



Writing Lessons at St Pius X

Across the school:

- Lessons are planned in a sequence including the writing process below.



- Goal cover sheets make the writing process and the learning clear for the children.
- A purpose and audience for each piece of writing is decided from the outset.
- We provide stimulating first experiences for the children wherever possible
- Writing is, in the main, linked to class topics to promote engagement.
- Teachers provide helpful feedback through marking.
- Time is planned into lessons for children to respond to literacy marking and feedback.
- We ensure progression in complexity of tasks and expectations year on year using these documents linked to text type. [Explanation](#) [Information Texts](#) [Instructions](#) [Narrative](#) [Persuasion](#) [Non-chronological reports](#) [Poetry](#) [Recounts](#)
- We build stamina for writing by providing opportunities to write independently and for extended periods, every week.
- Editing and reviewing form a large part of lesson time – with age-appropriate strategies for purple-pen response.
- Writing is displayed and celebrated all over the school.

Spelling:

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of standardised assessment and is taught throughout the school. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group.

The teaching of spelling in EYFS and KS1:

- Children are introduced to the concept that words are broken down into phonemes. In all classrooms a 'grow the code' chart is available showing images to remind children of alternative digraphs they want to write.
- Children in EYFS and KS1 have focused, daily phonics lessons, which build from learning single letter sounds to digraphs (two letter sounds such as 'sh' and 'oa') trigraphs and split digraphs.
- "Tricky" words are taught initially using phonics when the code is simple or grouped and taught as the new grapheme/phoneme relationship e.g. me, he, we, be, she, where possible.
- This knowledge is applied in children's reading and writing.
- Children learn sounds and letters, based on Little Wandle Letters and Sounds Revised through directed lessons, activities and games that support sounding out, segmenting and blending.
- Children having a go at writing by sounding out words and recording the sounds they hear.
- Children are actively encouraged and taught to proof read their writing for spelling errors.

The teaching of spelling in KS2:

- Children continue to develop their phonic knowledge ensuring that this is drawn upon when tackling unknown words.
- Throughout KS2, a spelling rule or new letter sounds are introduced weekly and relevant spellings are taught, e.g. through mnemonics, word sorting and spelling games.
- Key word banks, high frequency words, dictionaries and word pattern visuals scaffold children as necessary.
- When writing, children are encouraged to underline words they are not sure of to check in a word bank or dictionary to avoid interrupting the flow of their writing.
- Spellings are identified by adults using the Editing Code (See Appendix) and children practise spelling corrections in their literacy books as part of their response to marked work.
- Where additional spelling support is needed, children work in small groups with an adult to reinforce spelling patterns, alongside their whole-class word lists.

Grammar

An understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing.

Across the school:
<ul style="list-style-type: none">• We start with the basics of sentence construction including full stops and capital letters.• Children begin to identify word classes early on (noun, verb, adjective and adverb) and use this understanding in their writing.• We follow the 2014 National Curriculum as guidance as to what is taught in each year group.

Handwriting

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years, there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skills. This moves into correct letter formation with a focus on both upper and lower case letters.

Across the school:
<ul style="list-style-type: none">• We use the Penpals Handwriting scheme as the basis for our teaching, which links handwriting to common spelling patterns.• We take the view that handwriting should be taught little and often – at least 2 X 15 minutes in Key Stage One and at least once every week in Key Stage Two.• We use cursive script and encourage children to join their writing as soon as they are forming their letters correctly from Year 2.• Children in year 4 can earn their pen licence.