



Starting the journey well

As a Church of England community school, we **believe** we can impact God's world for good, **grow** in learning, love, wonder and faith and **seek** together to flourish in the fullest way possible

Writing Policy

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1. Intent

At Christ Church, we aim to nurture confident, resilient and articulate members of society with the cultural capital to flourish into life-long learners, no matter what their starting point. We provide children with engaging, purposeful opportunities for writing, underpinned by effective oracy skills, a fundamental understanding of GPS, an ever increasing vocabulary, a wealth of real-life experiences and immersion in high-quality texts.

One of our guiding principles is, 'reading as a writer and writing as a reader'; we do not want children to view reading and writing as separate entities, at whatever age or stage. Although first and foremost our children read for pleasure, we also want them to read analytically, so they are conscious of style, sentence formation and construction of plot, character, description and dialogue. We do this through the use of *Talk4Writing*, where children are explicitly and systematically taught the process of writing, including how to plan, draft, share, evaluate, revise, edit and publish their work. Our aim then is to embed writing 'tool kits' so that our pupils carry with them the essential skills needed from year group to year group.

This all begins in our EYFS, with an emphasis on the development of oracy skills to support writing. We aim to instil a, 'have a go' approach to writing alongside the systematic teaching of phonics, spelling and sentence level work. Writing corners and role play areas equipped with exciting opportunities to mark make and write all foster an early interest and enthusiasm for writing. This 'have a go' approach continues throughout the school, where we strive to continue to spark our young writers' imagination and inspire them to want to write with flair and purpose.

A fundamental reason we developed our creative curriculum almost four years ago, was to respond to the experience and vocabulary gap within our community. Through topic-based teaching, we endeavour to unlock the excitement of writing partly by and to highlight its importance not only in allowing pupils to explore new subjects and release their potential to learn and grow but also in improving self-esteem, behaviour and a child's future life chances.

2. Writing in the EYFS

Writing, along with reading, makes up literacy, one of the four specific areas of the **Early Years Foundation Stage** (EYFS). The Early Learning Goals for writing come from literacy, communication and language and physical development:

- Literacy - children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible
- Moving and handling - children show good control and coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing
- Communication and Language (listening and attention) - children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity
- Communication and Language (understanding) - children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events
- Communication and Language (speaking) - children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are the following:

- Shared writing
- Role-play
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Postcards
- Menus
- Shopping lists
- Instructions
- Story maps
- Stories

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing and learn the left to right convention of writing in English. A variety of resources are used to encourage the development of the fine motor control, which is essential for good handwriting. These include playdough, cutting, threading, tracing and other specific resources.

Provision

The reception classroom has a well-organised writing area that includes a variety of different resources for mark-making and writing such as large sheets of paper, coloured paper, notebooks, diaries, postcards, pipettes, malleable materials, clipboards, cling film, whiteboards, pens, pencils, high-frequency word cards, alphabet cards, zig-zag books, interactive displays, the interactive whiteboard, messages and examples of children's writing. These resources are all be available for the children to use independently.

Children are grouped according to ability and each group has an adult lead. However, to encourage and foster independence, adults will often encouraged to 'hover support' as children become increasingly confident with their writing. Opportunities are provided for children to use these skills in child-led activities.

Children participate in ***Dough Disco*** (a fun activity that combines the use of play dough with a series of hand and finger exercises designed to improve fine muscle control. The movements develop children's fine and gross motor dexterity, hand-eye coordination and self-esteem) and ***Squiggle While You Wiggle*** (another activity designed to help support children become familiar with the parts of the body and then learn a new gross motor movement to a piece of music. They will dance using this movement and use it to make marks, this can be in foam, on paper, in sand etc. They will then use this action to think of letters they can form that use this shape. These sessions are great fun but most importantly help children to be confident mark makers).

In the EYFS, there must be a daily whole class phonics session and a regular literacy based sessions in reception. These should be supported by linked independent and adult directed activities. These are to be clearly described on planning with the use of learning intentions and key questions, along with details of differentiation. Core texts should be used and links to the learning theme made where possible. These can be found on class overviews. Children each have a literacy workbook in which directed literacy activities are recorded. Self-initiated learning is recorded in the children's learning journeys and on *Tapestry*.

Our outside areas include climbing apparatus to develop pupil's core body strength, gross and fine motor skills, and provide opportunities for reading, writing and role-play. There are ample opportunities for pupils to write throughout the setting and pupils are encouraged to write for lots of different purposes. Puppets and props are available for language development and role-play. Inviting book corners have a good variety well organised quality books - hard cover, soft cover, fiction, non-fiction and rhymes/ poetry. Displays celebrate children's achievements and support children's future learning, being interactive where appropriate. They also include typed and handwritten text and captions from adults and children.

Reception

We strongly believe that our **expectations** around writing should be entirely cohort and individual specific in reception. Although we have clear expectations about when we hope children will write in an exercise book, we appreciate that this cannot and should not be the same for every child.

Some may start the beginning of the year others at the end of autumn and others in spring.

Transition to Year 1

During the summer term, there is a transition timetable for reception for moving into year 1. The children not only visit their new classroom and spend time with what will be their new teacher, but they also

In the autumn term, the children follow a transition unit called '*All About Me!*' concentrating on punctuating simple sentences, using a capital letters for proper nouns and the personal pronoun 'I'.

3. Writing in KS1

Non-Negotiables:

- All Key Stage 1 classes have a daily English lesson in addition to a spelling, grammar or punctuation input
- Each classroom has an English working wall that supports current learning with model texts, published examples, pupils' work and key vocabulary
- Children should begin to write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds
- Children edit their writing, answer questions and respond to feedback using green pen
- We expect all children to have reached "Scribe" level by the end of Year 3 and should be writing using a pen
- Class teachers and support staff work with a focus group of children to provide guided writing linked to assessment. All writing lessons have an opportunity for the adults to work with guided groups for 20 – 30 minutes
- Phonics and spelling are taught daily
- Grammar and Punctuation is taught discretely and in context in all classrooms from Year 1 to Year 6. Objectives appear in weekly planning.

Dates and WALTs can be stuck in

4. Writing in KS2

Expectations

1-2 pieces of independent, assessable work per half term.

- At KS2, children should plan, draft and redraft writing of several paragraphs for a range of purposes and audiences.

Shared Writing

- Shared Writing takes place during whole class teaching, where ideas are shared and discussed.
- The sessions are well-paced and interactive, e.g. the teacher employs intentional errors, the use of pupil whiteboards for the quick composition of ideas and formative assessment.
- These ideas are recorded and refined by the teacher, with them modelling the skills needed to be a writer.
- The Shared Writing primarily focuses on how to achieve the success criteria for a given objective within the writing to be completed. It also provides a vehicle for the teaching of grammar.
- Children then have the opportunity to practise and extend their own writing independently, or in a Guided Group.

Guided Writing

- In most writing sessions, both the class teacher and member of support staff will conduct a learning objective-focused Guided Group
- In this session, a common learning need is targeted with a small group of pupils. Ideas are shared and discussed and then recorded by the teacher, modelling the skills needed to write successfully. This modelling process may be repeated as necessary.
- Children then evidence their progress independently, using the guidance to inform their own writing

Incidental Writing

5. Assessment

GDS: great depth standard

Exceeding: GDS

EXS: expected standard

Secure: EXS

WTS: working towards

Developing: children working just below expected standard

Emerging: children worked below expected standard, often within a previous year group

Year 6	Autumn	Spring	Summer
Content	<p>Baseline: autumn 1, week 1 using THEP end of KS2 moderation sheets Fiction, descriptive</p> <p>GPS: SATs paper from two years ago to carry out in-depth gap analysis</p> <p>End of term: autumn 2, assessment weeks 13-14 Same stimulus as baseline Independent work from the term will be moderated before pupil progress meetings</p> <p>GPS: autumn term year 6 test (CGP) alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Children should have completed approximately 2-3 pieces of independent work</p>	<p>End of spring 1: ongoing teacher assessment using independent work from term, alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>End of term: ongoing teacher assessment using independent work from term Independent work from the term will be moderated before pupil progress meetings</p> <p>GPS: Mock SATs - paper from previous year used</p> <p>Children should have completed approximately 3-4 pieces of independent work</p>	<p>End of summer 1: alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Moderation: June moderation week 7 pieces of independent work starting from spring 1, including 2-3 cross curricular pieces</p> <p>GPS: SATs</p> <p>Children should have completed approximately 3-4 pieces of independent work</p>

Year 5	Autumn	Spring	Summer
Content	<p>Baseline: autumn 1, week 1 Fiction, descriptive GPS: end of year 4 test (CGP), HFW assessments where appropriate</p> <p>End of term: autumn 2, assessment weeks 13-14 Same stimulus as baseline Independent work from the term will be moderated before pupil progress meetings GPS: autumn term year 5 test (CGP) alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Children should have completed approximately 2-3 pieces of independent work</p>	<p>End of spring 1: ongoing teacher assessment using independent work from term, alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>End of term: ongoing teacher assessment using independent work from term Independent work from the term will be moderated before pupil progress meetings GPS: mid-year tests year 5 (Testbase) alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Children should have completed approximately 3-4 pieces of independent work</p>	<p>End of summer 1: alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Moderation: summer 2, assessment weeks 12-13 6-7 pieces of independent work starting from spring 1, including 2-3 cross curricular pieces GPS: end of year 5 test (CGP) and KS2 SATs paper from previous year</p> <p>Children should have completed approximately 3-4 pieces of independent work</p>

Year 4	Autumn	Spring	Summer
Content	<p>Baseline: autumn 1, week 1 Fiction, descriptive GPS: end of year 3 test (CGP), HFW assessments where appropriate</p> <p>End of term: autumn 2, assessment weeks 13-14 Same stimulus as baseline Independent work from the term will be moderated before pupil progress meetings GPS: autumn term year 4 test (CGP) alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Children should have completed approximately 2-3 pieces of independent work</p>	<p>End of spring 1: ongoing teacher assessment using independent work from term, alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>End of term: ongoing teacher assessment using independent work from term Independent work from the term will be moderated before pupil progress meetings GPS: mid-year tests year 4 (Testbase) alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Children should have completed approximately 3-4 pieces of independent work</p>	<p>End of summer 1: alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Moderation: summer 2, assessment weeks 12-13 6-7 pieces of independent work starting from spring 1, including 2-3 cross curricular pieces GPS: end of year 4 test (CGP)</p> <p>Children should have completed approximately 3-4 pieces of independent work</p>

Year 3	Autumn	Spring	Summer
Content	<p>Baseline: autumn 1, week 1 Fiction, descriptive</p> <p>GPS: end of year 2 test (CGP), HFW assessments where appropriate</p> <p>End of term: autumn 2, assessment weeks 13-14 Same stimulus as baseline Independent work from the term will be moderated before pupil progress meetings</p> <p>GPS: autumn term year 3 test (CGP) alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Children should have completed approximately 2- 3 pieces of independent work</p>	<p>End of spring 1: ongoing teacher assessment using independent work from term, alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>End of term: ongoing teacher assessment using independent work from term Independent work from the term will be moderated before pupil progress meetings</p> <p>GPS: mid-year tests year 3 (Testbase) alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Children should have completed approximately 3- 4 pieces of independent work</p>	<p>End of summer 1: alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Moderation: summer 2, assessment weeks 12-13 6-7 pieces of independent work starting from spring 1, including 2-3 cross curricular pieces</p> <p>GPS: end of year 3 test (CGP)</p> <p>Children should have completed approximately 3- 4 pieces of independent work</p>

Year 2	Autumn	Spring	Summer
Content	<p>Baseline: autumn 1, week 1 using THEP end of KS1 moderation sheets Fiction, descriptive</p> <p>GPS: SATs paper from two years ago to carry out in- depth gap analysis</p> <p>End of term: autumn 2, assessment weeks 13-14 Same stimulus as baseline Independent work from the term will be moderated before pupil progress meetings</p> <p>GPS: autumn term year 2 test (CGP) alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Children should have completed approximately 2- 3 pieces of independent work</p>	<p>End of spring 1: ongoing teacher assessment using independent work from term, alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>End of term: ongoing teacher assessment using independent work from term Independent work from the term will be moderated before pupil progress meetings</p> <p>GPS: Mock SATs - paper from previous year used</p> <p>Children should have completed approximately 3- 4 pieces of independent work</p>	<p>End of summer 1: alongside <i>No Nonsense Spelling</i> test for rules and sounds covered this term</p> <p>Moderation: June moderation week 7 pieces of independent work starting from spring 1, including 2-3 cross curricular pieces</p> <p>GPS: SATs</p> <p>Children should have completed approximately 3- 4 pieces of independent work</p>

Year 1	Autumn	Spring	Summer
Content	<p>Baseline: teacher assessment using THEP end of year 1 moderation sheets and end of autumn sheets</p> <p>GPS: N/A</p> <p>End of term: autumn 2, assessment weeks 13-14</p> <p>Ongoing teacher assessments</p> <p>Independent work from the term will be moderated before pupil progress meetings</p> <p>GPS: use of CGP books to support</p> <p>Children should have completed approximately 2-3 pieces of independent work</p>	<p>End of spring 1: ongoing teacher assessment using independent work from term, alongside <i>No Nonsense Spelling test for rules and sounds covered this term</i></p> <p>End of term: ongoing teacher assessment using independent work from term</p> <p>Independent work from the term will be moderated before pupil progress meetings</p> <p>GPS: mid-year tests year 3 (Testbase) alongside <i>No Nonsense Spelling test for rules and sounds covered this term</i></p> <p>Children should have completed approximately 3-4 pieces of independent work</p>	<p>End of summer 1: alongside <i>No Nonsense Spelling test for rules and sounds covered this term</i></p> <p>Moderation: summer 2, assessment weeks 12-13</p> <p>6-7 pieces of independent work starting from spring 1, including 2-3 cross curricular pieces</p> <p>GPS: end of year 3 test (CGP)</p> <p>Children should have completed approximately 3-4 pieces of independent work</p>

Targets

A genre based and a grammar/ punctuation based target. Year group prefixes and suffixes included all year round. On clouds, child friendly vocabulary I can statements. Referred to in most lessons. Children know where they are and the progress they are making towards them.

Autumn Term

Nursery

?? Jo

Reception

Ella ??

Year 1

Due to the transition from reception to year 1, we feel it is unnecessary/ disadvantageous to have any formalised baseline assessments during autumn one. Instead, formative assessments are carried out through questioning, feedback marking and using our autumn term teacher assessment sheets.

Year 2-6

During the first two weeks of autumn term, children create a piece of independent writing, usually from a visual prompt or a story starter, at the back of their topic books. Teachers choose these stimuli based on their knowledge of the cohort's interests, as discussed in our summer transition meetings. This is then assessed against our formative autumn term teacher assessment sheets, acting as gap analysis, to give us a clearer understanding of what has been retained over the six-week holiday period. The baseline data is recorded by teachers on *Integrus* and, along with summer term data, informs groupings and therefore levels of support needed. Groupings are flexible and updated regularly, discussed weekly at planning meetings with a member of the leadership team.

Visual Prompt and Story Starter Resources:

<https://www.literacyshed.com/story-starters.html>

<https://www.literacyshed.com/the-images-shed.html>

By the end of autumn term, pupils in year 1 to 6 should have between 3-5 independent, assessable pieces of writing.

End of Year Moderation

At the end of academic year, children's writing, from nursery to year 6 is moderated before the final pupil progress meeting. Staff produce a ranked list of their class and cusp children (the highest developing, lowest secure, highest secure and lowest exceeding) will be moderated. This is done by the writing lead alongside the class teacher, support staff and possibly the phase lead.

- Six to seven pieces of **independent**¹ writing should be included
- Most should be fictional, with some examples of non-fiction
- One or two pieces of writing can be typed, although this would need to follow a discussion with the subject lead
- THEP moderation sheets are used to make final judgements
- A pupil's writing should meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence
- Writing should always be read aloud and with expression to gain the best judgement
- Evidence of a pupil meeting handwriting objectives can be demonstrated during handwriting sessions for example, although writing should be legible, unless other needs prevent this
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.

For further guidance please see

[Teacher Assessment Frameworks at the End of Key Stage 1](#)

¹ See [5. Assessment](#) for a definition of *independent* work

file:///W:/September%202019/Assessment/English/Writing/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_1_WEBHO.pdf

Key Stage 1 Teacher Assessment Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849017/2020_key_stage_1_teacher_assessment_guidance.pdf

Teacher Assessment Frameworks at the End of Key Stage 2

file:///W:/September%202019/Assessment/English/Writing/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf

Key Stage 2 Teacher Assessment Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849018/2020_key_stage_2_teacher_assessment_guidance.pdf

Tracking

Progress and attainment is tracked using *Integris*. Data is input at the end of each term. In nursery, baseline data is also input, in September. For years 2-6, this information is for writing and GPS. For year 1, it is for writing and phonics. Phonics data is also input for year 2 and for any children in KS2 who are still having phonics teaching.

In-house moderation sessions take place amongst teaching staff at least termly, although often far more regularly during PPA session and phase meetings, to ensure judgements are robust and are standardised across the school. These are led by the English lead.

Writing is also assessed termly through formative assessment using the school policy for assessment, including Reception.

Independent Work

Work is independent when:

- only whole-class feedback has been given and children have edited their work following this
- children have been given sufficient time to plan
- only a general success criterion has been given and the children have devised this themselves, either independently or as a class

Success Criteria

Autumn term: success criteria are detailed, are led by the adult, especially if a new text-type/ genre is being introduced, are supplied every time children write

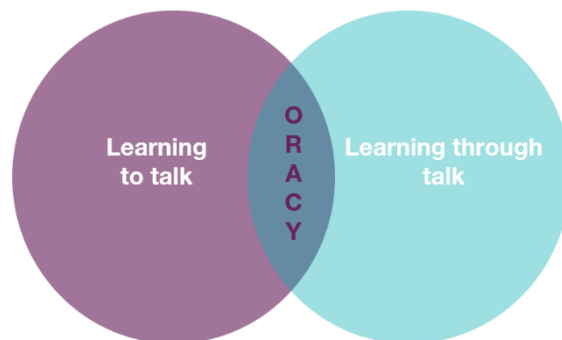
Spring term: success criteria are becoming less detailed, less adult-driven and may not always need to be supplied

Summer term: children are encouraged to be as independent as possible and are only given if a new text-type/ genre is introduced. If any are needed, they should be child-generated.

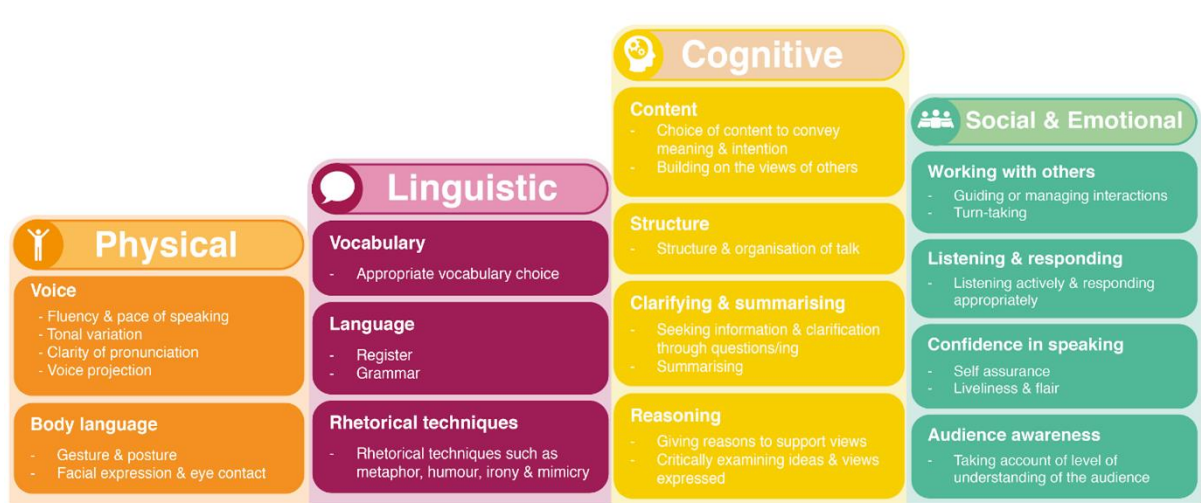
6. Oracy

What is oracy?

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. At Christ Church, we believe that it is a powerful tool for learning; by teaching students to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them. The ability to speak eloquently, articulate ideas and thoughts, influence through talking, collaborate with peers and have the confidence to express your views, are vital skills that support success in learning and life in general. Through a high-quality oracy education, students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively. To support us to do this, we use the *Oracy Framework* developed by The University of Cambridge and Voice 21.



The Oracy Framework



Coverage

Autumn: children focus on their understanding of what skills are needed to develop excellent oracy at an age appropriate level. We use the THEP produced *Progression in Language Structures* document and the Enabling Enterprise *Skills Builder Framework* to ensure progression and to guide our teaching.

Spring: performance poetry

Summer: children prepare an individual presentation in which they will focus on the language of explaining and evaluating a topic which is pertinent to their class topic. They also have an *Enabling Enterprise* unit which focuses heavily on listening and presentational skills.

Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language. Some examples are as follows:

- Partner talk
- Group discussion
- Collaborative work and problem solving
- Debate
- Role play
- Drama
- Presentations
- year group productions
- visiting speakers
- participation in local events

We have fortnightly oracy assemblies

Oracy Toolkit

Christ Church are part of the *Voice 21 Leadership Programme* for 2019/20. We use an oracy toolkit designed by our colleagues at Voice 21 to support pupils during oracy lessons.

Discussion Guidelines

These are a set of guidelines for partner and group discussion that help to maintain a safe, effective and respectful environment for talk. We have EYFS, KS1 and KS2 versions and they are displayed in all classrooms and around the school. Here is the KS2 version:

- We are **always** respectful
- We show active listening skills
- We speak confidently and with expression
- We build, challenge, summarise, clarify and probe each other's ideas
- We invite others to talk
- We give evidence for our opinions

- We make appropriate language choices
- We are always prepared to change our mind

Discussion Roles

Discussion roles help to manage talk and encourage the development of certain speaking and listening skills.

Instigator

Starts the discussion or opens up a new topic for discussion

Will say:

I would like to start by saying ...
I think we should consider ...
We haven't yet talked about ...
Let's also think about ...

Prober

Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

What do you think would be the effect of ...?
Why do you think ...?
Can you provide an example to support what you are saying?

Challenger

Gives reasons to disagree or presents an alternative argument

Will say:

I disagree with you because ...
You mentioned X but what about ...
To challenge you X, I think ...
I understand your point of view, but have you thought about ...?

Clarifier

Simplifies and makes things clearer by asking questions

Will say:

What do you mean when you say ...?
Can you explain a bit more about ...?
Does that mean ...?
Please can you clarify what you meant by ...?

Summariser

Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.

Will say:

Overall, the main points were ...
The main ideas raised today were ...
Our discussion focused on ...
The three main things we talked about were ...

Builder

Develops, adds to or runs with an idea

Will say:

I agree, and would like to add...
Building on that idea, I think ...
Linking to what X said, I think...

Groupings: these support talk for different purposes. Groupings are chosen to suit the purpose of a discussion and the number of pupils involved.

Groupings

Different groupings support different types of talk

Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



Traverse

Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.



Pair

Talk to a partner



Circle

Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



Onion

Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.



Nest

Stand apart from each other and whisper your ideas to yourself.



Vocabulary Bullseye

This activity encourages children develop, build and use challenging vocabulary when explaining their learning. It can also be used to develop peer feedback on writing.

Parental Engagement

How can you help at home?

- Encourage your child to speak in full sentences.
- Encourage your child to give reasons for their choices.
- Encourage your child to explain something to you as accurately as possible (the rules for a game, how to make a sandwich, how to solve a sum)
- Encourage your child to read out loud using a confident voice and volume.
- Encourage your child to make eye contact when they are talking.

<https://hungrylittleminds.campaign.gov.uk/>

<https://debatemate.org/>

Progression in Language document

7. Vocabulary

At Christ Church, children in nursery to year 6 will be introduced to a vocabulary rich program. Children will be given challenging vocabulary to investigate and in turn develop a wider understanding of vocabulary.

Vocabulary Ninja

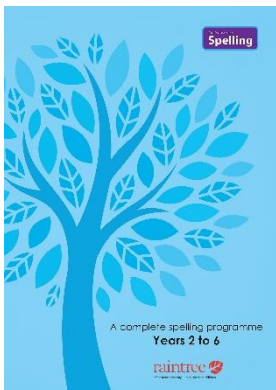
'Words unlock the doors to a world of understanding...'



In years 1 to 6, children explore the '*Word of the Day*', discussing word class, etymology, morphology, prefixes and suffixes, meanings in context and are challenged to apply it to a topic they are studying focusing on grammar and punctuation rules. Vocabulary is displayed in the classroom with the meaning and must be accessible by all. We also look at a "Word of the Week" from Vocabulary Ninja for EYFS, KS1 and KS2. These are displayed in the corridor, in classrooms and are included in our weekly newsletter and teacher briefing meeting. Parents are encouraged to use these words at home and we discuss and refer to them during assemblies.

Working Wall

Key vocabulary included with a focus on phrases and use in a sentence



11. Spelling

At Christ Church, spelling is taught using *No Nonsense Spelling* from years 2 -6.

Spellings are sent home weekly, focusing either on high frequency words (HFWs) or spelling rules.

Our Super Speller Sheet (*Appendix 3*), helps those who need more support.

Children in years 2 – 6, use Spelling Journals for practising strategies, learning new words, recording rules and investigating weekly spellings.

Children are tested weekly and their scores tracked to monitor progress and pick up on whole-class, group and individual gaps. Not only are children tested on new spellings and rules, regular revision sessions are built in to ensure children retain prior knowledge. Teacher's plan carefully and deliberately to ensure weekly spellings are incorporated into the children's writing and reading to help embed knowledge.

'The teaching of spelling can and should be supported by language origins: etymology and morphology. The explicit teaching of vocabulary offers a prime opportunity to teach and consolidate spelling knowledge' (2018 Closing the Vocabulary Gap' Alex Quigley).

Strategies to Remember Spellings

- Pyramid a word
- Graffiti writing
- Drawing around the word to memorise its shape (e.g. how many ascenders/ descenders?)

- Devising mnemonics
- Drawing pictures

Strategies to Help Us Spell

- Sound out the word using your phonics knowledge and Sound Fingers
- Chunk the word into syllables
- Think of rhyming words – could this be spelt similarly?
-

12. Handwriting



Nelson
Handwriting

At Christ Church, we have high expectations for handwriting in all subjects. The handwriting of all adults in the school should reflect the high expectations that we have of our children, as should displays in the learning environment. Reception-6 have 3 discrete session a week and staff follow the *Nelson Handwriting* scheme, following a whole-school approach. It is designed to help all children develop a confident, legible and personal handwriting style and meet higher curriculum expectations. The programme includes resources for pattern practice and motor skills, fun activities to bring handwriting to life and an online subscription for reception to year 4 to help implement the programme in class. Reception, years 5 and 6 have workbooks to embed their skills. Our handwriting teaching makes clear links to phonics and spelling and reinforces our use of *Read Write Inc.* mnemonics.

Curriculum Coverage and Progression

Reception	<ul style="list-style-type: none"> • Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. • Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. <ul style="list-style-type: none"> - Children are taught to form printed letters correctly but begin joining digraphs/ trigraphs etc. where possible in the summer term (not only does this support later joining but also reinforces that the multiple letters make one sound)
Year 1	Pupils are taught:

	<ul style="list-style-type: none"> • The four joins and break letters • To sit correctly at a table, holding a pencil comfortably and correctly • To form lower-case letters in the correct directions, starting and finishing in the right place • To form capital letters • To form digits 0-9 • To understand which letters belong to which handwriting 'families' (i.e. lets that are formed in similar ways) • To leave finger spaces between words so their work can be clearly understood • To write on the line • To begin to make their handwriting smaller
Year 2	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of letters <ul style="list-style-type: none"> - It is expected that by the end of year 2 it is expected that most children will be joining up in all their work.

Years 3 and 4	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined • Increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters so not touch) <ul style="list-style-type: none"> - In year 3, writing with a slant is introduced - By the end of year 3, children are expected to have reached 'Scribe' status
Years 5 and 6	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> - Choosing which shapes of a letter to use when given choices - Deciding whether or not to join specific letters - Choosing the writing implement that is best suited for a task

Subject Knowledge

The four joins:

- the first – diagonal joins to letters without ascenders
- the second join – diagonal joins to letters with ascenders
- the third join – horizontal joins to letters without ascenders
- the fourth join – horizontal joins to letters with ascenders

Break letters:

- b, g, j, p, q, y, and z

Ascenders:

- b, d, f, h, k, l and t*

*(t is taller but does not quite touch the top of the line)

Descenders:

- f, g, j, p, q and y

- Capital letters do not join

The *Nelson Handwriting* scheme provides us with a consistent language of number and letter formation from reception to year 6 and we share this with parents/ carers.

Letter/number	Audio
0	Start at the top and go round.
1	Start at the top and go down.
2	Start at the top, curve round and down, and across.
3	Start at the top. Go round, and round.
4	Start at the top. Go down, across, lift your pencil and go down.
5	Start at the top. Go down, and round. Lift your pencil up to the top, and across.
6	Start at the top right. Curve down, up, and in till you touch.
7	Start at the top, across, and diagonally down.
8	Start at the top, go round, and curve back the other way, and up, cross, and up till you touch.
9	Start near the top. Go round, up and down.
a	Start at the top. Go all the way round, up to the top, down and flick.
A	Down, lift, down, lift and across.
b	Start at the top. Go straight down, back up, and all the way round.
B	Down, lift, and round till you stop, and round till you stop.
c	Start at the top, and go round.
C	Round.
d	Start at the middle. Go all the way round, all the way up to the top, straight down, and flick.
D	Down, lift, and round.

e	Start near the bottom. Go up, around, and down.
E	Down, and across, lift, across at the top, lift, across in the middle.
f (print)	Start at the top. Go round, and straight down. Lift your pencil, and cross the 'f' in the middle.
F	Down, lift, across at the top, lift, across in the middle.
f (cursive)	Start at the top. Go round, straight down, and round. Lift your pencil, and cross the 'f' in the middle.
g	Start at the top. Go all the way round, up to the top, straight down, and round.
G	Round, up, and down.
h	Start at the top. Go straight down, up and over, down, and flick.
H	Down, lift, down, lift and across in the middle.
i	Start at the top. Go straight down, and flick. Lift your pencil and put a dot at the top.
I	Down.
j	Start at the top. Go straight down, and round. Lift your pencil and put a dot at the top.
J	Down, and round.
k (print)	Start at the top, and go straight down. Lift your pencil and place it next to the middle. Go into the middle, out from the middle, and flick.
K	Down, lift, out from the middle up, lift, out from the middle down.
k (cursive)	Start at the top. Go straight down, back up, over and round, down and flick.
l	Start at the top. Go straight down, and flick.
L	Down, and across.
m	Start at the top. Go down, up and over, down, up and over, down, and flick.
M	Down, lift, down and across, up and across, and down.
n	Start at the top. Go down, up and over, down and flick.
N	Down, lift, down and across, and up.
o	Start at the top, and go all the way round.
O	Round.
p	Start at the top. Go straight down, up to the top, and all the way round.
P	Down, lift, and round till you stop.
q	Start at the top. Go all the way round, up to the top, straight down, and flick.
Q	All the way round, lift, and down.
r	Start at the top. Go straight down, back up and over, and flick.
R	Down, lift, and round till you stop, out from the middle, and down.
s	Start at the top. Go round, down, and back round.
S	Round, and back round.
t	Start at the top. Go straight down, and round. Lift your pencil, and cross the 't'.
T	Down, lift, and across.
u	Start at the top. Go down, round, back up to the top, down, and flick.
U	Down, round, and up.
v	Start at the top. Go down, and back up to the top.
V	Down, and up.
w	Start at the top. Go down, back up to the top, down, and back up to the top.
W	Down, up, down, and up.
x	Start at the top. Go down to the bottom. Lift your pencil to the top, and down across the other way.
X	Down and across, lift, down and across.
y	Start at the top. Go down and round, back up to the top, then straight down, and round.
Y	Down and across, lift, and all the way down and across.
z	Start at the top. Go straight across, diagonally to the bottom, and across.
Z	Straight across, down and across, and straight across.

Differentiation

Included are **Focus** activities which are designed for less-able pupils and **Extension** activities which cater for children who need more demanding work.

Some children will benefit from using pencil grips to correct their hold.

Provision for Left-Handed Writers

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision.

- The left-handed, like the right-handed child, needs to be shown as early as possible how to hold a writing implement correctly. Bad habits are easily learnt and many left-handers adopt a hooked pencil hold which can result in a tired grip and affects the quality of their writing.
- The left-hander should hold the pencil in the left hand in the same way as a right-handed person holds theirs.
- The grip the left-hander uses means the pencil is pushed, whereas the right-hander pulls their pencil. It is important therefore that the left-hander's pencil is not too sharp, so that it runs smoothly across the page.
- Their paper should be tilted slightly to the right and the right hand should be used to steady the paper, above the writing line.
- If a child already has a 'hooked' pencil hold, we do not force them to change, as confidence can easily be destroyed. Instead we encourage them to angle their paper 8° to the left.
- Many left-handers will find it easier to leave the 'f' unjoined.
- Teachers should consider classroom organisation for left-handed. It is very important that a right-handed child is not seated on the left-hand side of a left-handed pupil as their elbows will collide.

Assessment

We assess children's handwriting at four main levels:

- whole-school
- class
- individual
- self

In reception, we assess children on their readiness to write (including pencil grip, control and both the position of the paper and of themselves) and their basic letter movements (including their mark making, pattern formation and individual letter formation).

In years 1 to 6, this is built upon by also assessing children on construction of letters, the four handwriting joins, size and spacing and their presentation.

How We Record Handwriting

Year	Record
Reception	Workbooks
Year 1	Handwriting books
Year 2	Handwriting books
Year 3	Handwriting books, moving on to back of topic books in spring term
Year 4	Back of topic books, with the long date and WALT
Year 5	Back of topic book, with the long date and WALT
Year 6	Back of topic book, with the long date and WALT

Jargon Buster

- **Fine motor skills** - when a child uses precise movements using specific body parts, such as the thumb and finger to pick objects up.
- **Gross motor skills** - when a child uses their whole body in a movement, such as jumping or running.
- **Hand-eye coordination** - when a child's hands and eyes are working together, for example catching a ball.
- **Mark making** - this could be anything, from a baby or child making marks with their fingers in sand, to dipping their hands or fingers in paint, to paint a picture.
- **Pincer movement** - when a child uses an index finger and thumb, to pick up and move objects.

. Differentiation

Often through GPS

By outcome, through support






SEN/D, EAL and GDS learners

13. Inclusion

Colourful Sentences

Colourful Sentences (Semantics) is an intervention used to develop sentence structure, created by **Alison Bryan**. Sentences are split into 'chunks' (phrases) and each chunk has a linked question word, colour, symbol and sign. The approach makes grammar more visual as the colours make internal structures of sentences clearer. It can also help with comprehension as there is a consistent link to question words. *Colourful Sentences* has huge benefits for many children but particularly those who struggle with basic word order in spoken or written sentences; children with Developmental Language Disorder or Autism Spectrum Disorder; children who respond well to visual strategies; and those who need help with basic sentence writing, grammar and/ or comprehension skills.

Christ Church Colourful Sentences Colour Code

<p>Who? (noun, subject)</p>  <p>who?</p>	<p>What doing? (verb)</p>  <p>doing?</p>
<p>What? (noun, object)</p>  <p>what?</p>	<p>Where? (location)</p>  <p>where?</p>
<p>When? (time)</p>  <p>when?</p>	<p>White cloud (coloured text):</p> <ul style="list-style-type: none">• Red - adverbs• Squiggly line underneath - fronted adverbials• Black - adjectives• Purple - prepositions

Links to Reading

Reading as a reader:

Comprehending what a text means by understanding the words. summarising, decoding strategies, phonics strategies,

Evidence: during our guided comprehension sessions,

Reading as a writer:

What is the author saying? How is the author saying it?

Writing as a writer.

Writing as a reader.

- How often do you have reading and guided comprehension sessions?
- What do they look like? Why?
- How often to children get read to each week?
- How often do you and/ or your TA hear children read 1:1?

Appendix 1. Talk4Writing

Talk 4 Writing is one of our key approaches to ensure high-quality provision, high attainment and excellent progress in writing. It is a powerful method developed by author and expert Head Teacher - Pie Corbet. It works because it is based on the principles of how young children learn. It enables children to orally imitate the key language structures that they will need for story writing and other styles of writing too. If you can't say it, you can't write it. Through fun activities, children will have the opportunity to rehearse the tune of the language they will need for story writing (and other text types or genres). This enables children to learn the story by heart, with actions and passion, much like we do with songs. Children master oral composition of their story so that they can say it confidently and fluently using rich story language. The teacher, as the expert in the role as an author, shows pupils how to craft their writing so that children are helped to write in the same style. This process happens live so that children see the writer's craft. This we call shared writing.

Stage 1: Imitation Once the teacher has established a creative context and an engaging start, a typical Talk-forWriting unit would begin with some engaging activities warming up the tune of the text, as well as the topic focused on, to help children internalise the pattern of the language required. This is often followed by talking an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece. In this way, the children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, they can read the text and start to think about the key ingredients that help to make it work. This stage could include a range of reading as-a-reader and as-a-writer activities. Understanding the structure of the text is easy if you use the boxing-up technique and then help the children to analyse the features that have helped to make the text work. In this way, the class starts to co-construct a toolkit for this type of text so that they can talk about the ingredients themselves – a key stage in internalising the toolkit in their heads.

Stage 2: Innovation Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. This could begin with more advanced activities to warm up the key words and phrases of the type of text focused on so the children can magpie ideas. Younger children and less confident writers alter their text maps and orally rehearse what they want to say, creating their own version.

The key activity in this stage is shared writing, helping the children to write their own by “doing one together” first. This could begin with using a boxed-up grid (innovating on the exemplar plan) to show how to plan the text and then turning the plan into writing. This allows the children to see how you can innovate on the exemplar text and select words and phrases that work. Demonstrating how to regularly read your work aloud to see if it works is important here. This process enables the children to write their own versions through developing their ability to generate good words and phrases and, hopefully, develops the inner judge when they start to decide why one word or phrase is best. If, during this process a teaching assistant (or in KS2 an able child) flip-charts up words and phrases suggested, these can be put on the washing line alongside the shared writing so when the children come to write they have models and words and phrases to support them. Throughout the shared writing, the children should be strengthening the toolkit so they start to understand the type of ingredients that may help. Once they have finished their own paragraph/s children should be encouraged to swap their work with a response partner. Then with the aid of a visualiser, the whole class can also discuss some of the more successful work. Time now needs to be found to enable the children to give their own work a polish in the light of these discussions and perhaps to begin the dialogue about what works by writing their own comment on their work for the teacher to comment on. We work in groups to innovate on the original story. We can change the characters, the events or add a different ending and use our own ambitious words and phrases to interest and engage the reader. Creative approaches using props, drama, role play and dressing up make the sessions fun.

Stage 3: Independence and Application The teacher now has the opportunity to assess the children’s work and to adapt their planning in the light of what the children can do. This stage could begin with some activities focused on helping the children understand aspects that they were having difficulty with and should include time for the children to have a go at altering their work in the light of what they have just learnt so that they start to make progress. This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text. Perhaps some more examples of the text are compared followed by more shared writing on a related topic and then the children can have a go themselves on a related topic of their own choosing. Typically, teachers work with the children to set ‘tickable targets’ which focus on aspects that they need to attend to. Again, this section will end with response partner and whole class discussion about what features worked, followed by an opportunity to polish your work. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible toolkit in the head rather than a list to be looked at and blindly followed. At the end of the unit, the children’s work should be published or displayed. The teacher will now have a good picture of what features to focus on in the next unit to move the children forward. It is important to provide children with a purpose for their writing so classroom display or some sort of publishing is useful.

A Mastery Curriculum for English: with a focus on writing across the curriculum We recognise how important it is for children to use their knowledge and skills in a relevant context in order to bring their learning to life. English skills are applied across the curriculum, with opportunities to read and write in Topic work, Art and Science. The curriculum is carefully synchronised to enable pupils to use and apply the skills taught in English across other subjects. Practice makes perfect therefore our curriculum is carefully planned to enable pupils to embed and master literacy skills at a deeper level, within a range of new contexts, before moving on. Writing across the curriculum and learning beyond the classroom Good writers need something to write about, a stimulus and real context that sparks their imagination. The curriculum and high quality texts provide good models for writing, as does first-hand experience. We plan regular opportunities for writing across the curriculum, for example linking learning in history with narrative writing. As part of the planning process for writing, we encourage learning beyond the classroom to inspire ideas for writing as children cannot create out of nothing. For example, in preparing to write an historical narrative, teachers will plan trips, e.g. to the London Museum or Tower of London to develop essential writer’s knowledge enabling pupils to include accurate historical detail to create an authentic setting, use of appropriate archaic language or old fashioned words that have fallen out of usage and models of sentence grammar no longer commonly used.










Appendix 2 Spelling Proforma

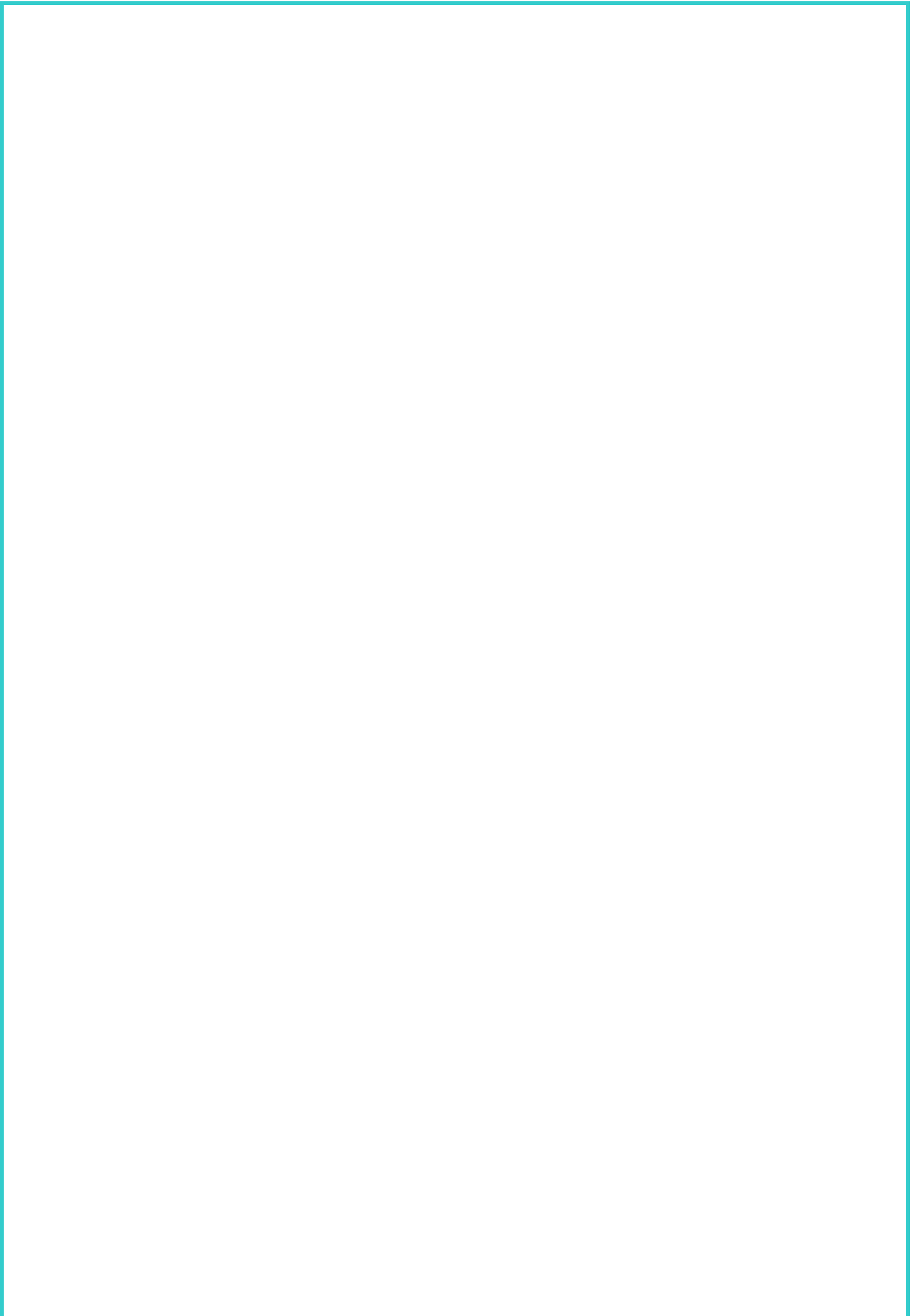
Mrs Romaine's Spellings

Due:







Rule/ Focus: homophones – words that sound the same but have different meanings and are spelt differently

Spelling	Strategy	Practise
----------	----------	----------

<p>peace</p>	<p>pea/ce Gives peas a chance!</p> 	
<p>piece</p>		<p>pie/ce a piece of pie</p>
<p>main</p>	<p>m/ain</p>	
<p>mane</p>		<p>man/e the man lion has a mane</p>
<p>fair</p>	<p>f/air the air was fair</p>	
<p>fare</p>		<p>f/are Are you going to pay the fare?</p>
<p>quarter</p>	<p>qu/art/er quarter loves art</p>	
<p>And revise the spellings some of us spelt incorrectly this week</p>		
<p>leisure</p>	<p>lei/sure there is no lie in leisure</p>	
<p>pleasure</p>		<p>plea/sure plea!</p> 



Appendix 3. Super Speller Sheet

Name: Date:	Words of the day Look 	Read my words 	Finger trace and say word 	Over-word and say word 	Graffiti/ Bubble write in journal 	LCSWC 	No looking 	How fast? 
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

