



Focus on literacy
(writing)



Intent: Enjoy - Enquire - Excel

We aim to:

- Develop a love and enjoyment of writing.*
- Build knowledge through a broad, vocabulary-rich curriculum, with a skills-based focus that values practical opportunities and encourages the children to enquire.*
- Offer high quality teaching with high expectations for all.*
- Relate literacy to everyday life and maximise opportunities for it in our environment (inside and out).*
- We give children a firm foundation on which they can build at secondary school*
- Offer visits and visitors to further champion the subject and develop wider interests.*

Implementation: How?

- *Writing is taught explicitly through daily literacy lessons, although also makes relevant links with the creative curriculum.*
- *We follow long-term plans which show a clear progression of grammar skills throughout the school. We ensure there is a balance between fiction and non-fiction texts taught and ensure a range of text types are taught throughout school.*
- *Alan Peat sentences are taught to develop children's use of punctuation and encourage different sentence structures.*
- *Weekly plans show individual WALTs and differentiation is clear.*
- *Poetry has a clear progression and is blocked out termly so that children explore a wide range of poetry throughout their time at Glenfall.*
- *Drama lessons are planned out in each year group and are also taught within literacy lessons where opportunities arise such as hot seating, conscience alley and freeze frames.*
- *Speaking and listening is a crucial aspect of literacy. Children express their views and build their vocabulary throughout their years at Glenfall.*
- *Our curriculum is based on our values: Enjoy - Enquire - Excel*

Implementation: How?

An example of long-term planning:

Long-term literacy plan Y5

| | Theme | Text | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--------|---|-----------|--|--|--|--|--------------------------|-------------------------------|-------------------|
| Term 1 | Ancient Egypt – The mystery of the Nile | Cockheart | Adventure Story | Adventure Story | Adventure Story | Informal letter writing | Formal letter writing | Free verse poetry | Free verse poetry |
| | | | Linking ideas across paragraphs using adverbials or tense choices, expanded noun phrase | | | Fronted adverbials and commas Coordinating conjunctions | | | |
| Term 2 | Ancient Egypt – The mystery of the Nile | Cockheart | Suspense – mystery writing | Suspense – mystery writing | Suspense – mystery writing | Recount - Diary | Recount - Diary | Free verse poetry - War poems | Reciting poetry |
| | | | Modal verbs, commas to clarify meaning or avoid ambiguity | | | Cohesive devices within paragraphs active and passive | | | |
| Term 3 | Journeys Evolution | One Ear | Descriptive writing (settings and character) | Descriptive writing (settings and character) | Descriptive writing (settings and character) | Non-Chronological Report | Non-Chronological Report | Reverse poems | |
| | | | Relative pronoun, relative clause, parenthesis (brackets, dashes, commas), semi colons adverbs for degrees of possibility | | | Brackets, paragraphs to organise ideas around a theme, headings and subheadings, | | | |
| Term 4 | Darwin's Dragons or the Legend of One Ear | One Ear | Adventure Story – incorporate dialogue | Adventure Story – incorporate dialogue | Adventure Story – incorporate dialogue | Newspaper report | Newspaper report | Publishing work | |
| | | | Inverted commas and other punctuation to indicate direct speech. converting nouns and adjectives into verbs | | | Direct speech, past tense Subordinating conjunctions | | | |

Year group specific vocabulary, grammar and punctuation is taught (shown in purple) according to the English appendix (see link below). The skills taught previously are also revisited and embedded throughout literacy lessons where it is most suited for each text type.

We ensure that there is a clear purpose and audience for children's writing.

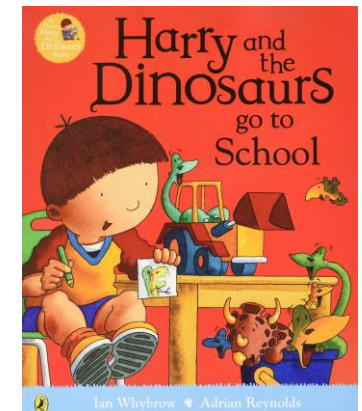
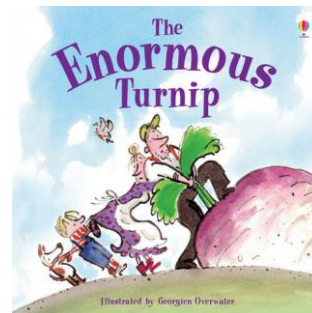
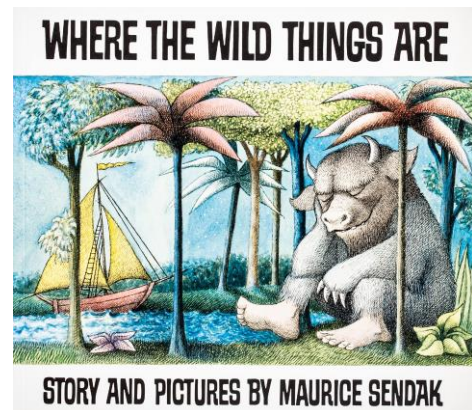
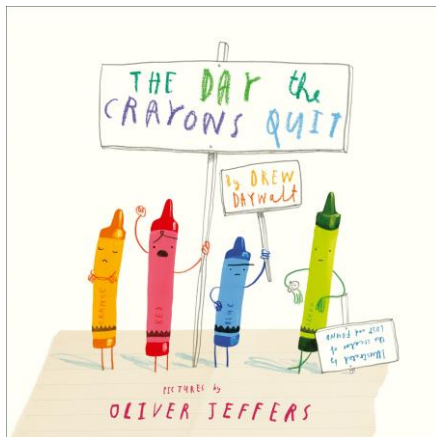
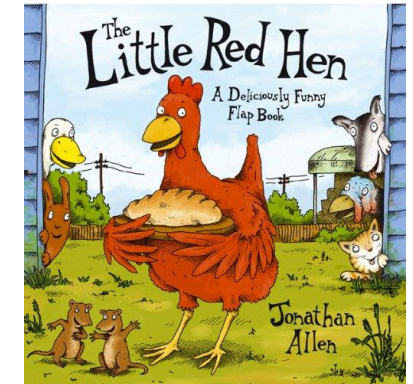
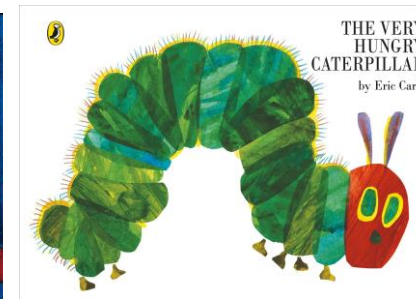
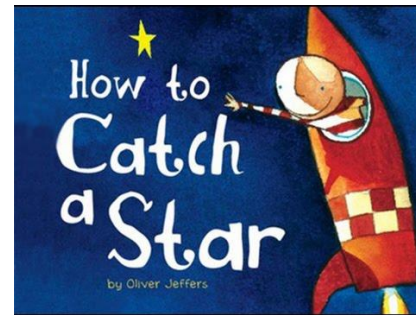
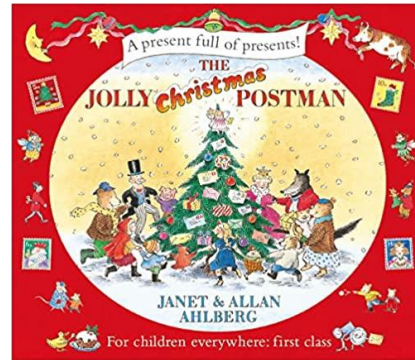
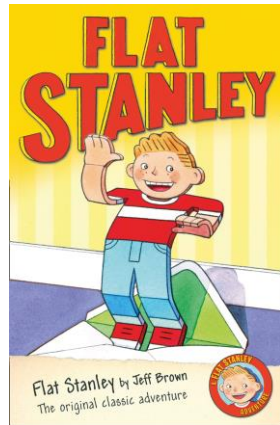
Genres of writing are planned across the school to ensure breadth of coverage.

Each year group uses Alan Peat sentence structures which follow a clear progression.

Implementation: How?

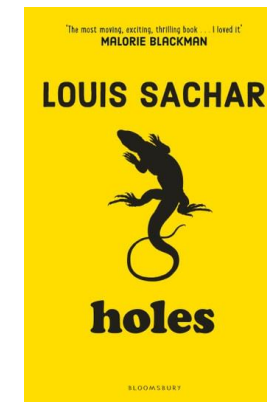
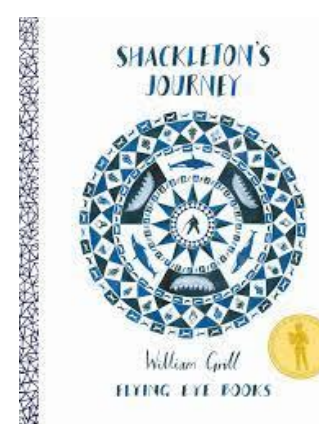
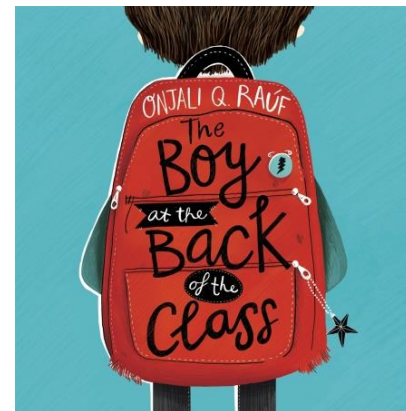
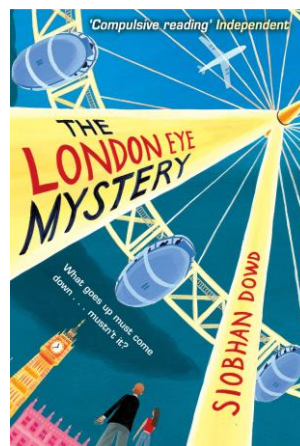
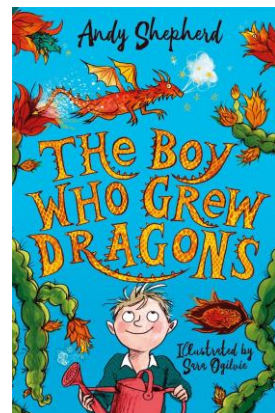
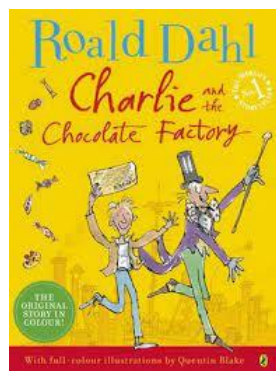
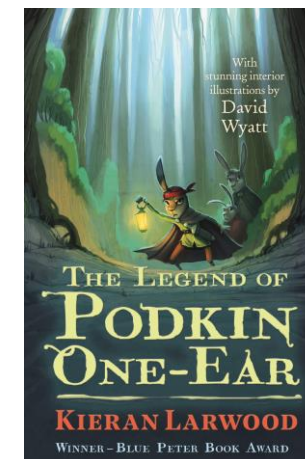
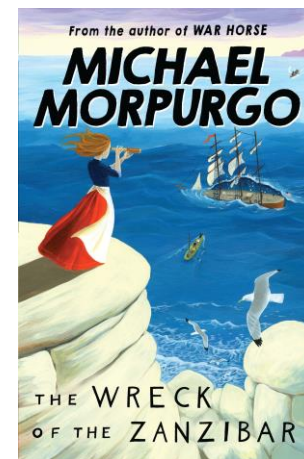
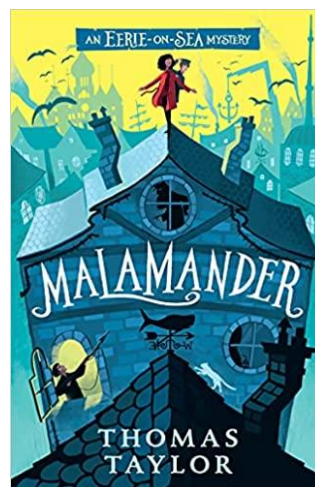
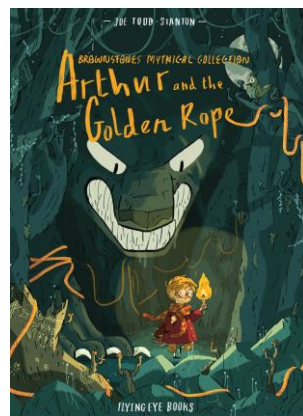
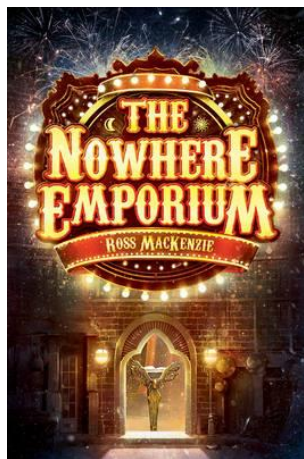
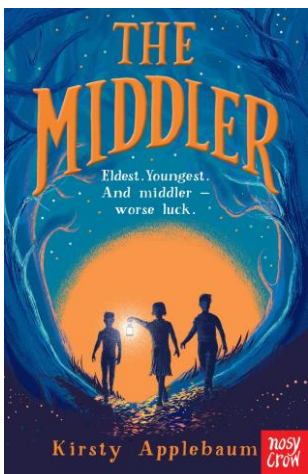
High quality texts are chosen by literacy subject leaders to inspire writing. We choose a mixture of new fiction and classic books from a range of authors. We ensure books can appeal to both boys and girls. Each class also has their own inviting book corner and we have a well-stocked library. Much of our writing is inspired through our class book with extracts and WAGOLL examples also used to broaden understanding of text types.

Some of the KS1 books:



Implementation: How?

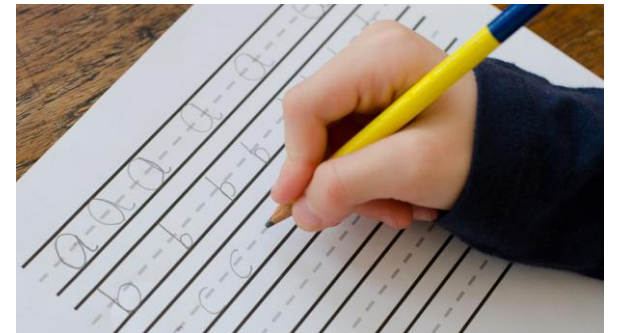
Some of the KS2 books:



Implementation: How?

Handwriting

- Pencil grip is taught in EYFS and many fine motor skills opportunities are planned to develop strength ready for writing. More formal writing is then introduced, starting with handwriting patterns and letter formation.
- EYFS and KS1 and SEN pupil use NEXUS boards.
- KS1 and KS2 teach handwriting discretely.
- Some of the resources used are: www.teachhandwriting.co.uk and Penpals
- Writing slopes, pencils grips and triangular pencils are available to support handwriting.
- Children work towards getting a pen license when they show that they can use appropriate handwriting joins.
- Children are given opportunities to produce published pieces of work where they focus on the presentation of their work. This is often used for classroom displays.



Implementation: How?

Spellings

- EYFS use talking tins to help children hear sounds.
- In KS2, spellings are given out termly for children to practice at home. They are also available on each class website so that children can always access them. Children are assessed through weekly spelling tests.
- EYFS and KS1 use Animaphoncs to teach spellings. KS2 use spellingframe.
- 'Spelling fish' which contain all of the common exception words and statutory words relevant to each year group are sent home and are practiced regularly in school. Statutory spellings are tested at the beginning and end of each year in KS2.
- KS2 weekly spellings follow year group specific spelling rules and additionally contain 2 or 3 statutory words so that throughout the key stage, all statutory words are tested.
- Children's spellings are differentiated according to their spelling ability.
- KS2 children take part in a Spelling Bee competition in the summer term.
- Children are encouraged to be independent learners and check their spellings with a dictionary when editing their work (KS2). Discrete lessons are taught on how to use a dictionary. Y2 use personal dictionaries to check their spellings.

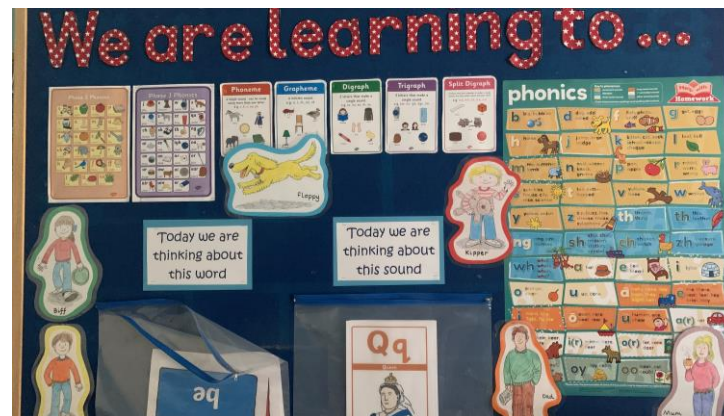
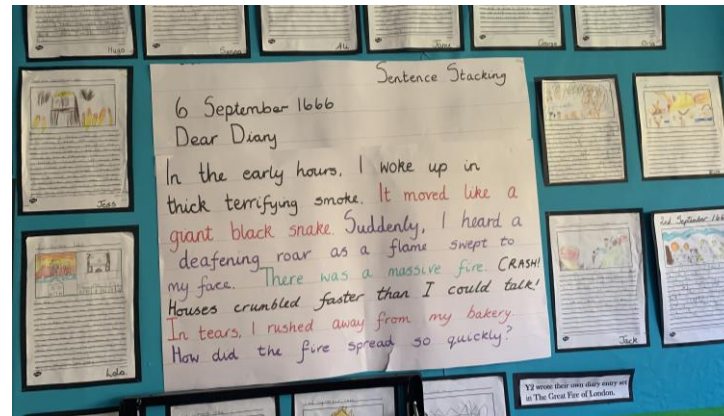
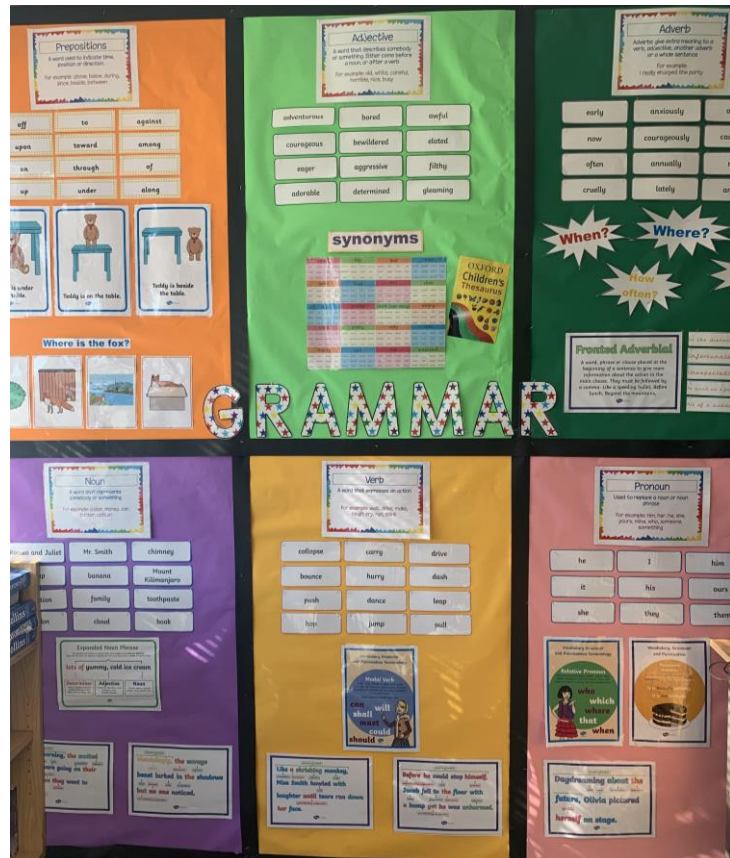
Implementation: How?

Speaking and listening

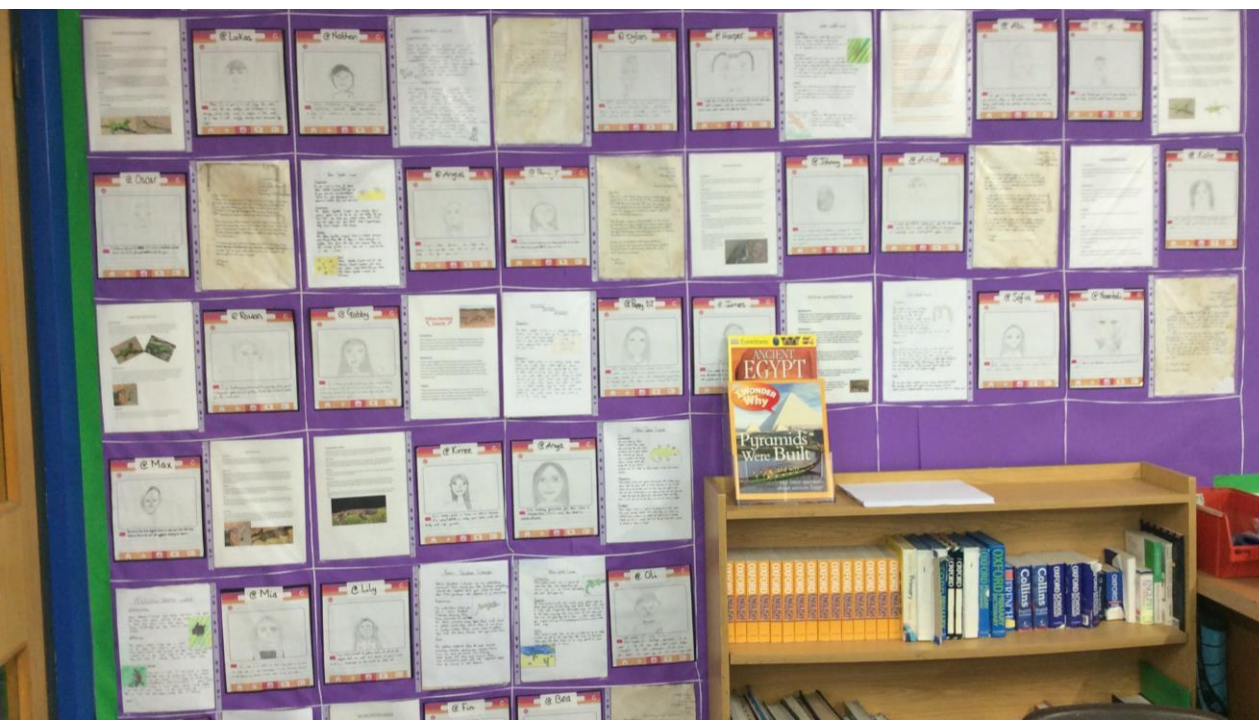
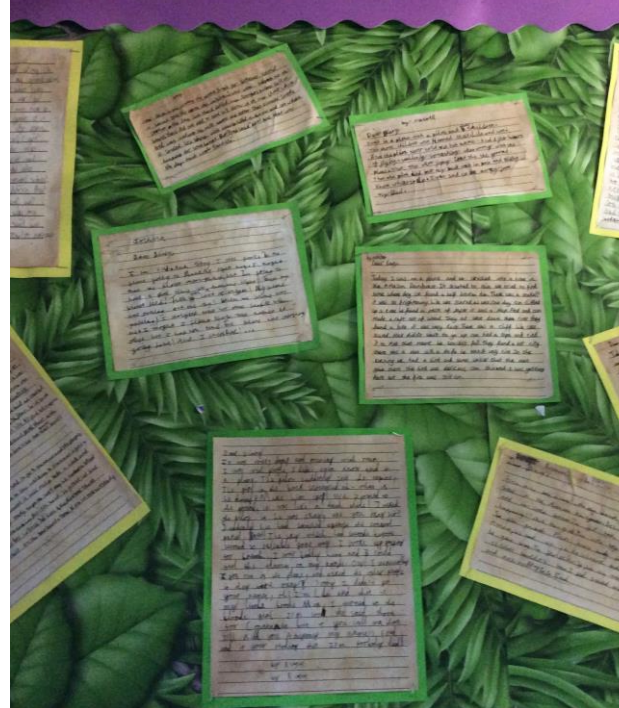
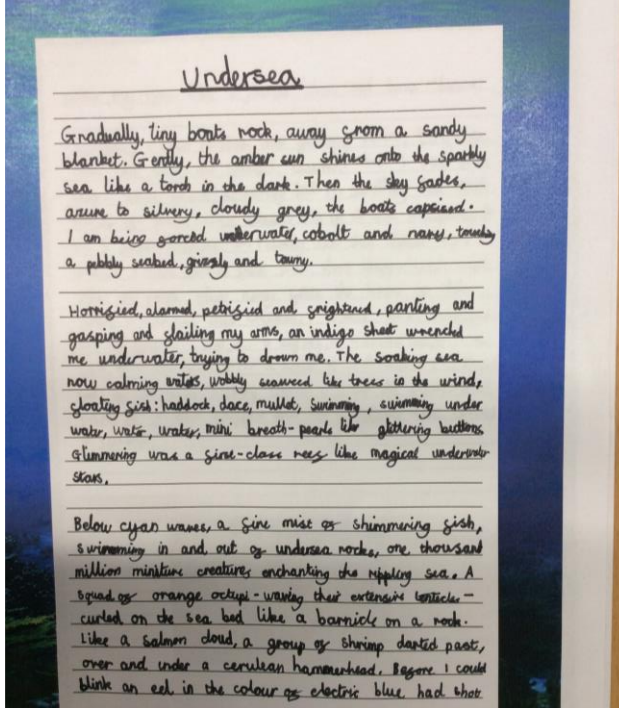
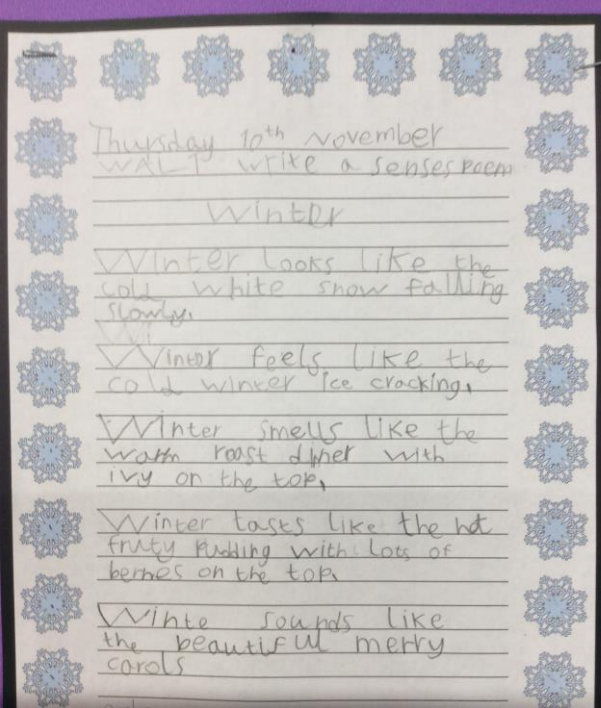
- *In EYFS, The Nuffield Early Language Intervention is taught in one-to-one sessions to help children overcome language difficulties.*
- *Interventions for speaking and listening include Bearcards and Language for thinking.*
- *Children have opportunities to work in groups of different sizes: pairs, small groups, large groups and whole class.*
- *Talk partners are used in each lesson where children learn to listen and respond appropriately to their peers and share their ideas with one another.*
- *Children participate in discussions, presentations, performances, role play/improvisations and debates.*
- *Children are encouraged to use good word choices to continue to expand their vocabulary.*
- *We expose children to new words through modelled and shared writing.*
- *Vocabulary is unpicked during whole class reading (VIPERS).*
- *The use of standard English is modelled.*
- *We ensure our classrooms are language rich.*



Implementation: How?



Each classroom has a literacy display with key vocabulary and examples of the children's writing. We encourage children to access the resources available to them in the classroom to support their writing such as word banks and vocabulary books as well as dictionaries and thesauruses. Editing and improving is an important skill which is explicitly taught to encourage our children to be independent and reflective learners.



Implementation: How?

We want children to be proud of their writing.

Parents are invited in regularly to look through their child's work with them and see their writing on display. Children often share their work in celebration assemblies and visit the headteacher with good writing.

Resources

Some of the online resources we use are:

Animaphonics

Literacy shed Plus

Spelling frame

Testbase

Authorfy

Penpals

Topics for books

Alan Peat sentences



Enrichment opportunities

Enjoy, enquire, excel

Spelling Bee

Literature festival

Poetry Slam



World Book Day



Balcarras Stretch
and Challenge
days

CPD

- *Subject leaders monitor literacy within the school.*
- *We attend Subject Leader Network meetings throughout the year.*
- *We provide training to staff in staff meetings.*
- *We share good practice amongst staff.*

IMPACT - evidence

At Glenfall, we have enquiring, motivated, resilient learners, who speak of their love of writing with enthusiasm, the majority of which reach ARE.

Writing lessons are fun and packed with practical opportunities.

The school environment is inspiring - both inside and outside.

Expert visits and visitors inspire children's writing.



- Follow the MER cycle*
- Pupil conferencing*
- Staff questionnaire*
- Lesson observations*
- Book looks*
- Classroom displays*

Writing comments - pupil questionnaire 2022

I like writing opportunities because I love writing!

It's nice to have opportunities to work up to a story, planning it to make it the best we can.

I've definitely seen that I've improved because I didn't used to do capital letters at all and now I don't miss a single one.

You can look around the classroom to help you and the teachers are always there to help you.

(I like) getting in partners and doing drama at the front of the class.

IMPACT - evidence

- We hold regular pupil progress meetings to discuss progress in each class.
- Any children not achieving ARE are discussed and prompt interventions are put in place to support these children. Interventions include Rapid Write, fine fizzy (handwriting), Dancing Bears, Bearing away, daily reading, Apples and Pears, Animaphonics - KS2 phonics catch up and precision teaching of high frequency words.
- SEN pupils have clear targets which are reviewed alongside parents at MY Plan meetings.
- Insight is used to track each pupil's progress in all areas of literacy.

IMPACT - evidence

- *Moderation staff meetings are held to look at samples of pupils work throughout the school.*
- *Training materials are used to ensure school judgements are pitched accurately.*
- *Y2 and Y6 hold an additional moderation meeting with cluster schools in the summer term.*
- *Children create independent pieces of writing three times a year for assessment opportunities (this is more frequent in Y2 and Y6).*
- *EYFS are assessed on the Early Learning Goals which is recorded on Tapestry.*

IMPACT - evidence

2022 Results

| | Glenfall | National |
|-----------------------|-----------------|-----------------|
| EYFS GLD | 73% | 65% |
| Year 1 phonics | 83% | 75.5% |
| Year 2 writing | 70% | 57% |
| Year 6 writing | 83% | 69% |

Glenfall performed higher than national results in all areas of literacy.