a skill that is useful right until the end of life. In addition to verbally communicating with others, pupils need to learn how to express their thoughts and feelings clearly via the written word.

Although reading and writing can be seen as two sides of the same coin, and do have many similarities, writing is also very distinct. This document, therefore, should be read alongside Reading at PSJ. A good writer must have something to say, must have a plan for how to put ideas into written form, and must be able to reflect and self-edit to be sure that a written product communicates with its desired audience. Before pupils put pen to paper, they need to think about what they want to say and how they can say it in a logical manner. Talk within the lessons, gathering thoughts and ideas, deciding what message they are trying to convey, and how can they convey it in the most effective and eloquent manner are all key elements before putting pen to paper.

As we believe consistency and well-taught English is the bedrock of a valuable education, at PSJ, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all pupils. We use the framework of The Write Stuff, created by Jane Considine, to provide a consistent, school wide approach. This is introduced in Reception T2 and continues into Year 6. It is a system that has helped sharpen the teaching and learning of writing within our classrooms. It is research informed and practically applies evidence into effective best bets for improving writing outcomes. Key benefits are:

- Pupils understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- Standards are improving because many worked examples are provided over the year, that extend understanding through a wide range of genres and non-fiction text types. A proficient writer needs a broad range of experience and skill to take on any particular task to appeal to any particular audience.
- Exemplification extracts offer a clear view of what high quality writing looks like, and their learning is structured clearly and misconceptions dealt with at point, within lessons. This is helping to strengthen the use of formative assessment for formative action.
- Pupils learn and know how to improve their writing, and make it more focussed and actionable feedback is provided to guide their learning.
- Pupils have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.
- Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.

We have created routines that ensure that pupils write frequently, in Literacy and across the wider curriculum.



Writing: The 'I do, We do, You do' approach.

Writing with pupils involves primarily the facilitation of their written expression through the developmental progression from mark marking, scribbling, and drawing. Here at PSJ, pupils often start school with identifiable needs in Speech and Language, and with poor language acquisition. Throughout our teaching of Literacy, including Writing, there is a strong thread of high quality modelling and vocabulary acquisition. While writing together, pupils and adults engage in different writing behaviours, which sees the role of teacher as initially leading writing experiences ('I do' modelled writing), and gradually decreasing responsibility as pupils start to share ('We do' shared/guided writing), and eventually create texts with very little support ('You do' independent writing). By thinking aloud the teacher makes it obvious what the practices are for generating ideas and organising sentences and words in a text. Thinking aloud allows the teacher to demonstrate more effectively how the writer should apply skills, knowledge, processes and strategies when writing. The high quality modelling approach enables the pupils to succeed when they come to do their own independent writing.

The Writing Journey from Nursery until Year 6.

We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry). The PSJ Literacy Spine, from nursery to Year 6, carefully scaffolds this development over time. Text types that are explored in EYFS include: *personal (expressive) texts*, including letters, diaries, journals, and notes, *imaginative (narratives) texts*, including stories, fairy tales, poems, and play scripts, *informative (expository) texts*, including reports, explanations, procedures, and persuasive writing.

On entry to school: EYFS

Pupils' experiences with writing and creating texts is an important avenue for self-expression in early childhood. These experiences also support precursors to their later reading and writing development. In early childhood settings, practitioners think of the writing pedagogies above as fluid and dynamic, rather than as fixed or separate. In these experiences, teachers model and scaffold at different levels of support according to the needs of the pupils. At PSJ, we have seen a rise in pupils who join our school with speech and language needs, and so we use Wellcom as an assessment tool to help identify areas for development.

Literacy in EYFS:

A language-rich environment is one in which adults talk with pupils throughout the day. At PSJ we quickly identify pupils who don't have a language rich starting point, and prioritise these pupils throughout the day. All staff receive training once a week, some of which is building in on the understanding of high quality adult-child interactions, modelling and questioning. The more pupils take part in conversations, the more they will understand once they can read, and the more vocabulary and ideas they will have to draw on when they can write. At PSJ, we recognise the importance of talk, of accurate assessment, and of building a love of stories and reading, and the critical links between these, especially the role stories play in developing young pupils'

vocabulary and language. (Language Comprehension). Listening to and talking about stories and nonfiction develops pupils' vocabulary, and so is a key component prioritised daily in EYFS. Through listening to repeated readings, and talking about what they have heard, the pupils have multiple exposures to vocabulary and the language of stories. Continued talk about words, as well as opportunities to use them, helps pupils to absorb the language. Young pupils begin to explore written communication by scribbling, drawing and producing approximations of writing. Early writing experiences provide endless opportunities for developing pupils' artistic, as well as written, expression. Pupils need continuous experience in writing, and so we provide the opportunities to experiment using what they know about writing and apply and practise their developing skills and knowledge. This runs through the continuous provision in both Nursery and Reception classes.

The building blocks of Transcription.



Gross and fine motor development across EYFS:

Gross motor skill development involves the large muscles in the arms, legs and torso, which in turn forms the basis for fine motor skills. There are principles of development called "big to small" and "proximal to distal" - this means that pupils develop the larger muscles of the trunk and arms before the smaller muscles of the hands and that the proximal muscles closer to the body centre (shoulder muscles, upper arm muscles) develop before the distal muscles which are further away (hand muscles). Child development trackers help practitioners to plan opportunities for pupils to develop the necessary gross motor skills for each age milestone. This also helps early identification of pupils needing additional support in meeting these milestones.

Fine motor skills:

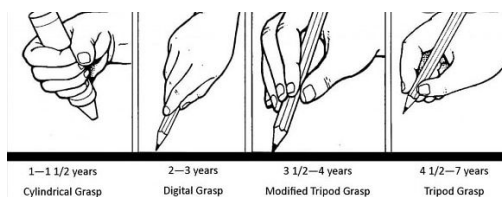
Fine motor skills are generally thought of as the movement and use of hands and upper extremities, fine motor skills include reaching, grasping and manipulating objects with your hand. Fine motor skills are used throughout childhood and adult years.

Valuing drawing and making time and space for pupils to engage in meaningful drawing experiences can facilitate emergent written expression. This means providing tools for pupils to express themselves via drawing, and valuing pupils' mark making, scribbling, and drawing as communicating a message.

Teachers work with our youngest pupils to add further meaning to their drawings, such as through annotation of pupils' oral narrations.

Time is spent considering the fine motor requirements of any writing implement or material we provide pupils with across the EYFS phase, taking time to model and scaffold pupils's use of implements to create more complex and varied marks, scribbles, drawings, and shape/letter forms, developing their fine motor skills.

Pencil Grip:



There are 5 pencil grip developmental stages that a child needs to go through before pupils can successfully use a mature/dynamic tripod grip. They need to work through each stage and as their hand, shoulder and arm

strength and mobility increases so does the ability to move to the next developmental stage of the grip. The Tripod Pencil Grip is considered the most appropriate grip for handwriting, for both right and left-handed writers. This is because it allows the fingers and wrist to move freely without putting strain on the hand, helping to improve correct letter formation ability and making handwriting a more comfortable experience.

Age 4+ , a few pupils will be at Stage 1 (Palmar-supinate grasp), most will be at Stage 2 (Palmer or digital-pronate grasp), with some moving to Stage 3 (Four finger and thumb grip) but not confident in its use. A few will have reached and be comfortable at Stage 3. This is assessed on entry to Reception to plan next steps effectively.

By the end of Foundation Stage, the pupils will still be at different pencil grip development stages, this is what we would normally expect: Some will be at Stage 3(Four finger and thumb grip), most will be at Stage 4 (Static quadruped or tripod grip) with some moving to Stage 5 (Mature / Dynamic tripod grip) but may not be not confident in its use.

Pupils at the expected level of development will be able to write simple phrases and sentences that can be read by others and will be beginning to follow some sentence writing rules e.g., use of finger spaces. Within EYFS, we encourage pupils to write during role play and to make use of their free writing books to record their letter formation and sentence work. Pupils are encouraged to 'chot' ideas as part of The Write Stuff and regularly see adults modelling writing - including adults making their thought processes explicit whilst writing, and demonstrating a positive approach to mistakes and editing techniques.

Early and regular assessment of pencil grip in Year 1, allows for fine motor and pencil grip interventions to take place for those not in typical bandings.

Transcription First!

Transcription refers to the physical process of handwriting or typing, and spelling. Research shows that pupils must develop fluency in these skills so that they become automatic. This frees up working memory to allow pupils to think about the content of their writing. PSJ Handwriting long term overview lays out a progressive programme covering weekly handwriting sessions from Year 1 to Year 4. Letter formation is taught through the RWI phonics scheme. As each new sound is introduced, letter formation is modelled and practised. As pupils move through year 1, pre-cursive handwriting is introduced for those who are ready. By the end of Year 2, the expectation is that the majority of pupils will be using cursive handwriting fluently. Handwriting is tracked through Year 1 to aid early identification of pupils needing additional intervention - this can be Pegs to Paper or fine motor development.

EEF states, "Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling and sentence structure and can be redirected towards writing compositions. At PSJ, we give our pupils extensive practice through handwriting or typing practice and the explicit teaching of spelling, all of which is supported by effective feedback

In Years 3 and 4, the progression has been designed to plug any gaps in joining that the pupils have not been taught previously and to bring them up to the standard expected by the end of KS2. In Years 5 and 6, teachers promote efficient and fluent handwriting through modelling and revisiting misconceptions with handwriting joins in early morning activities. Handwriting is assessed every half term.

Example of PSJ Handwriting long term overview:

<u>On-going priorities/ teaching points</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<p>In Year 1, handwriting should take place on a daily basis following the sequence to the right. The work should go straight into the children's English books.</p> <p>Children should be encouraged to sit correctly at their desk and hold their pencil correctly. Pencils should always be a good length and of high quality.</p>	<p><u>Week 1</u> 1a. Introducing pre-cursive curly caterpillar letters: <u>c, a, d and o</u> 1b. Practising curly caterpillar letters: <u>g, q</u> 1c. Practising curly caterpillar letters: <u>s, e and f</u> 1d. Practising all the curly caterpillar letters: <u>c, a, d, o, s, g, q, e, f</u> 1e. Introducing capitals for curly caterpillar letters</p>	<p><u>Week 1</u> 1a. Recap on all curly caterpillar letters and capitals for these 1b. Practising long vowel phonemes with joins: <u>ai, igh, oo (joined)</u> <u>Week 2</u> 2a. Recap on all one arm robot letters and capitals for these. 2b. Practise vowels with adjacent consonants with joins: <u>ee, oa, oo (joined)</u> <u>Week 3</u></p>	<p><u>Week 1</u> 1a. Recap on all of the alphabet – <u>lower case</u> and capitals Recap on number formation 0-20 <u>Week 2</u> 2a. Practice writing words with <u>ck and qu</u> (joined) 2b. Introduce diagonal join in <u>ch</u> and practice writing words containing <u>ch</u>.</p>

Key Stage 1:

Developing pupils' speaking and listening skills and wider understanding of language.

EEF states, “language provides the foundation of thinking and learning, and should be prioritised”. At PSJ, we recognise that for some of our pupils the acquisition of preschool language and vocabulary is limited. For this reason, we prioritise high-quality adult interactions and discussions for all of our pupils. Teachers use a range of explicit and implicit approaches to language acquisition including planning the teaching of new vocabulary into writing lessons. Teachers also plan collaborative activities that provide opportunities to learn and hear language. All pupils in kS1 have talk partners which are regularly rotated. Tom Sherrington states that “Pairs are the most powerful way of rehearsing and sharing ideas”. Teachers then use a range of strategies to encourage pupils to share their ideas such as: Think, pair, share, cold calling and the use of probing and bouncing questions.

Spelling at PSJ:



Year 1:

Throughout year 1, spelling is taught through the RWI spelling scheme. Pupils are taught the graphemes (written sounds) alongside their phonics. They learn how to apply the sounds they have been taught into their writing using “Get Writing”, which works alongside RWI. A key element of this is pupils applying spellings through dictated sentences. Alongside phonetically plausible words, pupils also learn high frequency exception words. These are referred to as red words in RWI.

Year 2:

Pupils begin to learn other spelling patterns that form part of the English national curriculum. At PSJ, we use the Oxford Owl scheme, which breaks learning spellings down into meaningful chunks. Activities for learning spellings including segmenting and blending words, dictated sentences and learning about word origins and etymology. Alongside the explicit daily teaching of spellings, teachers also plan for pupils to apply these words in writing lessons and across the wider curriculum.

Year 3 - 6:

Spelling is explicitly taught in KS2 using the Oxford Owl spelling scheme, which focuses on specific spelling patterns. Pupils are given extensive opportunities to practise spelling patterns and opportunities to apply them within their writing.

Teach pupils strategies for planning and monitoring writing:

Pupils' writing is improved by teaching them to plan and monitor their writing. At PSJ, this is supported by the implementation of “The Write Stuff”. Writing lessons are broken down into manageable chunks. Each chunk is divided into vocabulary and language acquisition and then forming sentences.

During the Autumn term of year 1, the main focus of writing lessons is on forming simple sentences. We use the term “High-5” sentences which encompasses capital letters to start sentences, full stops, finger spaces between words, using phonetically plausible spellings and checking writing makes sense. Year 1 spelling correction is used for sounds they have been taught and red words. Teachers use story books to provide the context for writing and model how ideas can be formed to write simple sentences. Modelling and structured support (I do, we do, you do) is used in every lesson, and is gradually reduced to allow pupils to write independently. When pupils are ready they begin to write more detailed sentences including using adjectives to describe or simple conjunctions such as ‘as’, ‘and’ and ‘but’. In Year 2, teachers continue to use modelling and structured support to teach writing; however, there is greater emphasis on pupils choosing words and phrases for effect.

As pupils begin to write more independently they are introduced to the cycle of planning, drafting, editing and revising their work. In KS1 the planning process is broken down to allow pupils opportunities to gather ideas at each stage. This is taught through ‘say, write, read aloud, check and correct’.

In KS2, teachers use WAGOLLS (what a good one looks like) to provide the context for writing. Children are exposed to high quality texts which model how to use a range of grammar, punctuation and spelling techniques. Teachers use I do, we do, you do to plan their writing lessons. Each sentence stacking lesson starts with the opportunity for the children to 'chot' (chatting and jotting). This technique is used to gather rich vocabulary to support the children's learning and enhance the quality of their independent work. Teachers model how to use SPAG elements in sentences to form well-written sentences; this forms the 'I do' part of the lesson. Using what the children have learnt from 'chotting' and watching the teacher model, they write their own sentences; this forms the 'we do' part of the lesson. Once all sentence stacking lessons have been completed, children will begin the planning, drafting, editing and revising phase of writing. Children use their plans to create their final piece of writing which forms the 'you do' part of the lesson. To ensure children have purposeful editing sessions, teachers pick up on misconceptions. These are misconceptions from the final piece and also those that have been prevalent throughout the entire teaching unit. These are then planned for in the editing phase of the unit. Editing stations are used to form well-structured editing lessons. Children use purple pens to edit and improve their writing before submitting their completed piece to the class teacher for assessing.

Editing in Key Stage 1:



Editing is introduced from the very beginning of Year 1. Teachers use a pink pen to indicate spellings or punctuation that are incorrect and pupils independently correct these using a purple pen. Teachers use stamps at the beginning of a piece of work to indicate which elements they expect to see and then tick them using a green (correct) or pink (incorrect) pen. Pupils can then go back and edit any corrections in a purple pen, or discuss these elements with the teacher or

LSA.

In Year 2, the editing process continues with whole class or small group verbal feedback being given, alongside individual feedback. This might be an opportunity for the whole class to improve an element of sentence structure or a spelling that a number of pupils have found tricky. This process allows the pupils to become more independent when editing their work.

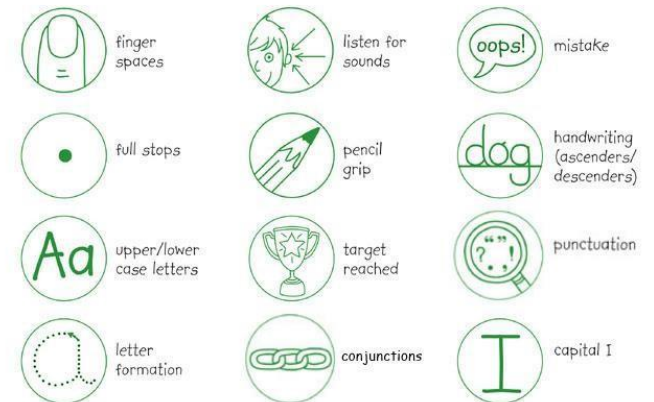
Key Stage 2:

Motivation is particularly important. If pupils love to write, because their peers as well as their teachers are eager to see what they have to say, then they will write with energy and pleasure. Motivation and writing self esteem also guides the amount and type of feedback deemed appropriate, this is alongside how independent the writing outcome is. To write well, pupils need to be excited about the opportunity to express themselves, not fearful about making mistakes. At PSJ, pupils recognise that making mistakes help them to learn.




Actionable marking:

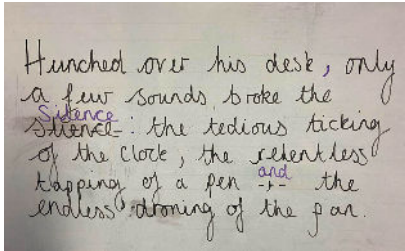
This is the marking code used at PSJ. In Key Stage 1, corrections are made within the writing but in Key Stage 2 error codes are put in the margin, allowing the opportunity for pupils to find their own errors and correct them in a purple pen. Secretarial corrections are made for guided and shared writing. For

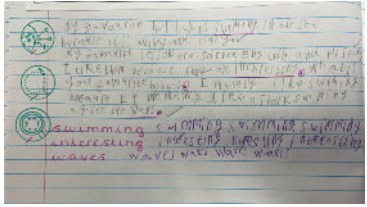
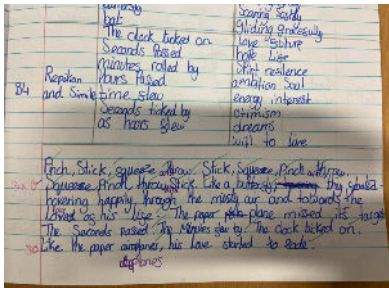
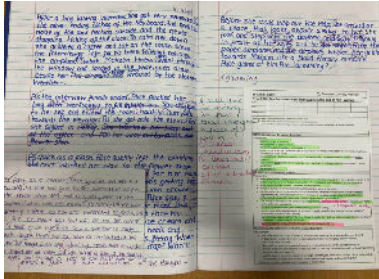
Target Stamps for Key Stage 1



independent writing, codes are used for close marking and an assessment grid of age related standards is completed. This allows pupils to identify the next target to work on.

Annotation	Meaning
	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
	= This is correct (used mainly in maths)
	Think Pink. Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.)
SP	Incorrect spelling. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In KS1 and KS2 this will be accompanied by the corrected spelling. In KS2 children re-write the spelling three times and change the inaccurate one with a purple pen.
//	New paragraph needed here.
CL	Indicated in the margin to demonstrate a missing capital letter on that line.
^	Missing word.
T	Incorrect tense in the margin to demonstrate inconsistent tense use on that line.
O	Missing punctuation.
.	Go back and try again (Maths) - Use your purple pen.

	I do	We do	You do
Marking	<p>Teachers will model making mistakes and using a purple pen to edit their own work as part of the modelling process.</p> 	<p>Teachers will use the marking policy to mark sentence stacking lessons. In KS1, teachers will mark in text using a pink pen for misconceptions and a green pen for successes. Year 2 will move to marking in the margin from T5 (to get them ready for Year 3).</p> <p>In KS2, teachers will use the marking code in the margin to pick up on misconceptions. Children will be given the chance to 'look back' in the next lesson and respond to the</p>	<p>Independent mark Teachers will use assessment grids to deep mark independent work. Teachers are expected to deep mark two pieces of writing per term.</p> <p>Assessment sheets will be stuck underneath an independent write. Targets that are achieved will be highlighted or ticked in green. Teachers will highlight a target for each child in pink. Next to the assessment sheet, teachers will leave two comments. One will comment on something the child</p>

		<p>teacher's marking using a purple pen (see below). KS1</p>  <p>KS2</p> 	<p>has done well and the other will be the child's target for their next piece of writing.</p> 
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Developing pupils' language capabilities.

The EEF states that, "purposeful speaking and listening activities support pupils' language development." At PSJ, we provide collaborative learning activities where pupils can share their thought processes. Pupils are given the opportunity to use the strategy 'Think, Pair, Share' by using talk partners which are regularly rotated. This gives the pupils the opportunity to articulate their ideas verbally before writing. To promote high quality dialogue within our school, we explicitly model the use of conversational skills between teachers and pupils. This supports our pupils' thinking and choice of language. During Writing lessons, pupils' vocabulary is extended by explicitly teaching new words and how and when to use them. Teachers model how to use these words and provide pupils opportunities to apply new vocabulary within their writing.

Developing pupils' transcription and sentence construction skills through extensive practice.

In KS2, most children will be using fluent cursive handwriting. During year 3, teachers explicitly teach elements of cursive handwriting to the whole class following the PSJ handwriting progression map. In years 4-6 teachers continue to model and teach cursive handwriting depending on the needs of the cohort. Some children may need additional support with handwriting for a number of reasons including dyspraxia or poor motor control. For these children additional intervention may be required, this is often done in small groups or 1:1. We follow a number of programmes including pegs to paper or handwriting without tears, depending on the needs of the children.

Sentence construction in KS2 is taught explicitly through “The Write stuff” sentence stacking sessions. Teachers model the elements of sentence construction explicitly and talk children through the process as they go. This is the “I do” part of the lesson. Following the explicit modelling, children construct their own sentences using the scaffolding provided by the teacher; this is the “we do” part of the lesson.

In addition to the sentence stacking, SPAG is taught explicitly daily through early Morning Activities (EMA) and in 30 minute taught sessions after lunch. This allows children to consolidate and practice punctuation, spelling and grammar from their own and previous year groups.

Teach writing composition strategies through modelling.

In KS2, we put emphasis on the importance of modelling by using The Write Stuff to offer a clear view of what high quality writing looks like. Teachers model by thinking aloud. This allows teachers to demonstrate more effectively how the pupils should apply skills, knowledge, processes and strategies when writing. Teachers use exemplification extracts, from The Write Stuff, to model how to construct sentences during writing lessons. This is achieved by modelling how to use specific vocabulary, grammar and punctuation. Fellowes and Oakley (2014) emphasise the importance of demonstration (modelling) and practise for emergent writing development, arguing that pupils need to observe and experiment with the processes used by a competent writer. In KS2, writing is taught through a process of five stages: planning, drafting, revising, editing and publishing. Teaching the writing process approaches writing by engaging pupils in a step-by-step sequence of planning, drafting, revising, editing, and “publishing” (or completing) compositions in multiple genres. At the planning stage of writing, pupils are supported to

Teaching the writing process approaches writing by engaging pupils in a step-by-step sequence of planning, drafting, revising, editing, and “publishing” (or completing) compositions in multiple genres. Such models make use of peers to help each other through the process.

Target teaching and adaptations by accurately assessing pupils' needs.

For example, partners may help each other plan what each will write, give feedback on a rough draft or “sloppy copy”, respond to a revision, and suggest edits for spelling and punctuation, before each student produces a final product. In each case, the peer is able to provide helpful and supportive feedback, before the teacher does the same review of pupils’ work.

Evidence shows that pupils learn a great deal from responding to others’ drafts, gaining insight into ways to improve their own writing. Therefore at PSJ we teach pupils, through the use of success criteria and exemplification texts, to assess their own and others’ drafts, before providing actionable feedback.

Assessment

EYFS - pupils at the expected level of development will be able to write simple phrases and sentences that can be read by others and will be beginning to follow some sentence writing rules e.g., use of finger spaces. Within EYFS, we encourage pupils to write during role play and to make use of their free writing books to record their letter formation and sentence work. pupils are encouraged to 'chot' ideas as part of The Write Stuff and regularly see adults modelling writing - including adults making their thought processes explicit whilst writing, and demonstrating a positive approach to mistakes and editing techniques.

We measure the effectiveness and impact of our English writing, grammar and spelling curriculum in a variety of different ways. We use National and summative testing to assess pupils' outcomes for grammar, punctuation and spelling as part of the Statutory Assessment Tests (SATs) and through termly summative and formative assessments across school which enable pupils' progress and attainment in the subject matter to be evaluated. Pupils complete writing assessments on a half termly basis, where written work is assessed to inform teachers of pupils' next steps and successes. All year groups use the same format for assessing writing, which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.