

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. Our writing curriculum at Grace Mary acknowledges that this requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Oracy is prioritised in our writing sessions in order to build vocabulary for all learners and increase understanding of trickier texts used across our curriculum. Discussion, questioning and learning texts with actions all increase understanding and prepare our children with the tools they need in order to be successful in their writing.

A high standard of handwriting is modelled by all members of our school and children are encouraged to imitate this wherever possible.

Handwriting is taught using the Kinetic Letters Handwriting scheme (newly acquired and implemented this academic year) and practised regularly - integrated into our daily resources. High levels of presentation are expected to be evidenced throughout all work produced throughout every school day.



★ Teach pupils the Animal Positions



HOW to do it

Feet hip distance apart
Arms by side

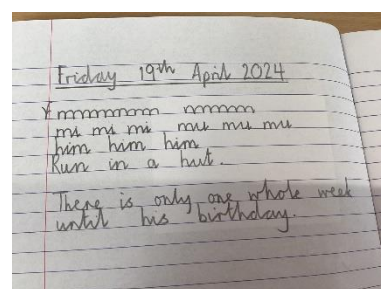
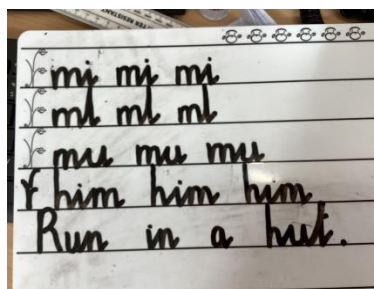
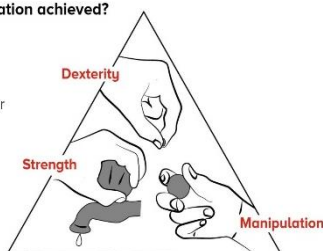


WHEN to use it



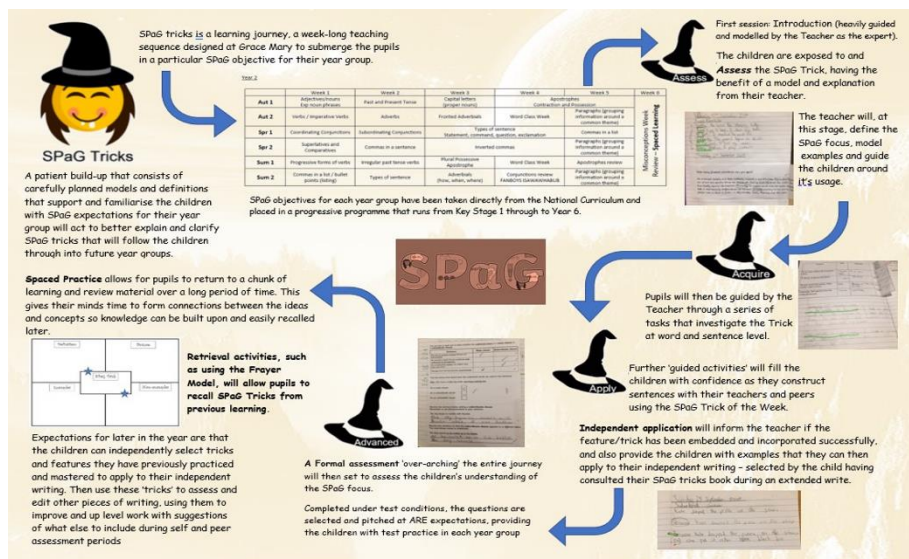
HOW... is Dexterity and Manipulation achieved?

 **Teach pupils about the mechanics of how our hands work** through doing the rice/marble/tap role play to discover how we use them for:

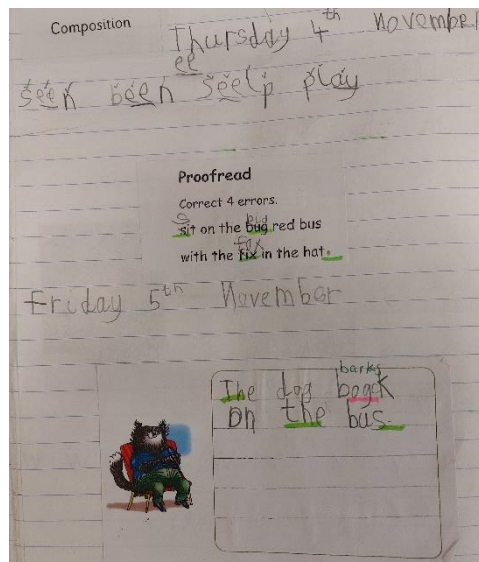
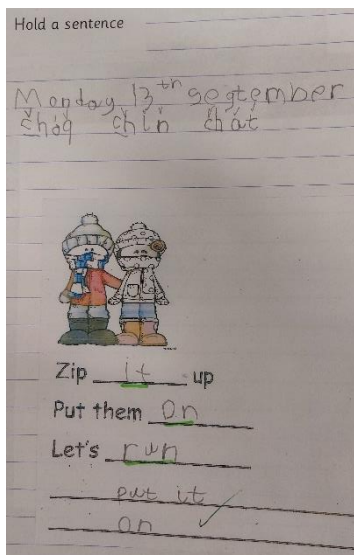


We implement the ‘Sounds & Syllables’ programme, which is a programme that teaches all children in a simple but logical way how English spelling actually works. The founding concept behind this strategy is the understanding that every word in the English language, from the simplest to the most complex are constructed in exactly the same way. Each word is a collection of spellings, each of which represents a speech sound. These sound-spelling matches are clustered into syllables. It is from this founding concept that the logic of English spelling unfolds.

SPaG tricks is a learning journey, a week-long teaching sequence designed at Grace Mary to submerge the pupils in a particular SPaG objective for their year group. Our weekly PaG sessions comprise of a build-up, that consists of carefully planned models and definitions that support and familiarise the children with SPaG expectations for their year group. To ensure frequent, timely introduction and revisiting of concepts, we expose the children to regular retrieval tasks (called blueys) which revise previously taught content – categorised under word level, sentence level, punctuation and grammar.

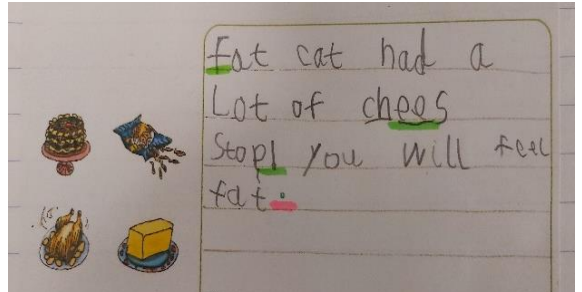


A Writer's journey at Grace Mary

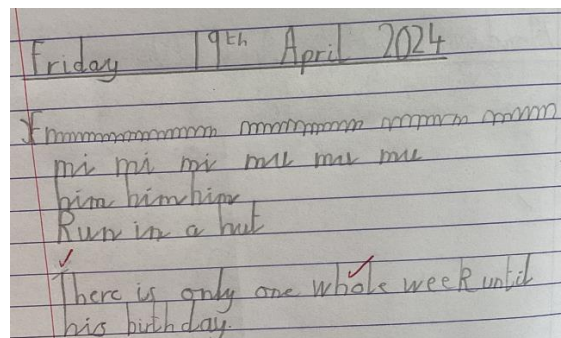
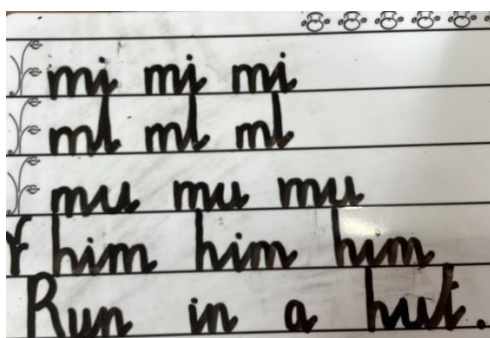


Pupils are supported whilst writing sentences, completing our RWI Phonics programme.

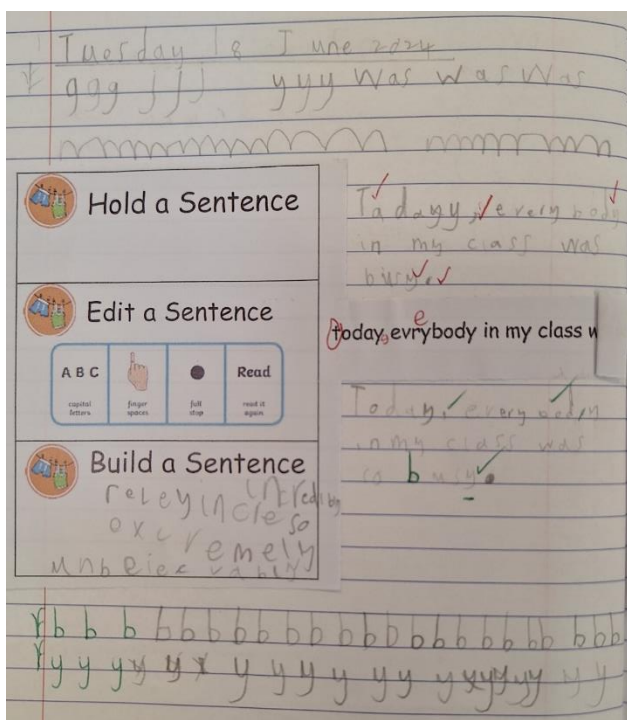
Pupils progress from word level to composing short sentences using their rwi text as a guide/stimulus.



The children enjoy writing creatively and without a persistent stoppages or interference from staff and/or peer intervention. However, we are conscious to ensure we model and scaffold writing at early stages of their journey, pitched at sentence level as a discrete session of dictation practiced alongside a platform for more independent, expressive writing.



Daily sessions of Handwriting (Kinetic Letters), spelling (Jungle Club/Sounds and Syllables) and Dictation act to support pupils and model outstanding levels of presentation, spelling and sentence structure.



Pupils will use whiteboards whilst imitating the teacher.

The movements to form the letters begin with whole body movements and progress through writing in sand trays to writing on whiteboards and finally writing on paper. In Kinetic Letters®, all the letters and numbers are formed by one of two monkeys, a brave one (Bounce) who goes to the top branch of the tree, and a scared one (Skip) who goes to the lower branch.

Pupils will apply this practice into their SPaG books, imitating individual letters, joining patterns, flow and then fluency patterns. Letter movements are minimised to help a fast writing style to develop.

Pupils will then 'Hold' a sentence, selected purposely to contain a number of HFWs and CEWs from their phase. Dictation refers to the process of transcribing spoken text. One person, for example the teacher, will read out (dictate) a passage of text while another person, for example the pupil, will write down what is being said as accurately as possible.

A Writer's journey at Grace Mary

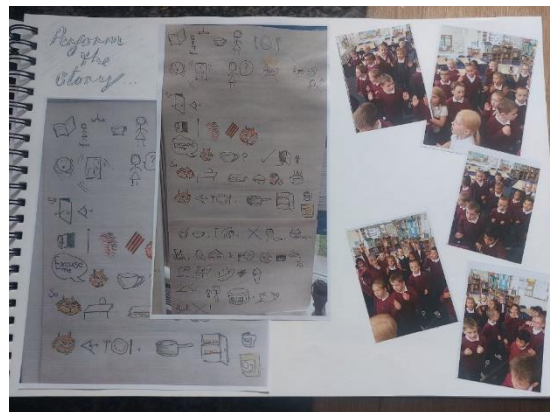
Talk4Writing

Hook & Context: Our teachers entice and engage the children in an activity that prepares them for the upcoming text.

They will then orally model the text (fluency/expression), as our practitioners employ use of 'Teacher voice' and thesaurus thinking, which is a vital part of our modelling.

Story Map: Using a visual icon or sketch to support the retell.

We then **over-learn**-it and orally retell and **perform** the story. This using Pie Corbett's T4W actions, the children will spend several days orally and practically retelling the story.



Reading as a Reader



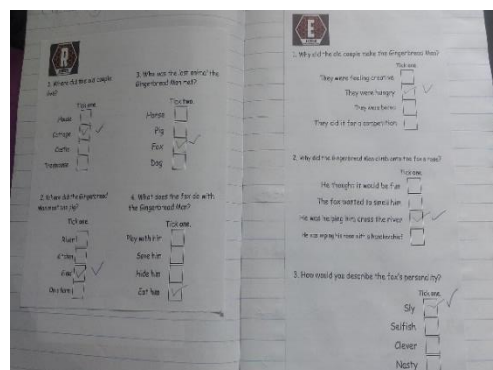
The children identify what they liked and disliked about the story.

An honest assessment of the text is encouraged as the children start to read themselves for pleasure.

We also identify any patterns or puzzles we find from the text (for example: repetitive phrases or reoccurring themes, as well as questions we have around unsolved mysteries).

VIPERS focus – Sequencing

Pupils to order key events from the story

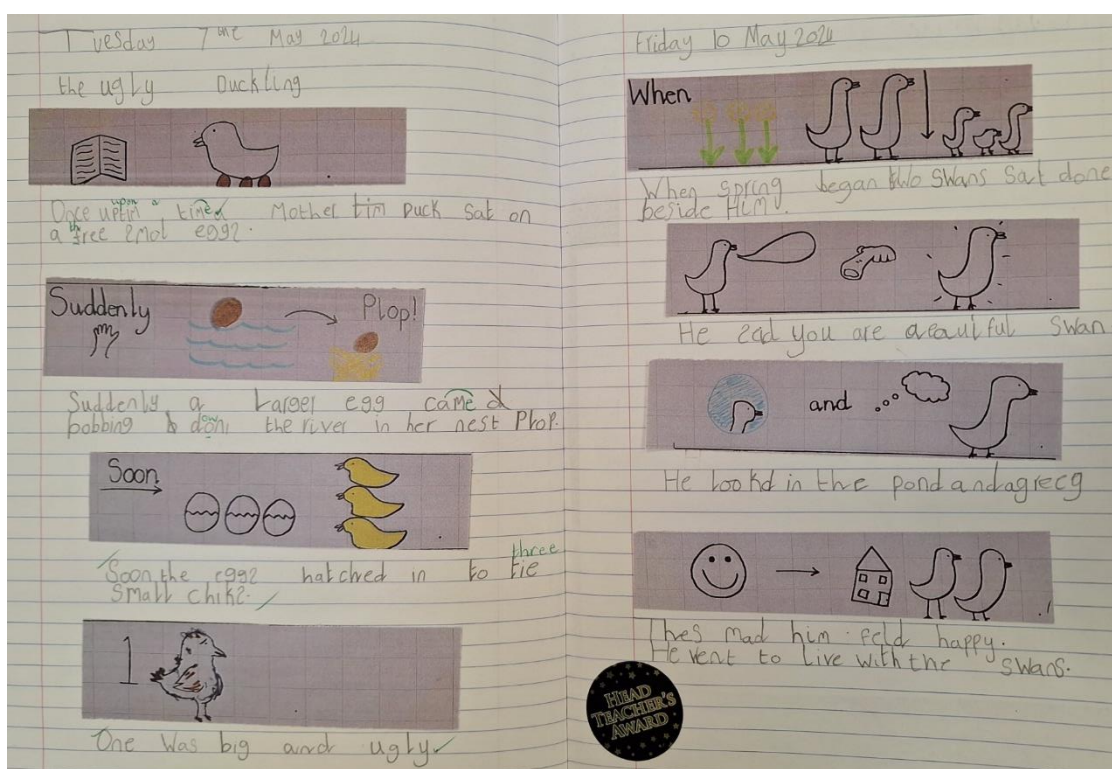


VIPERS focus – Teach reading skills explicitly

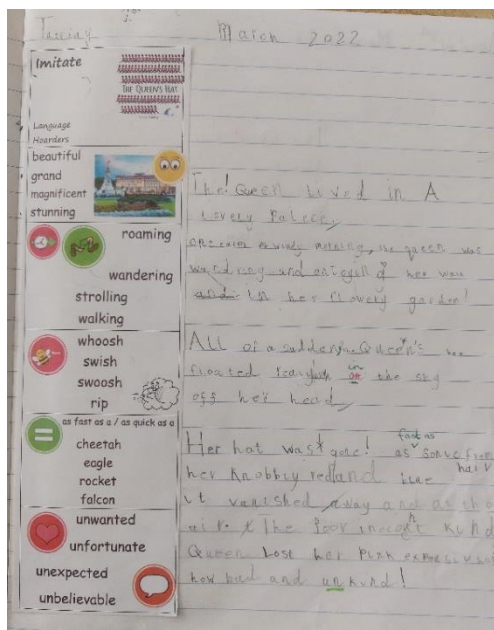
Retrieve, Predict, Infer etc The examples provided showcase sequencing, retrieval and explanation skills. Questioning, although verbally persistent throughout the unit, has been shaped using a test-style format to expose the children to the layout and the wording of such questions.

Writing Process

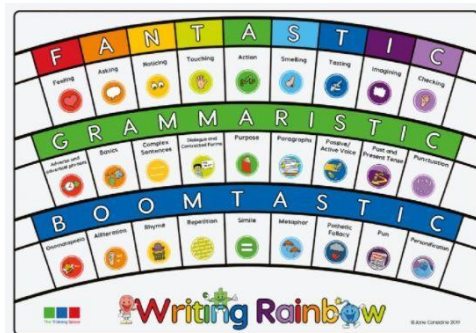
The children then utilise what they have over-learned, using the visual prompts to support at sentence level, to recall the structure of each line they have performed to then record as a short composition.



A Writer's journey at Grace Mary

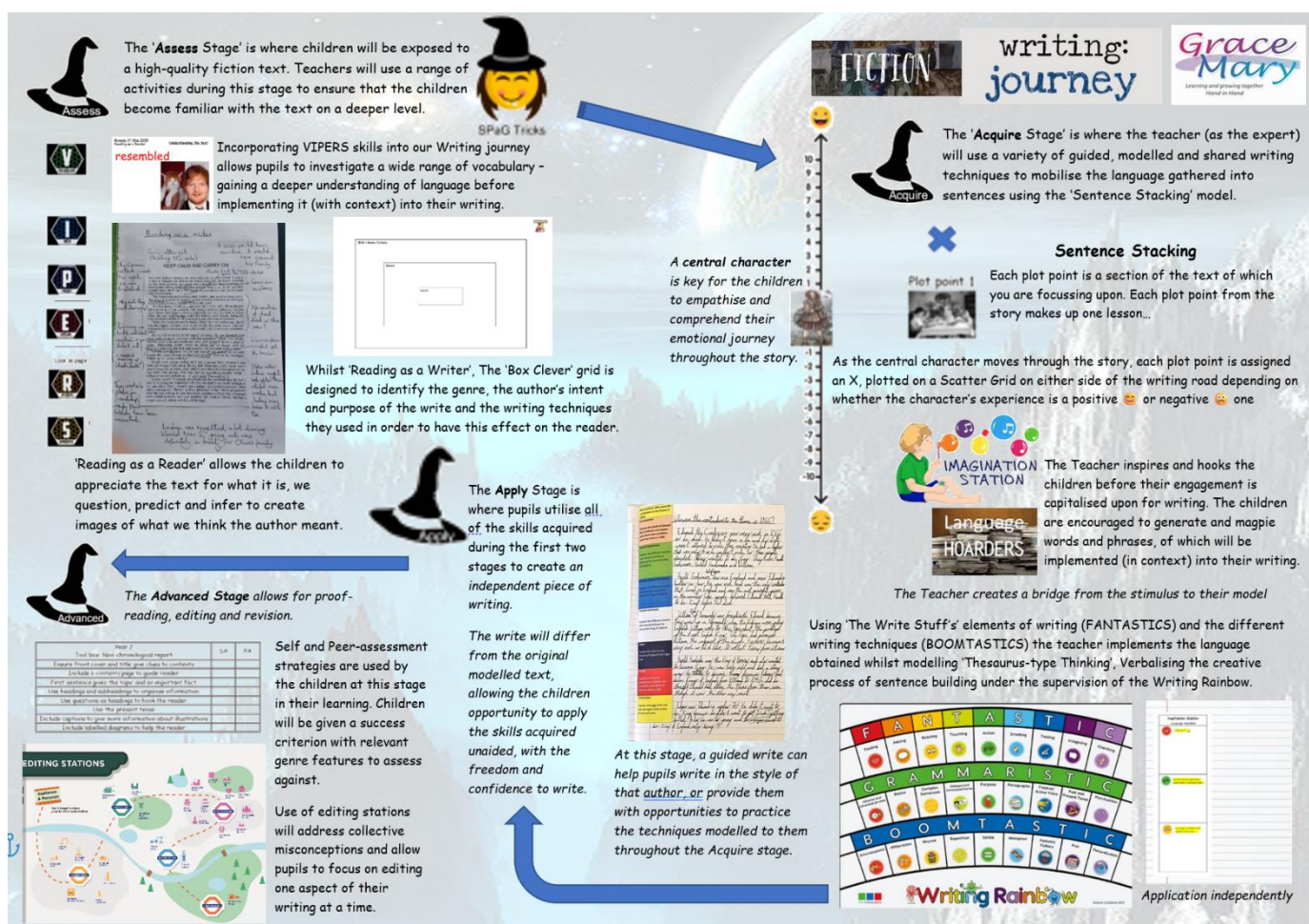


Upon completion of our rwi phonics programme and our T4W 10day format, the children then begin to write a short composition, aided by our fusion of Talk 4 Writing and Jane Considine's 'Writing Rainbow'.



Pupils' oracy skills and vocabulary are developed as sentences are formed, shared and celebrated verbally to raise the children's confidence.

Age-related expectations of PaG are then incorporated via discrete, teacher-lead sessions before the children are then exposed to a short writing burst – shaped using lenses from the 'Writing Rainbow'.

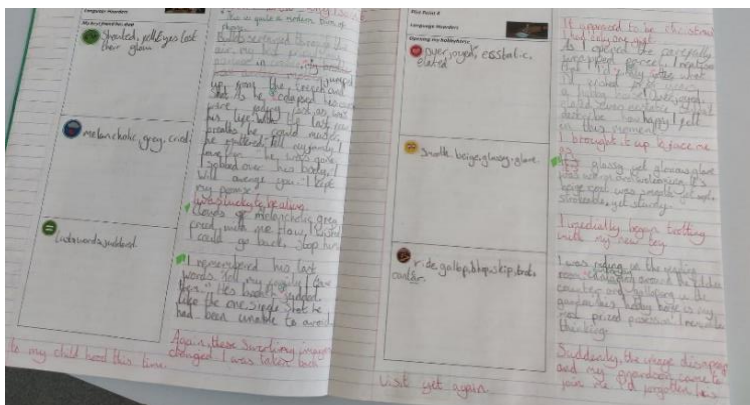


The children are 'inspired and engaged' beforehand using drama, hot-seating and multi-sensory activities to gather language and vocabulary.

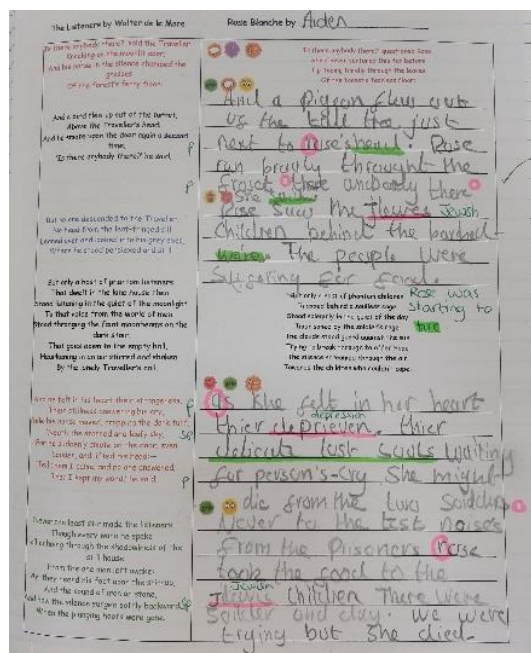
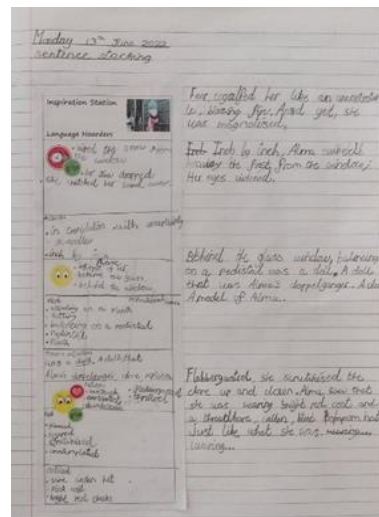
Success incorporating handwriting and SPaG skills into the KS1 stacking strip has led to LKS2 classes using a similar approach.

A Writer's journey at Grace Mary

Short burst writing opportunities, inspired by a particular topic, book or engaging source motivate our children to create.

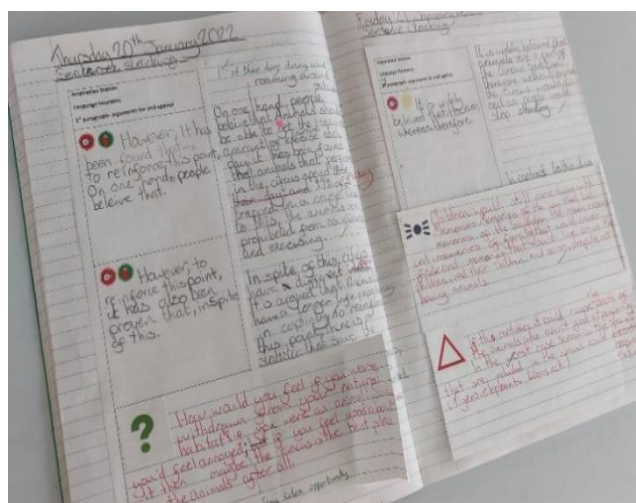


As the children develop a better understanding of the Writing 'Rainbow', lenses are manipulated to influence and shape a variety of different writes.



They can also be used to support early intervention for those needing guidance with sentence structure, as well as at word level.

As the children become more confident with sentence structure and composition, they are then provided with an empty strip to collect and generate vocabulary following a class stimulus.

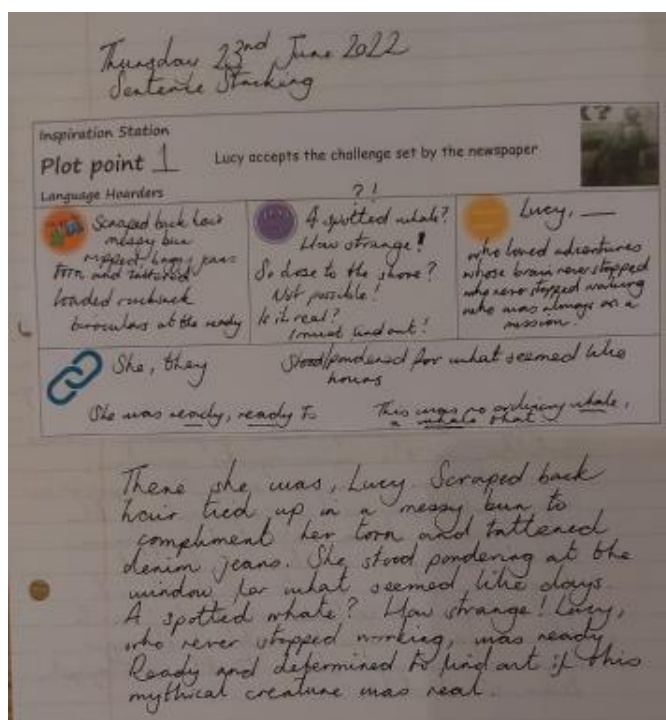


Following a succession of stacking sessions, the children are then provided with opportunity to proof-read and edit their writing in red pen.

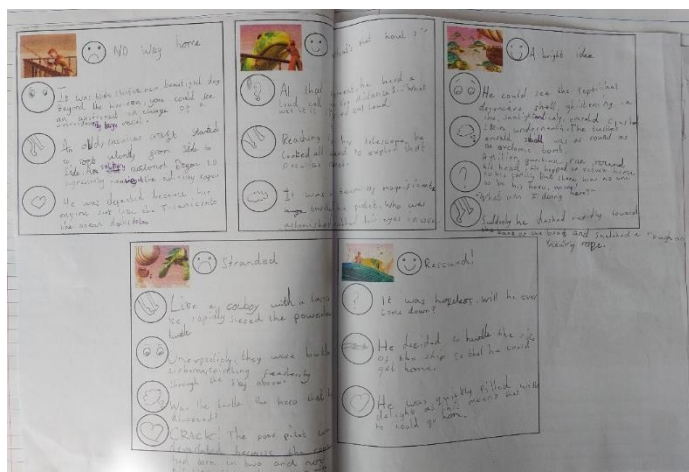
We encourage the children to consider cohesion within and across paragraphs whilst proof-reading to improve the flow and structure of their writing.

As the children become more confident in composing paragraphs shaped and supported by the vertical stacking strip, they will then be provided with opportunity to write with much more independence and flow.

A horizontal strip at the top of the page will continue to enable the collection/generation of vocabulary and cohesive devices, however the composition of each child's daily short burst of writing will be much more personal to them.



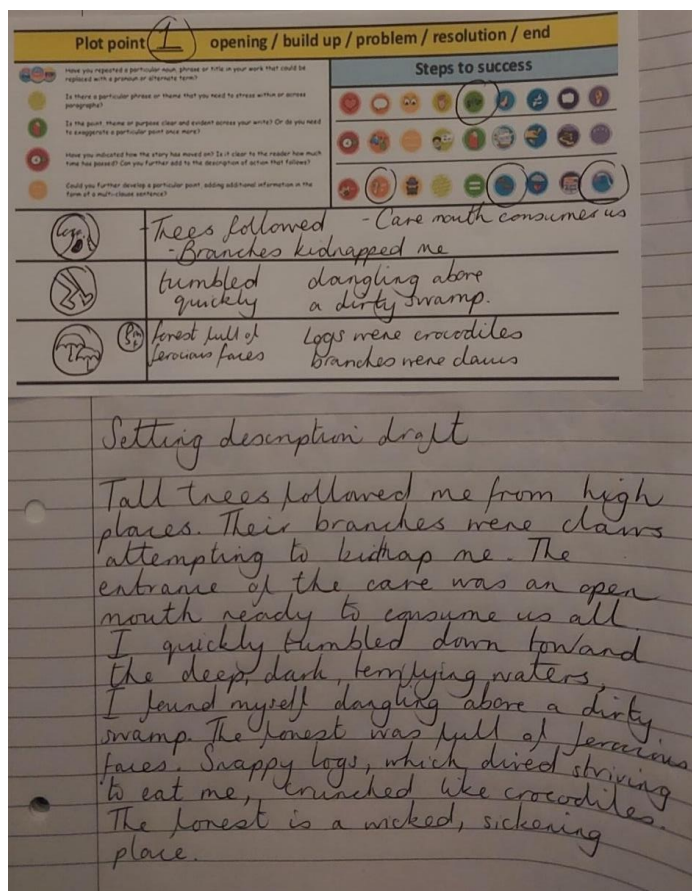
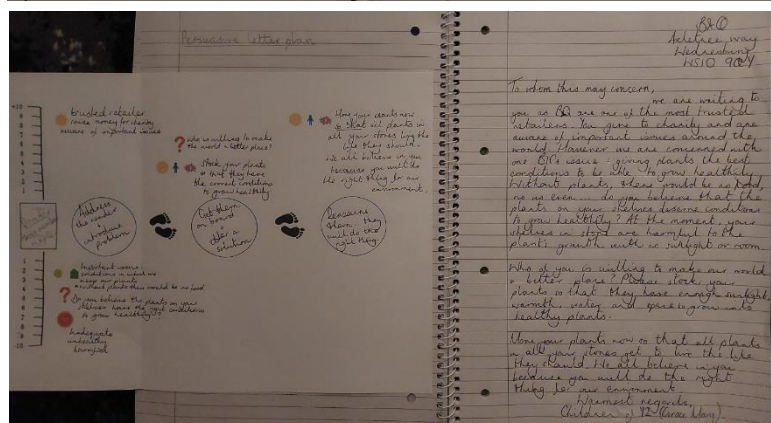
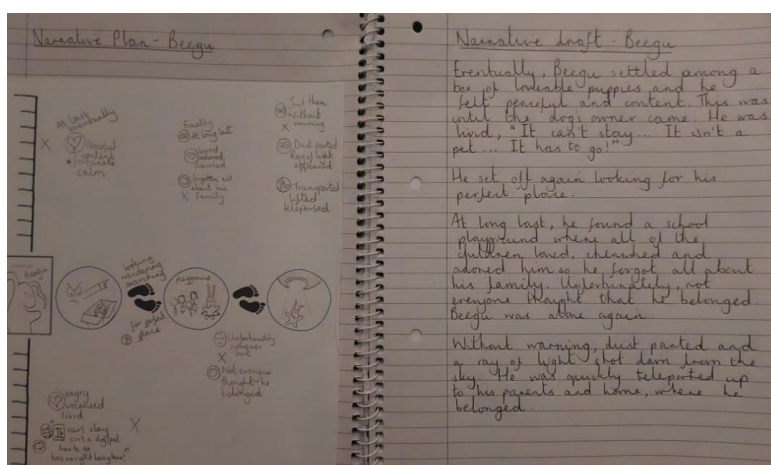
A Writer's journey at Grace Mary



When planning for independent writing, the children are encouraged to incorporate a wide variety of SPaG tricks as well as genre-specific features.

The lenses pictured upon the Writing Rainbow are utilised by pupils to construct each sentence and support the construction of their composition.

Additional examples of independent planning formats used by our pupils:



Comparative Writing Judgements

We monitor the impact of our writing using 'Comparative Judgements', a process in which teachers meet to read and compare two pieces of independent writing, judging the application of objectives for that particular year group. All compositions are then ordered and a judgement is made as to the percentage of pupils applying age related expectations, and who will be targeted the following term to receive intervention. This is completed termly and informs our pupil progress meetings when discussing provision and targets for the next term.

A Writer's journey at Grace Mary Writing overviews

3 week writing units

We have implemented a new three-week unit plan, that enables teachers to prepare and teach two to three genres of writing each half term, allowing pupils time to be taught how to use particular writing skills (lenses from the writing rainbow) before planning and composing an independent piece.

There is also time allocated for 'experience days', to fully submerge and engage pupils with specific topics and themes, as well as give their writing purpose.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Discrete Spelling and PaG session	Experience session – share WAGOLL / box clever / hook for writing unit	Sentence Stacking	Sentence Stacking	Discrete Spelling and PaG session Sentence Stacking
Week 2	Discrete Spelling and PaG session	Sentence Stacking	Self Assessment Editing session	Experience session – link made to independent write	Discrete Spelling and PaG session Planning session – scale of intent / boxing up etc
Week 3	Discrete Spelling and PaG session	Independent writing	Independent writing	Self Assessment (Tool box) Editing session	Publishing

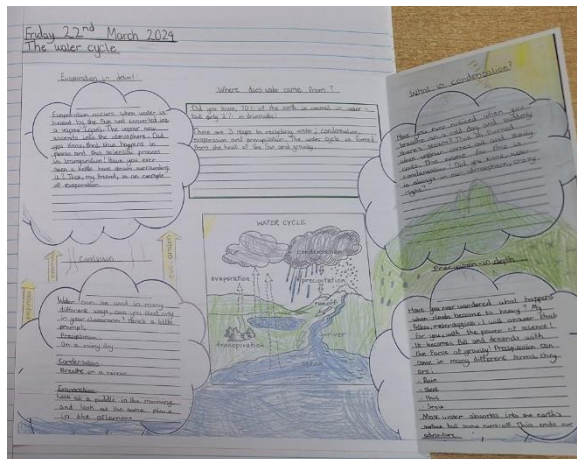
Year 2 Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence Stacking Guided Piece	<u>Bubbles - THE LITERACY SHED</u> Recount a fabulous day 2 entertain	Newspaper Report: GFOL 2 entertain / 2 inform (As the fire started)	Setting Description - Dramatic scene Snow White clip - escaping the forest 2 entertain	Non-Chronological Report on 'Florence Nightingale' Nursing 2 entertain / 2 inform	Science Essay - Instructions: Can seeds grow anywhere? 2 discuss / 2 inform	Persuasive advert on 'visit UK' 2 persuade
Independent Piece	Continuation of the story - 1.08 as the bubble rises up into space	Newspaper reporting on the day the fire was extinguished	Dramatic scene - Owl who was afraid of the dark	Non-Chronological Report on 'Edith Cavell or Mary Seacole'	Instructions How to make a moving monster	Persuasive advert on 'visit Kenya'
 PaG coverage	Adjectives/nouns Exp noun phrases Simple present/past	Types of <u>sentence</u> : Statement, command, question, exclamation	Coordinating Conjunctions Subordinating Conjunctions	Superlatives and Comparatives Review word class	Bullet points Progressive forms of verbs Irregular past tense verbs	Conjunctions review FANBOYS ISAWAWHABUB
Sentence Stacking Guided Piece	Diary - Samuel Pepys' diary (Days 1-3 of the fire) 2 entertain / 2 inform	Weather Forecast Geography link - warm, summer weather 2 inform	Character Description - following on Owl who was afraid of the dark 2 entertain	Extended Scene (GITB) Ghost in the Bath Adaptation of class text 2 entertain	Persuasive letter (<u>cancel</u> SATS) 2 persuade	Beegu by Alexis Deacon 2 entertain
Independent Piece	Continuation of events - Days 4-5 of the fire	Weather report reporting on cold, winter weather	Character Description - Little Red by Beth Woolvin	Extended Scene (GITB) Ghost in the Class (adaptation on book)	Persuasive letter (To garden center - look after your plants)	Continuation of the story - from page 9 - the dog kennels
 PaG coverage	Capital letters (proper nouns) Apostrophes - Contraction and Possession	Verbs / Imperative Verbs ... Adverbs	Commas in a list Commas in a sentence	Inverted commas Review types of <u>sentence</u>	Plural Possessive Apostrophe + review apostrophes	Adverbials (how, when, where) Paragraphs (grouping information around a common theme)
Additional Writing opportunities	Informal letter (from the Killer Cat) 2 entertain / 2 inform	Instructions How to make a weathervane 2 inform		RE Essay - Where do we belong? 2 discuss	Once in a Lifetime Narrative 2 entertain	Recount Sports day 2 entertain

Breadth of Writing

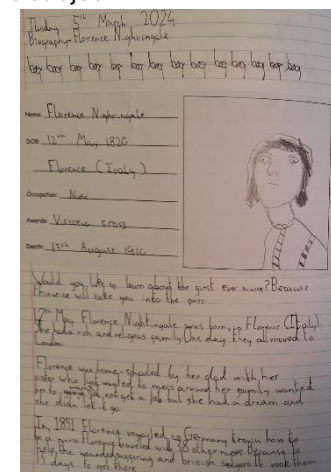
Our teachers have enjoyed the variety included in our writing overview, that fully engage and submerge the children in a wide range of topics and find purpose or their writing, across the curriculum. The examples below are of RE, science and humanities essays respectively, created following the acquisition of key knowledge in the subject.



What are the deeper meanings Of Festivals?



The Water Cycle – Explanation Text



Florence Nightingale Biography