



What you will see

The following are applied across school to maintain consistency in writing:

- All teachers plan and deliver a **Talk for Writing (TfW)** unit, consisting of:
 - Cold/hot task
 - Storytelling and text map
 - Boxed up plan (Y2 upwards)
 - Shared writing daily through the writing phase
 - Application of writing in the following term/half term
- All staff follow the **Writing Progression Document** for their year group, ensuring that skills are taught regularly through different text types, so children can practise and reinforce their learning.

▶▶▶ The Writing Process



- **Planning writing** using text map/boxed-up plan – explicitly teaching of **how** to plan
- Using **model texts** to inform and give ideas for writing
- **Oral rehearsal** forms part of the writing process
- Writing is taught through **explicit modelling**
- **Peer editing** and improvement is taught and children sometimes **peer mark** according to the success criteria for the piece of writing
- The application of learning from **Talk for Writing** units is checked through planned opportunities for **independent writing**



Teaching Grammar and Punctuation

- Grammar and punctuation is taught discretely and as part of English lessons, but is always applied in writing, the first session starting at 9.20am
- Teachers ensure the required **grammar** for the year group is taught as part of English lessons or discretely, as appropriate for the grammar skill. (See writing)
- Grammar and punctuation skills need revisiting regularly using **spaced retrieval and quizzes**. Skills should always be applied in the context of a piece of writing.



Teaching Spelling

- In Y3-6, spelling is taught using **Spelling Shed**; Y2 use the **Little Wandle 'Bridge into Spelling'**
- Spelling is taught three times per week: 1. **Spelling Patterns**, **Etymology** and **Phonology**.
- Children practise the week's spelling rule online.
- **Spaced repetition and practise** is used to reinforce spelling rules.
- Teacher **picks up errors** in written work.



Teaching Handwriting

- Cursive joined handwriting - to be reviewed Autumn 2024
- Pen licences introduced at Year 3

Assessing Writing



- No More Marking** is used to benchmark our children's independent written outcomes alongside hundreds of other children of the same age from around the country. Staff gain an overview of the standard of their particular year group and can use this to plan for next steps in teaching writing in their year group. This also gives staff a clear idea of the strengths and weaknesses within, say, Year 3 writing. The samples of work gathered from these writing tasks also serve as a useful assessment tool to grade other pieces of work and act as a portfolio of work to help teachers assess written work.
- This comparative marking approach is also used during end of term assessments in school, so that teachers can grade similar children and look in detail at the children who may be on the borderline of two boundaries and understand their strengths and weaknesses in writing.
 - **Writing Moderation** – regular opportunities are given for in school moderation of writing and looking at the work of children who may be on the cusp of a grade. Staff also moderate work with teachers from their year groups across the Trust.