

Writing Statement

Intent

We want to create an environment at Hillesley that will promote both reading and writing. We aim to develop writers who are confident to take risks in their creative writing and who feel secure in their writing skills; we do this by encouraging children write for a range of purposes. Our writing curriculum is progressive from EYFS to Year 6. Children are encouraged to take pride in their writing which we celebrate in a range of ways, including values certificates and publishing in The Hillesley Spirit, our weekly newsletter. Pupils are provided with a rich range of writing opportunities across the curriculum.

The National Curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Implementation

What does writing look like at Hillesley?

- A purpose and audience for writing is made clear
- Children and adults have a shared understanding of what success will look like for each genre/outcome from the studied models of writing and from whole class shared writing
- All children are responsible for and engaged in shared writing in class
- Writing is valued and displayed across the school
- Enrichment activities such as trips, visitors, drama are utilised to provide knowledge and compositional support for writing and opportunities for independent writing
- Writing is taught as a carefully sequenced activity
- Teachers provide regular helpful feedback to children so they know what they need to do to improve
- Time is given to children to enable editing and improvement of their work following self/peer/teacher evaluation and feedback
- Whole class editing using ICT or a visualiser is used to explicitly teach children how to edit and improve written work
- Writing is linked to a quality text – usually a whole text – to support engagement and creativity
- There is a progression of knowledge, complexity of task and expectations year on year
- Genres are chosen to enable children to meet the expectations of the National Curriculum and to build on prior learning
- We build writing stamina by providing opportunities to write for extended periods

What does grammar teaching look like at Hillesley School?

Across the school:

- We begin in KS1 with the basics of sentence construction including full stops and capital letters
- Children will be engaged in identifying word classes early on in their school lives
- Teachers will discretely teach grammar objectives as part of their writing teaching sequence and build it into their shared and guided writing, making the use of such part of the expectations and success criteria for children
- Progression of knowledge is linked to appendix 2 of the National Curriculum which sets out expectations year by year, however this knowledge may be adapted at Hillesley to suit mixed age classes

What does spelling look like at Hillesley?

At Hillesley, we believe that knowing how to apply spelling rules and recognising key words is empowering for children. Spelling knowledge takes the form of Common Exception words and the spelling programme outlined in Appendix 1 of the National Curriculum. At Hillesley, spelling lessons are based on the Spelling Shed programme. Spelling is carefully assessed using spelling age tests and CEW spelling tests.

The teaching of spelling in EYFS and KS1:

- Within the Foundation Stage and KS1, children learn to segment words and identify the sounds during their daily ULS phonics sessions.
- In EYFS, phonics visuals are available on tables and around the classroom showing images to remind children of trickier digraphs they want to write. Children learn sounds and letters rigorously through our Unlocking Letters & Sounds progression which includes daily practise of sounding our segmenting and blending
- Children having a go at writing by sounding our words and recording the sounds they hear
- Sounds are practiced throughout the day with short verbal and visual reminders e.g. sound wrist band
- From Year 1 children are actively encouraged and taught to proofread their writing for spelling errors

The teaching of spelling in Year 2-6

- From Spring term of Year 2 onwards, our spelling lessons are based on 'Spelling Shed' teaching sequence (linked to appendix 1 of the National Curriculum)
- Throughout KS2 a spelling rule, pattern or letter sound are introduced weekly and relevant spellings are taught in class – there is a test each week
- Children practise spellings in discrete lessons
- Children are encouraged to practise spellings at home and through word lists and online activities made available via Google Classroom.
- Common Exception words are taught and practised in class and at home via 'Spelling Frame' and through the teaching of 'challenge words' in spelling lessons; this allows teachers to personalise spellings to individual children or groups
- Word banks, dictionaries, electronic spell checkers and key word lists are made available in classes
- Children can use a have a go sheet to practise possible ways to spell a word and select the most appropriate
- A spelling strategy procedure is displayed in class to remind children how to tackle unfamiliar spellings
- Spellings to correct may be identified in books by the letters 'SP' in the margin as part of the editing sequence

What does handwriting look like at Hillesley School?

Across the school:

- In Year 1 the focus is on forming letter families
- In Year 2 the focus is on positioning letters and pre-cursive
- In Year 3 and 4 the focus is on joining letters
- In Year 5 and 6 the focus is on achieving, fluency, speed and style
- Handwriting is taught in KS2 in short frequent sessions 2 x 15 mins per week
- In KS2 Handwriting is taught weekly
- Groups of letters are taught constantly across the school in letter 'families' (see appendix)
- Some children may achieve fluency through joined handwriting faster than the whole school programme and others may require extra support either 1:1 with a teacher or TA or in a small group according to the needs of the cohort
- Children are encouraged to reflect on their own handwriting and say what they need to do to improve
- Children may be asked to rewrite work with a specific focus on handwriting

Impact

At Hillesley, our small classes lend themselves to immediate, personalised 'live' marking and we strongly believe that this type of feedback is likely to have the greatest impact on a child. Through dialogue with children we ensure that they are aware of their successes and next steps in learning so teachers seek to create a classroom ethos where this type of discussion is possible. We encourage children to evaluate both their own and other's written work. Written feedback is still given for longer pieces of written work.

Our approach at Hillesley has always been to use both summative and formative assessments to monitor children in accordance with our assessment policy. Summative tests provide a check on teachers' formative assessments and provide data to support judgements relating to decoding, fluency, prosody, accuracy and comprehension.

| Writing Assessment | |
|---|--|
| Formative | Summative |
| <ul style="list-style-type: none">• 'Spelling Frame' results for individual children provide teachers and children with knowledge of the Common Exception words that they can spell and those that still need to be learnt• Spelling Shed tracking data• Monitoring and marking of work | <ul style="list-style-type: none">• In year 3-5 Grammar and spelling is assessed via a 'Testbase' standardised SPAG test at the level of the particular year group• Spelling ages are measured three times per year (autumn, spring & summer)• In Y3-5 Common Exception Words are tested formally (formal tests with no practise may also be set via Spelling Frame)• Moderation of writing takes place across our local cluster of schools |