HEATON AVENUE
A SHARE Primary Academy

LUCK LANE
A SHARE Primary Academy

MILLBRIDGE
A SHARE Primary Academy

WOODSIDE GREEN
A SHARE Primary Academy

Primary Writing Handbook

SHARE
MULTI-ACADEMY TRUST

Our aim is to promote the love of writing for all, ensuring that our pupils secure valuable and transferable skills for future use. We understand the importance of children becoming fluent writers and its impact on the wider curriculum. We strive to make writing interesting and engaging, whilst developing their transcription and composition skills quickly to secure good standards.

We aim to develop writing ability by developing knowledge/skill in the following areas:

Transcription		**Composition**	
"Putting words on a page..."		**"The generation of ideas, planning and using literary features..."**	
Phonics	Spelling	Composing, drafting and planning	Vocabulary
Letter formation	Handwriting	Grammatical features	Punctuation
Pencil grip		Editing	Performing

Writing Provision
Whole class Writing lessons We give pupils plenty of opportunities to practice and consolidate through shared and independent writing tasks. Our curriculum allows children to develop a broad understanding of genres and authors. Developing transcription and composition is at the heart of each lesson. Reading and Writing lessons are closely intertwined; pupils participate in discussions about books, and they develop their knowledge of grammar, punctuation, spelling, vocabulary and authorial style.
Writing Interventions Where pupils are struggling to make as much progress as expected with their ability to transcribe or compose, additional support in the form of intervention will be provided. This provision will be centered around specific areas of need/gaps in knowledge.
Writing Clubs These help to further promote a love of writing and give pupils more opportunities to develop as writers. We share pieces of writing with each other, with inspiration as a key element of each session.
Writing across the Curriculum Writing is an essential part of the wider curriculum, and we allow our pupils to write for the purpose of each subject. For example, in history, we provide the pupils with opportunities to answer historical questions. We set high expectations for writing across the curriculum, expecting to see consistency between English books and other curriculum books.

Phonics/Spelling

Children are taught phonological awareness in order to hear, say, segment and apply the sounds in spoken words. The teaching of phonics helps children to connect the sounds of spoken language with letters or a group of letters. Phonics is taught in school from Nursery upwards. In writing, the children practice applying their knowledge and securing accurate letter formation.

Little Wandle is used to help pupils learn to decode and then spell.

As a bridge from Phonics to Spelling patterns, we use Little Wandle's 'Bridge to Spelling' and Y2 Spelling Units.

Term		Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	one once	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	two again	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	any many	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	eye people	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	journey friend	see/sea
	Week 5	7	Why do some words end -le, -el, -al or -il?	move improve	to/too/two

Our lessons follow the structure of

- Revise and recap
- Introduce new rule and investigate the patterns
- Teacher model
- 5 spelling practice
- Practice using a strategy
- Write in context
- Mini spelling test

Once pupils have worked through Little Wandle Bridge to Spelling – No Nonsense Spelling is used to build spelling skills progressively.

Block 2 – autumn second half term

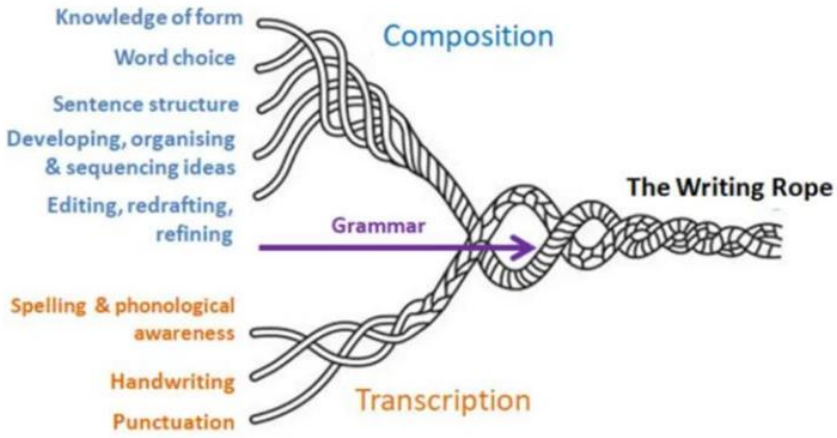
Week 1	Lesson 1 Revise/Assess **Words from statutory word lists**	Lesson 2 Revise/Assess **Words from statutory word lists**	Lesson 3 Learn **Strategies for learning words: words from statutory word list**
Week 2	Lesson 4 Learn **Homophones ('ce'/'se')**	Lesson 5 Practise **Homophones ('ce'/'se')**	
Week 3	Lesson 6 Assess **Homophones ('ce'/'se'): dictation**	Lesson 7 Learn **Strategies for learning words: words from personal spelling lists**	Lesson 8 Assess **Words from personal spelling lists**
Week 4	Lesson 9 Teach **Endings that sound like /ʃəs/ spelt '-cious' or '-tious'**	Lesson 10 Practise **Endings that sound like /ʃəs/ spelt '-cious' or '-tious'**	
Week 5	Lesson 11 Assess **Endings that sound like /ʃəs/ spelt '-cious' or '-tious': dictation**	Lesson 12 Learn **Strategies for learning words: words from statutory word list**	Lesson 13 Learn **Strategies for learning words: words from statutory word list**
Week 6	Lesson 14 Assess/Learn Learn **Words from statutory word lists**	Lesson 15 Revise **Spelling learning from this term**	

Pupils in Key Stage One and Two have English lessons daily. These lessons:

- Expose pupils to a **high-quality range of texts**, which pupils unpick to be exposed to authorial choice
- Include a range of activities – not all of which must have a written outcome – that enable children to **develop their transcription and composition skills**.

Developing writing skills - transcription and composition:

Composition encompasses the generation of ideas, planning and reviewing of work. For example, sentence construction requires formulating an idea, retrieving words from memory, sequencing the words, and then a knowledge of acceptable grammar. Transcription involves spelling, punctuation and handwriting skills. These two areas interact and rely on each other, for example improving fluency in transcription skills can improve compositional skills. Fluency in transcription means the learner has to focus less on the skills of forming letters and spelling words correctly, which frees up mental space and demand for them so they can focus on content, meaning and comprehension.



For more information about how transcription and composition progress, see links below:

- Transcription Progression
- Composition Progression

There is also a strong focus on developing communication and language skills through our English Curriculum, skills progress across four key strands:

Strand	Physical	Linguistic	Cognitive	Social and emotional
Focusses on developing:	**Voice**: pace, tone, clarity, projection **Body language:** Gesture, posture, expression, eye contact	**Vocabulary**: vocab choices **Language**: register, grammar **Rhetorical techniques:** humour, irony	**Content**: convey meaning, build on views **Structure**: organise talk **Clarify and summarise:** **Self-regulation**: focus, manage time **Reason**: critical examination, give reasons to support views	Work **with others:** guide and manage interactions, turn-take **Listen and respond:** **Confidence**: self-assurance, liveliness/ flair **Audience awareness:**

For more information about communication and language progression see the following link:

- Communication and language progression

Text types:

Across each year group pupils will be exposed to a range of texts (full books, extracts and non-fiction), including:

Fiction			
Writing to entertain:			
Sci-Fi	Fantasy	Real-life	Thriller
Historical	Myths and legends	Mystery	
Stories	Setting/character description	Poetry	
Non-Fiction			
Writing to inform:	**Writing to persuade:**	**Writing to discuss:**	
Recounts	Advertisements (incl: leaflets)	Balanced arguments	
Non-chronological reports	Arguments (incl: speeches)		
Explanations			
Instructions			

For more information about each text type progression, see the following links:

- Writing to Entertain Progression
- Writing to Inform Progression
- Writing to Persuade Progression
- Writing to Discuss Progression

Planning a Writing Unit

When planning a unit, there are key documents to focus on (in addition to the progression documents linked above):

- English programmes of study: key stages 1 and 2 (publishing.service.gov.uk)
- Long Term Planning
- Medium Term Planning
- Moderation and exemplification
- Short-term planning template (please download a copy to use

Teaching Writing Lessons

Suggested routine:

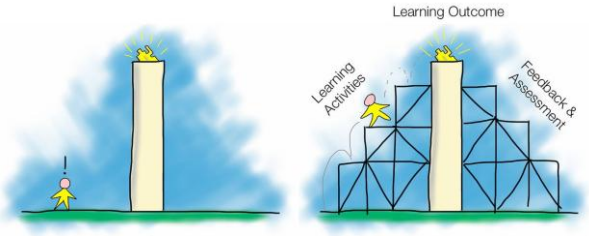
Week 1	Week 2	Week 3
Explore	Practice and Plan	Write and Publish (if required)

Week 1	Week 2	Week 3
Explore the genre and purpose – identify features Look at several texts within this style Link to reading Stimulate/generate ideas in the theme/style Build vocab Short-burst – where appropriate	Practice the key features Consider authorial choice Continue organising ideas Continue to build vocab Plan – this is a really important step and must be checked by the teacher	Finalise plan Build up to the write – practice a key paragraph - MODEL Share good examples Write assessed piece (in chunks possibly) Edit and improve Potentially publish

Expectations

- Pupils should be writing regularly but remember quality over quantity – especially if pupils are yet to be fluent, confident or able to transcribe/spell.
- Modelling at every stage – sentences, vocabulary, grammar features etc. Do this step by step and aim to reduce the scaffold as the year progresses.
- Pupils should be producing a range of full stories/texts and short burst writes over the year.
- Clear lesson outcomes/objectives, which are specific and focused.
- Stop and share moments - grammar feature/vocab word/sentence structure – to encourage other pupils to magpie.
- Use stimuli to really engage all learners – visuals often help those who struggle with the composition stage.
- Using the environment as much as possible – there should be ideas/words/phrases/model sentences/grammar features modelled on the walls.
- Actively assess pupils during lessons and give feedback on the spot. Pupils should be acting upon feedback continuously, whether from the adults or from peers.
- While chunking writing might be appropriate at times, pupils also need to build writing stamina and should be able to write at length.
- By the end of the year, pupils in KS1 should generally be producing a page of writing at the end of a unit; for LKS2, a page and a half; and for UKS2, two pages.

Scaffolding/Support



Writing sessions take place with the whole class – on order for all pupils to be able to engage with the lesson, scaffolding could be essential. Scaffolding is strategic support, put into place by the teacher, to give pupils the support they need to cope with what they are being asked to learn/practice.

Lessons/writing tasks could be scaffolded in various ways, including:

- Visual stimuli when working on SPAG tasks, short burst writes etc.
- Simpler sentence structures, taken from an accurate assessment of the pupil's writing ability.
- Sequencing tasks to ensure a fiction or non-fiction stimuli is understood.
- Word or sentence banks.

Writing Assessment

Within each year group, we moderate termly across phases and schools to measure pupils' attainment in writing (establishing whether they are working below, working towards, at the expected standard or at greater depth). As part of the moderation process, we assess a mixture of full-length pieces, as well as short burst writes. This will also be a mix of fiction and non-fiction.

Teachers use TAFs (Teacher Assessment Framework) to assess which key elements of the curriculum that the children have understood.

- Writing TAF

Day-to-day, teachers should give feedback to pupils regularly on their writing. There is an expectation that pupils often use blue pen to edit their work – this could be to correct mistakes or to respond to challenge.

In Year 6, there is a SPaG (spelling, punctuation and grammar) SATs test used to assess knowledge of the fundamentals in spelling and grammar.

Y2 use SATs papers in the Summer Term.

In Years 3, 4, and 5, we use Testbase Tests as an additional indicator for SPaG knowledge.