

Writing including Punctuation & Grammar

Intent

At Dobcroft Junior School, it is our intent to provide pupils with a high-quality education in English lessons to ensure that by the end of KS2, pupils can communicate effectively in the world in which we live. Here at Dobcroft Junior School, we are lucky enough to educate incredibly creative and articulate children. With this in mind, our vision is to equip our pupils with the necessary language structures, tools and creativity to express themselves in a way that meets their full individual potential. In order to achieve this, we build on KS1 learning and progress by teaching the highest quality transcription, composition, vocabulary, punctuation and grammar lessons, throughout all of the year groups. We pride ourselves in providing inspiring opportunities for written and spoken language across a rich and broad curriculum in which children are immersed. We strive to encourage a love for writing and most importantly, foster creativity in order to generate lifelong writers. We ensure that this teaching extends into other areas of the curriculum, allowing children to regularly practise their English skills embedding our mastery style of teaching. Each year group's punctuation and grammar objectives are taught in the Autumn term and mastered throughout the year, ready for the next academic year. The end goal is to ensure children are ready and energised for the KS3 curriculum.

Implementation

High quality writing occurs as a result of well-planned and structured lessons. Teachers work from the year group's national curriculum objectives and requirements. At Dobcroft, all teachers follow the whole school progression map to ensure a wide range of writing genres are covered throughout their KS2 education. Teachers deliver the writing curriculum through the 'stages of writing' sequence, made up of six stages as outlined below:

Immerse- This stage aims to develop vocabulary and knowledge relating to the audience and purpose of a genre. This may include reading varied texts of the intended genre; planned in drama and spoken language opportunities to hook children and immerse them within the theme/subject content; and it may include multi-modal teaching resources, enabling the children to watch or listen to a teaching resource, driving vocabulary development.

Analyse- This stage defines the features and characteristics of the text/genre

Skills/SPaG- This stage teaches the aspects of the success criteria from the curriculum that link to the genre that is being taught. Sometimes, these lessons can be stand-alone lessons and do not link directly to the genre.

Plan- In this stage, we use the chronological or non-chronological school planner to support children in planning their own writing.

Write- By incorporating all of the approaches above, this stage allows the children to write their own piece of text, using a success criteria for guidance.

Edit/Review- This stage uses discrete teaching of how to edit and up level writing. This may focus on a particular punctuation and grammar objective or be directly linked to audience and purpose objectives. We provide different opportunities for editing including, teacher-led editing, individual editing and peer editing.

All of these stages of writing should be evident on the working wall as you progress through each sequence of learning.

During the 'Write' stage of the writing sequence, writing should be presented and delivered in a range of ways including:

- ★ **Shared writing** (This is teacher-led writing with SPaG rehearsal woven through whilst children are watching and contributing ideas).

- ★ **Guided writing** (This writing targets children at their point of writing with SPaG rules and conventions being revisited and embedded. Guided writing takes place in small groups with a teaching focus).
- ★ **Modelled writing** (This writing is teacher led and is an opportunity to directly target specific skills in a modelled context. The teacher writes and commentates what they are writing in line with the success criteria).
- ★ **Independent writing** (This can be of any size but requires a teaching sequence followed by children applying their skills without specific adult support).

Impact

Formative Assessment

During writing sessions, children will use their English books to record tasks. The teacher will make use of the learning evaluation book in order to inform future lessons and adapt planning where necessary. English books will be marked using a smiley face next to the learning objective for achieved or NY for not yet achieved for skills lessons. Teachers may also choose to write an individual comment if necessary. In extended writing pieces, teachers will use pink and green highlighters to show strength and areas for development respectively.

Summative Assessment

Writing

Children will be assessed half-termly using the assessment tick grids. This will enable teachers to make a judgement for their current grade (working below year group standards, working towards year group standards, working at the expected year group standards, working at greater depth within the year group standards) and it will also enable setting of writing targets. When marking assessed pieces, only pink highlighters will be used to show children their successes (in line with the success criteria) so that children can edit and improve independently.

The assessment tick grids are different for each year group. They are made up of the previous English writing objectives and the current year group's learning objectives. It is important that the children build on previous year group's English writing objectives, as well as the current year group's objectives, in order to master the objectives and progress in their writing.

Although the main assessment opportunities will be taken from the English independent writing, the whole curriculum should strive to provide opportunities for quality writing and contribute to the assessment 'picture'.

In Year 6, there are no external writing assessments. Instead, teachers provide opportunities to enable the children to build up a portfolio of independent writing, in which they assess and give a grade (as detailed above). Each year, there is a chance that writing moderators will visit the school to ensure teacher judgements are sound and fair.

Punctuation and Grammar

In years 3, 4, 5 and 6 children are assessed on their spelling, punctuation and grammar knowledge termly using the NFER assessment resources. Our assessment policy outlines the details of such assessment in more detail. In Year 6, previous SATs papers are used to assess the children half-termly. Gap analysis is used when appropriate to inform teaching and learning. Alongside this the teacher also considers work produced in lessons overtime to make judgements about a pupil's overall ability.

Spelling

Intent

Here at Dobcroft, we believe in giving spelling learning importance and meaning. Teachers will teach pupils how to understand relationships between words, how to use previous knowledge to build on current knowledge and how to use spelling knowledge to become competent and creative writers.

Implementation

At the beginning of every academic year, all children will undertake the same standardised spelling test called a HAST test, to determine whether they will take part in the weekly spelling routine or whether they will have their own personalised spelling scheme. If a child does not take part in the weekly spelling routine, their journey is outlined in the section: personalised spelling objectives.

We use Spelling Shed as a structure for our spelling teaching. This scheme is divided into stages; each stage corresponds to the respective school year. Within each stage there are 36 weekly objectives and spelling lists that give a steady progression through the curriculum as well as review and challenge lists to extend vocabulary. For each week's spelling list, Dobcroft provide a practice sheet that follows the look-cover-write-check format. In addition to this, we also provide a printable activity for each list that can be used in class, as a homework or where technology is not available.

Each week, a spelling list is given to the children to learn for that week. Teachers will teach the spelling pattern to the children for at least 20 minutes each week. This may be during an English starter or a morning task.

Spelling application in class work

Children need to know where their spelling errors are – but no more than 3-4 should be signalled in one piece. In order to show the spelling error, the teacher underlines the word and writes 'sp' above it. In the margin, the teacher may choose to provide the correct spelling with 3 bullet points, signalling 3 copies are needed. The teacher may choose not to provide the accurate spelling but they will still need to signal 3 bullet points / copies in the margin.

Personalised spelling objectives

Any child who does not reach a score of 90 in the HAST test, will not continue with their year group's spelling objectives. They will be involved in a spelling intervention with a teaching assistant. They will work on their own personalised spelling objectives in the session and will take home their own list of spellings. They will not be tested weekly. Year 3 and 4 will use 'Nessy' for their personalised spelling objectives and Year 5 and 6 will use a 'Units of Sound' programme.

Impact

Spelling progress checks

The children take home their spellings once a week (alongside an activity sheet or online homework if the teacher has set). Children then complete a weekly test and teachers log their scores to keep track of progress towards spelling patterns.

Summative spelling checks

In Y3, 4, and 5, children also complete a termly spelling test using the NFER assessments. In year 6, previous SATs spelling tests are used and the children are assessed half-termly. These tests highlight which spelling patterns the children are confident with and which patterns they may need extra support with.

Handwriting

Intent

At Dobcroft Junior School, by the time all children leave Primary education they should be able to write fluently in a joined and legible script. We will build on their learning from Key Stage 1 to fully embed a joined handwriting script. Pupils will have access to weekly handwriting lessons following the Sheffield Handwriting Scheme.

Implementation

- All handwriting (taught discretely and encompassed in writing lessons) follows the Sheffield Scheme.
- Each teacher should have a copy of the scheme.
- The style is 'smile in, smile out' and should be taught weekly for at least 20 minutes.
- All children start the academic year using pencils to write with. Children should meet all the criteria of the **Sheffield Handwriting Scheme** as outlined below before they receive a handwriting pen:
 - 'smile' joins
 - capital letter sizing (almost hit top and bottom of the line)
 - lower case consistent sizing (roughly half way up the line)
 - ascending letters and descending letters almost hitting the top and bottom lines respectively
 - spacing between words
- To ensure consistency across the school, to celebrate handwriting achievement and positively re-enforce joined handwriting, children shall receive a certificate and praise for achieving a pen license.
- Children who are considered to be working below the expected level for handwriting should access a handwriting intervention.

Impact

All children will be able to write in a fluent and joined script by the end of KS2. Following this scheme will develop pace, build on quantity of work and enable children to meet or exceed the expected standard of handwriting.