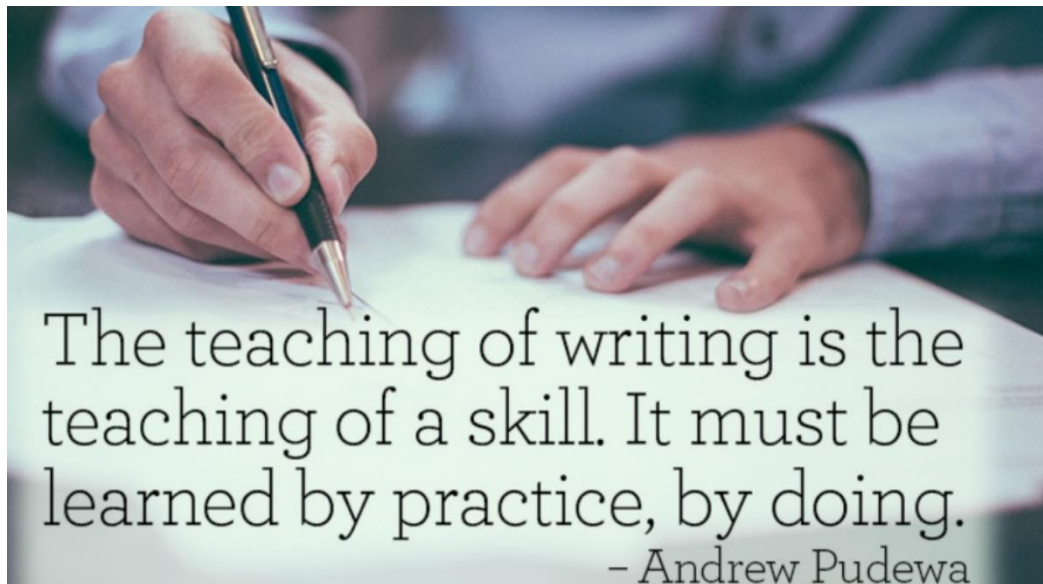


Writing



Context

Springwell Park Primary is a two-form entry community primary school located in Bootle, Liverpool. We have 463 children on roll, with 48.5% pupil premium. Bootle, where our school is located, is amongst the top 10% most deprived in the country.

Intent

At Springwell Park Primary, we believe that the ultimate aim of a high-quality English curriculum is to develop children's ability and their love of reading, writing and spoken language. We pride ourselves on our curriculum being able to successfully deliver this aim due to its rigorous and well organised structure. Our curriculum has been carefully planned with the aims of the Early Years Statutory Framework and National Curriculum in mind, with these aims being embedded across our English lessons and the wider curriculum. Our approach to writing lessons have been implemented based on extensive research and planning. Our curriculum has been planned with progression in mind, where children are constantly consolidating their skills by building on prior taught knowledge. Our writing sessions are high quality text focused, with the selection of texts being mapped out on our Long-Term Plan in order of progression.

We aim to create extremely able and competent writers at Springwell Park. We intend to create writers who have a strong understanding of taught grammar and punctuation and are able to apply that knowledge to their work. We aim to create children who are not only coherent writers, but also children who thoroughly enjoy the process and receive a great deal of pleasure and satisfaction from it.

Purpose of Study



The programmes of study for writing are constructed similarly to those for reading:

- Transcription
- Composition

It is essential that teaching develops pupils' competence in these two dimensions.

Transcription

Transcription is the act of putting words down on a page to form a piece of writing. Transcription encompasses spelling and handwriting. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Composition

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

An education that does not teach
clear, coherent writing cannot
provide our world with thoughtful
adults; it gives us instead, at the
best, clever children of all ages.

— *Richard Mitchell* —

How Do We Prioritise Writing at Springwell Park?



Funding

Each academic year, a proportion of the school budget is allocated to literacy. We use this money to maintain and enhance our curriculum. We are able to ensure each class has a healthy supply of high-quality books, including books on our writing Long Term Plan.

Timetabling

In reception and Key Stage one, our children have a daily timetabled phonics session (see our Reading Bible for more information). Within this phonics session, the children practice their letter formation and spelling. In EYFS, writing activities are timetabled into our provision, including fine and gross motor skills. The children complete writing activities in small, adult led teacher groups.

In Key Stage One and Two, our children have a timetabled daily writing lesson. These lessons follow our Springwell Writing Policy and the children embark on a journey of immerse, imitate, and invent. In addition to this, the children have a 30-minute SPaG lesson, where they are able to explore spelling rules and patterns.

Planning

We have ensured that writing is a priority at Springwell Park by completing research-based planning – both weekly planning and long term. Our writing journey is focused on a high-quality text – the focus text is mapped out on our long-term plan and is in order of progression in terms of themes and vocabulary. Our writing lessons are planned with our Springwell Writing Journey in mind to ensure an effective sequence of lessons and therefore teaching and learning. We ensure progress by planning in line with our progression map.

Monitoring

Assessment is very important to us at Springwell Park to ensure that our children are being appropriately challenged. Our marking is of high quality and is used to determine future planning and learning outcomes. As part of our writing journey, the children complete incidental writes where they are able to apply their taught grammar skills ahead of a long, independent write. Our teaching staff are able to mark these and act accordingly to ensure success within the independent write. We also conduct pupil interviews regularly.

Our reading provision is monitored through book-looks and learning walks, conducted by SLT, English Leads and/or our external English Consultant.

Training

We pride ourselves on the training and CPD that our staff, both teachers and TAs, receive. Training is identified for staff in our writing action plan. We have termly visits from our English Consultant, and during these visits, the English Leads receive CPD as well as the teaching staff – this can be through the staff watching our consultant teach lessons, or the staff being observed to improve practice. The English Leads at Springwell Park work hard to ensure that the teaching staff have an abundance of resources to complement their teaching and improve learning outcomes.

We conduct internal writing moderation across year groups in order to ensure good practice and consistency with staff judgements.

Environment

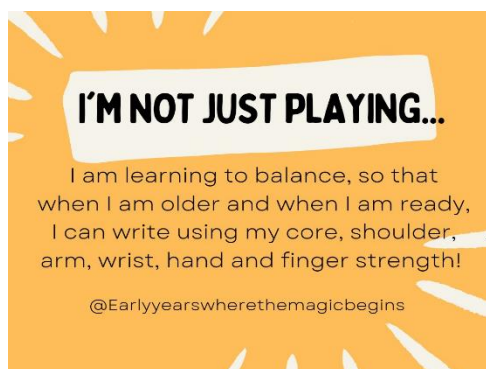
Our school environment shows how we prioritise writing. Every classroom has a writing working wall, which is updated daily as the children learn – the displays showcase the children's sequence of learning. The reading to writing journey is also very clear around school due to the abundance of reading displays we have.

Accountability

Everyone at Springwell Park is responsible for the writing outcomes for our children. The Class Teachers oversee the attainment and progress of their children, monitored by SLT during Pupil Progress. Class Teachers are aware of who their bottom 20% children are, as well as pupil premium and SEN children. The attainment and progress within writing is overseen by the English Leads, who work closely with class teachers to accelerate progress and outcomes.



Early Years Writing at Springwell Park



Writing is an incredibly complex skill. Before children can hold a pencil, they need to be able to sit up and move their arm independently of their body. They need to be able to isolate their fingers to hold their pencil. To write, they first need to visually understand the difference between letters. And, then they need to remember how to form the letters. Before this, they also need to have success with pre-writing shapes.

Fine and Gross Motor Skills

Our children in Early Years are given ample opportunity to develop their fine and gross motor skills – we completely recognise that this is the start of the writing journey. The children develop their upper body strength before developing their hand control. Our fine and gross motor skill activities are progressive across our EYFS years and are a mixture of adult led and within the provision, both indoor and outdoor. The quality activities are mapped out on our medium-term plans.



Letter Recognition and Formation

The children in Early Years learn to recognise letters and read through our phonics programme, Read Write Inc (please read our Reading Bible for more information). Our children start this approach in summer term of nursery, ready for reception. The children begin this journey by learning the single sound rhyming phrases and begin to encounter letters.

In reception, the children start begin doing whole class set 1 single sounds. The children learn to recognise the single sounds, with letter formation being conducted and taught in small, adult led groups. The children are then assessed and placed in progress groups. Within their new groups, the children will continue to practice their letter formation, before moving on to writing words, using their phonics knowledge. The children complete this work within their lined phonics books. Progress is closely monitored by the class teachers and Reading Leaders, with additional interventions in place for those on track.

a Around the apple and down the leaf.	b Down the laces to the heel and around the toe.	c Curl around the caterpillar.	d Around the dinosaurs bottom, up his tall neck & down to his toes.	e Lift off the top and scoop out the egg.	f Down the stem and draw the leaves.
g Around the girls face, down her hair and give her a curl.	h Down the head, to his hooves and over his back.	i Down the body and dot for the head.	j Down his body, curl, dot for his head.	k Down the kangaroo's body tail and leg.	l Down the long leg.
m Down Maisie, mountain, mountain.	n Down Nobby and over his net.	o All around the orange.	p Down the pirates plait and around his face.	qu Round her head, up past her earring, down her hair, and flick.	r Down the robots back and curl over his arm.
s Slither down the snake.	t Down the tower, across the tower.	u Down and under, up to the top and draw the puddle.	v Down a wing, up a wing.	w Down, up, down, up.	x Down the arm and leg, repeat the other side.
y Down a horn, up a horn and under head.	z Zig-zag-zig.				

Adult Led Writing opportunities

Our writing activities are high quality text focused. Our focus texts have been planned with progression in mind and are in order of challenge. The children are taught writing skills through adult-led activities and complete their independent writing in small, adult leg groups. The children commonly write CVC words, phrases, captions, speech bubbles, posters, and finally simple sentences. Within reception, the Pie Corbett 'Talk for Writing' model is used to develop pupils' understanding and retelling of familiar stories. The children create story maps which they then use to recreate their own stories. The children in reception complete their writing activities within their literacy books and this is used to form the teacher's judgement.




Writing LTP 2023 - 2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2Y Room	I Don't Want to Wash My Hands - Tony Ross Toy Story Picture Books Each Peach Pear Plum Nursery Rhymes (separate plan)	Happy Reindeer's Busy Night My Jolly Christmas - Maria Maddocks Nursery Rhymes (separate plan)	Pop-Up Paskabo: Things That Go Nursery Rhymes (separate plan)	Little People, Big Dreams (whole school focus) Nursery Rhymes (separate plan)	Big Yellow Sunflower Nursery Rhymes (separate plan)	Where's Spot? Nursery Rhymes (separate plan)
Nursery	Goldilocks and the 3 Bears/The Three Little Pigs/Three Billy Goats Gruff (reading and writing focus book) It's Ok to Be Different - Todd Parr Please Mr Panda - Steve Antony Hugless Douglas Goes to Little School - David Melling • Twinkle, Twinkle • If you're happy and you know it	Dear Zoo - Rod Campbell (reading and writing focus book) The Best Christmas Present Ever - Ben Mantle Stick Man - Julia Donaldson The Snowman (storybook) - Raymond Briggs We're Going on an Elf Chase - Martha Mumford • Christmas Songs for Sing along • The Grand Old Duke of York • Zock and Jill	We're Going On A Bear Hunt - Michael Rosen (reading and writing focus book) The Gruffalo - Julia Donaldson Giraffes Can't Dance - Giles Andreae • Row your boat • The wheels on the bus	Little People, Big Dreams (whole school focus) When I'm a Mummy Like You - David O'Connell The Strongest Mum - Nicholas Kant We're Going on an Egg Hunt - Matthea Mumford • Old McDonald • Pat a cake	The Very Hungry Caterpillar - Eric Carle (reading and writing focus book) Top the Magic Tree - Christine Matheson The Tiger Who Came to Tea - Judith Kerr • Ring a Roses • I'm a little teapot	Elmer - David McKee (reading and writing focus book) Pirates love Underpants - Claire Freedman Aliens love Underpants - Claire Freedman • Miss Polly • Enzy Wincy Spider
Reception	The Family Book- Todd Parr	Owl Babies - Martin Waddell Room on the Broom- Julia Donaldson	Be Brave Little Penguin- Giles Andreae Mr Wolf's Pancakes - Jan Fearnley	Little People, Big Dreams (whole school focus) Jack and the Beanstalk- Various Authors Supervorm- Julia Donaldson Mr Wolf's Pancakes- Jan Fearnley	Whatever Next - Jill Murphy When I grow up -Jon Hales	Commotion in the Ocean - Giles Andreae The Rainbow Fish- Marcus Pfister

Continuous Provision

Writing opportunities are always planned for within our continuous provision, both indoors and outdoors. We pride ourselves on the quality of our provision activities. The activities are planned within our medium-term plan to ensure they are relevant and of high quality.

Our high-quality continuous provision activities enable our children to apply their skills independently.

Medium Term Planning - Reception	
Autumn 1 - Who Am I?	
 <p>The children learn all about themselves within this topic. The children explore themselves as a valuable individual and are able to focus on feelings and emotions. The children then focus on their family and are able to share photographs of their family members and complete self and family portraits. Whilst exploring families, children explore the similarities and differences between families and their traditions and routines. The children are then able to explore the setting relevant to the children, starting with their school environment and then the local area - this includes going on a community walk, where the children are able to recognize places that are special to them. Through this topic, the children develop an understanding of who they are, including their family and local area.</p>	<p>Nursery have a topic called 'Amazing me!' The children learn all about themselves in this topic.</p> <p>Links to Y1 curriculum</p> <p>Year 1 children have a Geography topic in Autumn 2 called 'What is Our School and Surrounding Area Like?' Within this topic, the children explore the local area and can build on the knowledge that the children learnt in reception.</p> <p>Year 1 children have a PSHE topic called 'Healthy Relationships' in Summer 1. The children learn all about different families within this topic.</p> <p>(Key Concepts)</p> <p>This links to the Y1 key concept of 'settlement'.</p>
<p>ESOL Overview</p> <p>The children learn all about themselves within this topic. The children explore themselves as a valuable individual and are able to focus on feelings and emotions. The children then focus on their family and are able to share photographs of their family members and complete self and family portraits. Whilst exploring families, children explore the similarities and differences between families and their traditions and routines. The children are then able to explore the setting relevant to the children, starting with their school environment and then the local area - this includes going on a community walk, where the children are able to recognize places that are special to them. Through this topic, the children develop an understanding of who they are, including their family and local area.</p>	
<p>End Points</p> <ul style="list-style-type: none"> Children will be able to express themselves as an individual and be aware of different emotions and feelings. Children will be able to explore the similarities and differences between families and discuss these verbally. Children will be able to demonstrate awareness of the local area and name landmarks from around the school. 	
<p>Personal, Social and Emotional Development - Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	
<p>Understanding the World - People, Culture and Emotions</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. 	

<p>Activities</p> <ul style="list-style-type: none"> The children learn all about feelings and emotions that they may feel at different times. Clear classroom rules and boundaries are set during the settling in period. ESOL The children chalk outline around their whole bodies outside PHYSICAL The children complete self-portraits, focusing on themselves as an individual, and attempt to write their name underneath. LITERACY AND EAD The key text will be read and discussed with the children. The children will discuss different characters and families in the book. LITERACY The children will be able to share photographs of their families and discuss similarities and differences, focusing on beliefs, traditions and routines. EAD The children complete family portraits. EAD The children will be able to explore a community map. UTM The children are able to go on a community walk, where they are able to recognize places that are special to them in and around the school. This includes the school, local shops, park, and local church. UTM 	
<p>Continuous Provision</p> <p>Creative area</p> <ul style="list-style-type: none"> The children complete facial feature recognition activities, such as cutting and sticking features onto a blank face template (nose, ear, mouth, etc) Face templates <p>Writing/Mark Making area</p> <ul style="list-style-type: none"> Draw a map Name writing Drawing the local community and special places <p>Role play</p> <ul style="list-style-type: none"> Home corner set up with real life home items, where children can role play different families. <p>Book corner</p> <ul style="list-style-type: none"> Range of books reflecting different families, homes, and life styles. <p>Construction area</p> <ul style="list-style-type: none"> Building the local community out of blocks, such as church, shops, doctors. 	
<p>Key texts</p> <ul style="list-style-type: none"> The Family Book - Todd Parr <p>Stories to branch out</p> <ul style="list-style-type: none"> Here We Are - Oliver Jeffers My First Day at School Sneeds and the Snoods - Julia Donaldson 	
<p>Key Vocabulary</p> <ul style="list-style-type: none"> Family Unique Different Similar Local Community Special 	

Interventions

We pride ourselves on how hard we work to ensure that no child is left behind. We conduct phonics interventions for our children not on track, and within this intervention, letter recognition and formation form a key part. Our children also receive intervention to help them with name writing and general letter formation.

Our Writing Curriculum



From years 1 to 6, our writing curriculum is whole class and has high quality stories at the heart of the curriculum.

High Quality Text Focused

Our writing lessons are all high-quality text focused – the focus text is mapped out on our long-term plan and is in order of progression in terms of themes and vocabulary. Our high-quality texts were chosen in collaboration with our English Consultant and chosen due to their themes, plots, vocabulary and language.

In Spring 2, we have a whole school focus book – this is where each year group is completing work on the same book. This enables us to complete a whole school project.

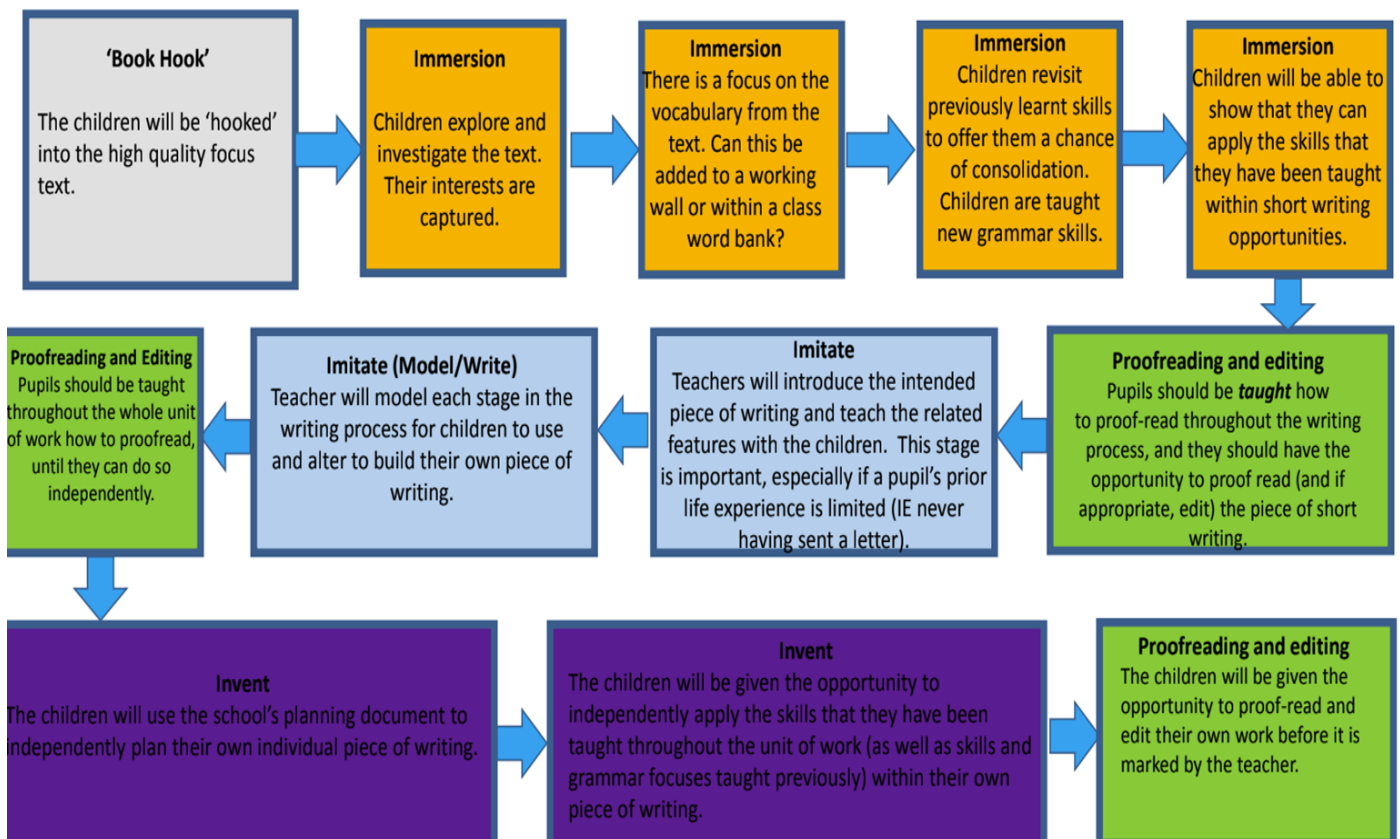
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 Focus	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain
Y2 Focus	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain
Y3 Focus	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain
Y4 Focus	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain
Y5 Focus	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain
Y6 Focus	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain	The Boy Who Swam to Britain The Boy Who Swam to Britain The Boy Who Swam to Britain

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In Spring 2, we have a whole school focus book – this is where each year group is completing work on the same book. This enables us to complete a whole school project.

Springwell Writing Journey



The Springwell Writing Journey is used to ensure a good sequence of learning. Our journey enables the children to encounter new skills, consolidate prior skills, and apply both to short and longer pieces of writing. Please see below for an overview flow-chart of our sequence of learning journey.

Our writing journey starts off with a book-hook. This enables the children to get immersed into the focus text prior to completing the sequence of learning. Proof-reading and editing features right throughout the three stages.

Immersion – pupils are immersed in the text through a variety of activities, such as role play and comprehension work, whilst investigating the text in depth, looking at vocabulary and word and grammar choices. Within this phase, the children revisit previously taught grammar to ensure that they understand what has been taught, before being taught new grammar objectives. Small, incidental writes feature within this section of the writing journey – the children use these writes to apply their knowledge and the teacher is able to assess and address misconceptions, prior to moving onto the long piece of writing within the next sections of the writing journey.

Imitate – This is the model/write stage. If the genre of writing is new to the children, they are taught the key features of that piece of writing. Teachers will model each stage in the writing process for children to use and alter to build their own text.

Invent - The children apply the skills that have been taught throughout the unit of work independently to produce their own piece of writing. Pupils are given the opportunity to proof-read and edit their work before being marked by the teacher.



The 'book hook'	The children will be introduced to the high-quality text. The children will be 'hooked' into the book via a high-quality activity and/or experience. The book hook does not necessarily have to be an activity in the writing books, but should be evidenced with the use of a learning receipt. The purpose of this is to engage the children and therefore utilise their interest to create quality pieces of writing.
Immersion	Once the children have been 'hooked' into the book, they are then immersed into the text through a variety of activities, such as role play, comprehension work, investigating the text in depth and exploring author choice of wording and phrasing.
Immersion	Texts have been carefully selected due to the high level of vocabulary. Vocabulary is a focus throughout the whole school, and this should be explored within the book. Children should be given the opportunity to explore the meaning of new words, including their definition and their effect. Key vocabulary should be added continually to the working wall.
Immersion	Children should be given the opportunity to revisit previously learnt grammatical skills from a previous focus book/unit of work. This offers the children the chance to consolidate a previously learnt skill and enables them to recall it from their retained, long-term memory. Children should then be taught new grammar skills and year group objectives.

Immersion	Children will be given the opportunity to complete short bursts of writing throughout the unit of work. This enables the children to apply their skills in writing (both retained skills taught previously and new skills).
Proof-reading and editing	Proof-reading and editing should not be limited to after a piece of independent writing, but instead taught discreetly and revisited often throughout a unit of work. After every piece of short writing, and prior to the teacher marking it, the children should be able to proof read and edit their work.
Imitate	Children will be given the opportunity to explore the key features related to the particular piece of writing. This is essential before the writing process. For example, the key features and purpose of instructions, of a letter, and so on. This is particularly important for children who will have no personal life experience of reading instructions or of writing and sending a letter. Teacher judgement to be used to deem if this is necessary – have your children previously completed this form of writing with you? Do they need to go back over the features?
Imitate	There will be a big focus on modelling. The teacher will model each stage of the writing process for the children to use and alter to build their own text. The teacher will model high expectations of handwriting and how to effectively use the working wall.
Invent	The children will use their retained skills and skills taught in this unit of work to plan an effective piece of writing. Children will be using the school's planning document and be able to plan a coherent piece of writing where they can apply all taught skills.
Invent	Children should complete a piece of independent writing. The children will know that a high level of expectations and presentation will be expected, and use their planning document and independently access available resources to complete an independent piece of writing.
Proof-reading and editing	As the unit of work progresses, the children's independence with proof-reading and editing should increase. The children should, after every single piece of writing, have the opportunity to proof read.

Vocabulary

Vocabulary is a priority for our children right across the school. There is an expectation for the teachers to continually model high expectations with standard English and use a range of vocabulary to ensure that the children encounter new words. All of the high-quality texts have been specifically chosen due to the fact that they lend themselves well to an exploration of vocabulary, progression of skills and strong themes. There is an expectation for the key vocabulary within the quality text to be explored with the children. The exploration of vocabulary features within our teaching of reading and writing.

Within the immerse section of the writing process, the children are able to explore the vocabulary within the book through high quality activities planned by the teacher. The children explore the definition of the words, as well as the effect the words had within the text. Key vocabulary is also added to our working wall and incorporated into a word bank. Our teachers model using these resources during the imitate part of the writing process to model good practise.



Spelling, Punctuation and Grammar (SPaG)



Our children in EYFS and year 1 learn to spell through their phonics sessions. Grammar and punctuation are taught within their writing session.

Children between years 2 and years 6 have a dedicated and discrete SPaG session for 30 minutes every day. We follow Spelling Shed within these sessions as a scheme of work and for resources and activities. The spelling lessons follow a four-part lesson (the revisit, teach, practise and apply approach using spelling rules and patterns), with the lessons providing opportunities to consolidate and revise grammar and punctuation skills previously taught, with a focus on sentence structure, to reinforce the application of the spellings in context.

We ensure that our SPaG sessions aren't just about children memorising words. We have worked hard to ensure that our sessions are meaningful and, through effective teaching and assessment, the children are able to retain the information and apply it to their writing. We ensure that we take time to study and analyse words, including but not limited to, word families, synonyms, and etymology (the history of words, root words, and prefixes and suffixes). Examples of some of the questions we continually explore when investigating words are;

"Children need systematic spelling instruction to learn how the writing system works and not just memorise how words are spelled."

Treiman, R. (2018), Teaching and Learning Spelling.

- How many syllables does the word have?
- How many sounds does the word have?
- What spelling rules are associated with this word?
- Does the word have a prefix or a suffix?
- Does it have any silent letters?
- Does it have a long or short vowel sound?

Our children have one weekly spelling test to assess the children's understanding of the spelling rules that have been taught. The children complete a spelling test containing ten words and three sentences, where they independently apply the word within a sentence that is dictated to them by their teacher.

Handwriting

Springwell Park has high expectations with presentation and handwriting. The application of our handwriting policy is encouraged throughout the school, and across all subjects within the curriculum. Teachers continually model high expectations of handwriting on the board and within books and marking.

Children from within our school nursery formulate the foundation stage of a capable writer. Children are encouraged to mark make and eventually form a pencil grip. This progresses onto children in reception being taught common letter formation, before moving onto pre-cursive within Key stage 1 and cursive from Y2 summer term onwards.

Children are encouraged to ensure that their letters are of appropriate sizing, including ascending and descending letters. Teachers are encouraged to use our school font on resources, classroom displays and work within books. Here is a copy of our font:

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

Teachers have the discretion to pinpoint specific groups of children from within their class that need handwriting intervention and act upon this need. Handwriting Hero should be encouraged.

Writing Assessment



Children's writing is assessed against the national curriculum objectives. What the assessment and marking looks like depends entirely on what section of the writing journey the children are up to it. Proof-reading and editing features throughout the writing process, and always before the teacher marks the work.

Immerse – When the children are within this part of the writing journey, they will complete incidental writes to apply prior taught knowledge and showcase their skills with the current grammar objective. These short bursts of writing form part of the teacher's assessment of the children's ability. After a teacher has marked a piece of short writing, there is an expectation that the pupil will understand how it can be improved next time so that they can apply those improvements during the invent section of the writing process.

Imitate - During this section of the writing process, the children would explore the features of the intended piece of writing – this is assessed by the teacher to ensure that the children are familiar before they begin the extended pieces of writing. The children would then complete a guided write – this is marked by the teacher, which will help the children with their independent write.

Invent – The invent section is where the children complete their own independent write. At Springwell Park, teachers plot children on a whole-class summary sheet according to their assessment criteria. This

Genre:	Date:
Learning Objective:	Is the piece for a purpose? Is it cohesive?
Spelling:	Punctuation:
Handwriting:	Other:

YEAR 5 Writing Standards	
A year 5 writer ...	
Features of Writing	selects appropriate grammar and vocabulary
	describes settings, characters and atmospheres and integrates dialogue to convey characters and advance the action in narratives
	uses a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns, prepositional phrases
	uses further organisational and presentational devices to structure text and to guide the reader in non-narratives, e.g. headings, bullet points and underlining
	extends the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses
	uses the present perfect form adverbially
	chooses nouns or pronouns appropriately
	uses conjunctions, adverbs and prepositions to express time and cause
	uses fronted adverbials
	uses modal verbs or adverbials to indicate degrees of possibility
	learns the grammar for year 5 in the English Appendix Standard English
Punctuation	uses full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural
	uses and punctuates direct speech
	uses commas after fronted adverbials
	uses commas to clarify meaning or avoid ambiguity in writing
	uses brackets, dashes or commas to indicate parentheticals
	uses and understands the Year 5 English Appendix
Spelling	uses further prefixes and suffixes and understands how to add them (English Appendix)
	spells words with silent letters
	continues to distinguish between homophones and other words which are often confused
	uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically (English Appendix)
Handwriting	places the possessive apostrophe accurately in words with regular and irregular plurals
	writes legibly, fluently and with increasing speed
	chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters
	chooses the writing implement that is best suited for a task
Content from Previous Years	develops using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
	increases the legibility, consistency and quality of their handwriting
	joins words and joins clauses using subordination and co-ordination
	punctuates sentences using a capital letter and a full stop, question mark or exclamation mark
	uses a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
	uses expanded noun phrases
	demonstrates accuracy with tenses
	uses different sentence forms
	uses direct speech
	uses subordinate clauses
	uses adjectives, adverbs, prepositions (including phrases) and conjunctions
	uses a range of determiners
	uses fronted adverbials with commas

summary sheet will inform future planning and ensure that the children make progress. After a piece of independent writing created through the invent section of the writing process, teachers use the 'Teacher Moderation Toolkit' to support their judgements and inform moderation of work. Each teacher has a hard copy of this, as well as an electronic copy on the shared drive.

Internal Moderation – We regularly conduct internal moderation to ensure that judgements are agreed throughout the school and that standards are consistent.

Writing for Pleasure



At Springwell Park, we work hard to increase both our reading for pleasure and writing for pleasure. Our aim is to create children who thoroughly enjoy the process of writing. We want the children to want to write and not just do it because they are instructed to by their teacher. In order to achieve this, we:

High-Quality Texts

We ensure that we use high-quality texts as a focus for our writing activities. Our texts are enjoyable and inspiring, the idea being that, the more enjoyable the focus text, the more motivated the children would be to complete writing.

Writing Opportunity Tables

At Springwell Park, we pay particular attention to the reason behind a piece of writing. We do not want the children to just think they're writing purely for assessment, but rather for a purpose. Our staff have had training in the following:

"I think writing should give pleasure. What else should it be about? It is not nuclear physics. It actually has to give pleasure or it is worth nothing."
Stephen Greenblatt.

	Definition	Example
Task	This is the actual activity that the children are completing. We ensure that our activities are stimulating and challenging.	<ul style="list-style-type: none"> Write a letter to the Night Gardener from the perspective of William. Write a newspaper report detailing the events of the Great Fire of London.
Purpose	This is the purpose for the writing activity. Our teachers ask themselves – what is the purpose of this piece of writing? If the children know their writing has a real purpose and an actual audience, they would be more likely to enjoy the process and therefore produce a piece of writing they are proud of.	<ul style="list-style-type: none"> To inform the author of the text about the children's opinion of the story. To persuade Ms Webley of something. To entertain the children in a different classroom.
Audience	We work hard to ensure that the children understand that their piece of writing has an audience and that the audience isn't always just the teacher. By the children knowing who the audience is, they are more likely to produce a better piece of writing.	<ul style="list-style-type: none"> The author of the text. Ms Webley as the headteacher. Parliament Royalty The children's peers
Form	This is what form of writing the task is. This explains what type of writing activity they will complete.	<ul style="list-style-type: none"> Letter Report Narrative

Our writing opportunities are mapped out on Writing Opportunity Tables for each year groups. This means that the teachers are aware of what writing tasks the children are completing throughout the year, including their purpose, audience, and form.

Autumn 2				
TEXT/ Grammar focus	TASK	PURPOSE	AUDIENCE	FORM
The Night Gardener - Terry Fan. Conjunctions.	Write a letter to the Night Gardener from William.	Persuade William is trying to persuade the Night Gardener to let him help shape the trees.	The Night Gardener.	Letter.
	Write an article all about The Night Gardener.	Inform.	Residents of Grimlock Lane.	Newspaper report.
Mog's Christmas Calamity - Judith Kerr Conjunctions, adjectives, nouns, proper nouns (recap of all taught so far)	An innovated, extra nightmare for Mog.	Entertain.	Readers of the book.	Narrative.
	A letter of apology from Mog about the calamity he caused.	Letter of apology.	Mog's family.	Letter

Writing about Real Events

As well as using our focus texts for a writing stimulus, we also enjoy writing about real events. We acknowledge that, when writing about a real event, the audience or purpose is very clear for the children.

Writing about real event opportunities examples

A recount after any school trip. This would go in the exercise book related to trip, IE if you went on a geographical field trip, the recount would go in your geography book.

A write up of the 'wow/hook' that they experienced instead of a learning receipt.

National, significant events such as the Queen's death or the King's coronation.

A recount of a workshop that the children experience in school.

Letters to a teacher in the school / letters to somebody in their life that they want to thank, and why (a personal real event as opposed to a shared one)

Extra-Curricular Writing

Teachers at Springwell Park take advantage of opportunities for cross-curricular writing. We have an expectation for an element of writing featuring within the wider curriculum books. Within the pieces of cross curricular writing, children will be able to apply the skills, knowledge and understanding acquired through their writing sessions. This offers the class teacher a chance to assess the children's grasp of the writing objectives, as the children will be applying these skills at a time where they have not immediately been taught.

The children will be incorporating these skills from their retained knowledge. This offers a superb consolidation opportunity. The cross curricular pieces of writing can be used to form a judgement within a standard for handwriting and will help with teacher assessment.

Subject	Writing opportunities
History	<ul style="list-style-type: none">A non-chronological report about a significant person in history.A newspaper report about a historical event time in history.
Geography	<ul style="list-style-type: none">A write up of field work (including annotations)
Science	<ul style="list-style-type: none">Evaluation of a science experiment.

Curriculum Enhancements

At Springwell Park, we work hard to enhance our writing curriculum in order to raise its profile and increase the children's writing for pleasure ethos.

External Visitors - We often invite visitors into our school in order to inspire and motivate our children. We work hard to invite authors and poets into school in order for our children to see the

writers behind the books and poems. These

sessions involve writing activities within, as well as follow up writing tasks. Examples of who we have had in include Levi Tafari, Andy Tooze, and Matt Goodfellow.

Year five have enjoyed spending time with the Liverpool poet Levi Tafari today learning how to use personification to write a poem 🎨📖
[@Springwellpark](#)



A lovely morning learning how to write poems with our special poet visitor Andy Tooze. [@springwellreads](#) [@Springwellpark](#)



Curriculum Days and Assemblies - We enjoy celebrating significant events, such as World Book Day and Poetry Day – although these days are linked to reading, they also involve a great deal of writing. We enjoy hosting assemblies from authors and poets in order to inspire the children.

Competitions – Where possible, we enjoy encouraging children to enter into writing competitions outside of school. Examples of this include the BBC 500 Words competition and a festive competition through Positive Footprints, where the children have to write a letter to Father Christmas.

Such a superb assembly this morning from the poet Levi Tafari. My class haven't stopped talking about it all day! [@Springwellpark_](#)
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