

# Writing

English is at the heart of our curriculum and drives our learning challenge curriculum through high quality key texts. This supports sequences of learning that lead to quality outcomes in writing. Writing is embedded across the curriculum so that children have the opportunity to write for a wide range of purposes making this learning more meaningful and relevant.

## Our aim is that, by the end of primary school, every child will:

- ☐ write with confidence, accuracy, fluency and understanding;
- ☐ develop and deepen a growing vocabulary;
- ☐ understand phonics and regular spelling patterns, using them to read and spell accurately;
- ☐ have fluent and legible handwriting;
- ☐ understand narrative structure through basic literacy ideas of setting, characters, plot etc;
- ☐ become independent in the processes of planning, drafting, editing (including punctuating) and improving their own work when writing for a purpose; ☐ develop a lifelong learning of writing.

## Progression in Writing

Click here to see Progression in Writing: [Progression in Writing](#)

## Spelling

In EYFS and Year 1 children follow Letters and Sounds synthetic phonics programme – see Reading Guidance. From Year 2 upwards, the children follow No Nonsense spelling – click here to see the progression in spelling objectives.

Research proves that these spelling strategies are most effective and are the ones that we will focus on using:

## Have a Go

This is the main strategy our children will use when writing. Children should say ‘**Is** this how you spell?’ rather than ‘**How do** you spell?’ This is the strategy that most adults use before they reach for a dictionary.

This skill needs to be taught explicitly as follows:

1. Model writing a sentence and being unsure about how to spell a word. Talk about the tricky part in the word and some of the choices you might have for that part.
2. Model writing the word with two or three choices on a 'have a go' sheet or scrap paper/whiteboard. Choose the one that you think looks right and use it in your sentence e.g. necessary, necessary, necessary. It is important that pupils learn to ask themselves the question 'Does it look right?' or 'Have I seen it like this in a book?' to help them make their choices.
3. If you are still unsure of the spelling, put a dotted green line under it in the sentence to signal that this needs checking by the teacher, or the pupil if appropriate, during proofreading time.
4. Model continuing with writing and *not* checking the correct version of the spelling at this point. This is important so that the flow of writing is not unnecessarily slowed.
5. Pupils use their own Have a Go page (at back of English book) whenever they write and refer to GPC charts and other classroom displays as support, as well as specific strategies that have been taught for using at the point of writing.
6. Remind them to make no more than three attempts at a word.

### Look, say, cover, write, check

**Look:** first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

**Say:** say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

**Cover:** cover the word.

**Write:** write the word from memory, saying the word as you do so.

**Check:** Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

### Quickwrite

Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.

Pupils can write words provided by the teacher or generate their own examples.

For example, in two minutes write as many words as possible with the /i:/ phoneme.

## Pyramid words

This method of learning words forces you to think of each letter separately.

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

You can then reverse the process so that you end up with a diamond.

## Mnemonics

Use each letter of the word you are learning to make up a way of remembering the order of the letters:

**b**ig **e**lephants **c**ause **a**ccidents **u**nder **s**mall **e**lephants (because)  
**p**lease **e**at **o**nly **p**erfect **l**ittle **e**ggs (people)

## Auditory Emphasis

**Aural and oral** – hearing and pronouncing words, emphasising or exaggerating pronunciation to aid learning (e.g. *Wed-nes-day, k-n-ow*) breaking words into syllables or phonemes.

## Rainbow writing

Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part of the word or write the tricky part in a different colour.

## Home Learning

### EYFS and KS1

Spelling for home learning should continue to take the form of phonics packs, challenges and activity ideas on the Fabulous Friday sheets. Each half term, children will be tested on their year group list and the words that they can spell will be highlighted in yellow on the word list sent home.

### KS2

Children will be asked to complete spelling home learning on a weekly basis using their CEW lists.



Each half term, children will be tested on their year group list and the words that they can spell will be highlighted in yellow on the word list sent home. Children will use the words they cannot yet spell from the list when completing their spelling home learning. If a child can already spell and consistently use all of the words on their year group list, they will need to refer to the examples of words that link to the spelling pattern / rule / phonic sound being covered in class. This information will be provided in the children's spelling home learning book on a half termly basis.

Children have a spelling home learning book. At the front of the book, there is a 'challenge menu'. Children choose which activity they want to complete each week. Children should aim to complete each activity at least once per term.

At the end of each half term, children will be assessed on these words again and any words still unlearnt will carry over to learn next term to be learnt in addition to the new words.

These arrangements will be adapted for particular children where necessary.

### **Assessment**

Teachers regularly monitor and feedback spelling as they mark. Children take a GPS (Grammar, Punctuation and Spelling) test once a term.

CEW lists should be tested half-termly – see home learning above.

Regular peer testing which enables pupils to identify errors together and correct.

Assessment in spelling should also be part of regular writing assessments.