



Grove School

**Policy for Spelling,
Writing Composition,
Grammar and
Punctuation**

Mission statement:

“Enjoy, learn, achieve”

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Policy for Spelling, Writing Composition, Grammar and Punctuation

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1. Aims of a policy for spelling, writing composition, grammar and punctuation

- To ensure all pupils can communicate effectively and fluently using spoken and written English.
- To develop an understanding of and desire to read a range of works of literature for pleasure and information.
- To ensure all pupils have a good understanding of grammar and linguistic conventions for writing so that they write clearly, accurately and coherently for a range of purposes, forms and audiences.
- To ensure all pupils can adapt their language and style so that they enjoy writing for a range of purposes, forms and audiences.

This policy reflects the requirements and expectations set out in:

- The [National Curriculum programmes of study for English](#)
- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- The [Equality Act 2010](#)

2. Expectations for pupils in spelling, writing composition, grammar and punctuation

Early Years Foundation Stage

Fine Motor Skills:

Children at the expected level of development by the end of Reception will:

- Hold a pencil effectively in preparation for fluent writing including using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Writing:

Children at the expected level of development by the end of Reception will:

- Write recognisable lower-case and capital letters, most of which are correctly formed.
 - Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.
- Write simple phrases and short sentences that can be read by others which include a capital letter and full stop.
 - Re-read what they have written to check that it makes sense.

Year One

Pupils should develop their oral vocabulary as well as their ability to understand and use a variety of grammatical structures.

Spelling:

Pupils are supported to decode and spell through the school's daily systematic, synthetic phonics programme, Little Wandle Letters and Sounds Revised. They should be taught to:

- Spell words containing the 40+ phonemes, common exception words and the days of the week.
- Name the letters of the alphabet including alternative spellings of the same sound.
- Add prefixes and suffixes including using -s, -es, un-, -ing, -ed, -er, and -est.
- Write from memory simple sentences directed by the teacher which includes words using GPCs and common exception words taught.

Composition

Pupils should be taught to:

- Write sentences by saying out loud what they are going to write to orally compose a sentence.
- Sequence sentences to form short narratives.
- Re-read what they have written to check it makes sense.
- Write for different purposes including to entertain, make a record/ reflect, teach, persuade/ influence and paint with words (poetry)

Grammar and Punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Leaving spaces between words
- Joining words and joining clauses using and
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Learning the grammar for Year 1 in English Appendix 2
- Using the grammatical terminology in English Appendix 2 in discussing their writing.

Year Two

Spelling

In writing, pupils should be able to compose individual sentences verbally and then write them down. They should be able to spell correctly many of the words covered in Year 1. Pupils should also be able to:

- Make phonically plausible attempts to spell words they have not yet learnt, spelling many correctly.
- Learn to spell many common exception words.
- Learn to spell more words with contracted forms, e.g. can't, don't.
- Distinguish between homophones and near-homophones.
- Add suffixes to spell longer words, e.g. –ment, –ness, –ful and –less.
- Apply spelling rules and guidelines, as listed in Appendix 1.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Composition

Pupils in Year 2 should develop a stamina for writing. They should be taught to:

- Write narratives about personal experiences both real and fiction.
- Write for different purposes including to entertain, make a record/ reflect, teach, persuade/ influence and paint with words (poetry).
- Plan their writing both orally and in writing.
- Make simple additions, revisions and corrections to their own writing including re-reading to check their writing makes sense, verbs are consistent and to check for errors.

Grammar and Punctuation

Pupils should be able to:

- Learn how to use both familiar and new punctuation correct, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
- Learn how to use sentences with different forms: statement, question, exclamation, command.
- Expanded noun phrases to describe and specify, e.g. the blue butterfly.
- Subordination (using when, if, that, because) and co-ordination (using or, and, but).
- Use some features of written Standard English.

Years Three and Four

Pupils should be able to write down their ideas with a reasonable degree of accuracy by this stage and with good sentence punctuation. Teachers therefore should be consolidating pupils' writing skills, their grasp of sentence structure and their knowledge of linguistic terminology. Teachers should ensure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar that they can draw from to express their ideas.

Spelling

Pupils should learn to spell new words correctly and should have plenty of practise in spelling them. Pupils should be taught to:

- Use prefixes and suffixes beginning with vowel letters to words of more than one syllable e.g -un, -dis, -mis, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-, -ation, -ly.
- Spell further homophones.
- Use possessive apostrophes for both regular and irregular plurals.
- Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

Composition

Pupils in Years 3 and 4 should develop a stamina for writing. They should be taught to:

- Plan their writing.
- Draft write by composing and rehearsing sentences orally.
- Organising paragraphs around a theme.
- Write for different purposes including to entertain, make a record/ reflect, teach, persuade/ influence and paint with words (poetry).
- In narratives, create settings, characters and plots.
- In non-narrative writing, use simple organisational devices e.g. headings and sub-headings.
- Proof read for spelling and punctuation errors.
- Evaluate and edit their writing including proposing changes to grammar and vocabulary.

Grammar and punctuation

Pupils should be able to:

- Extend the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although.
- Choose nouns or pronouns appropriately for clarity and cohesion.
- Choose nouns or pronouns appropriately within a sentence to avoid repetition and ambiguity.
- Use conjunctions, adverbs and prepositions to express time and cause.
- Discuss dialogue in narratives or characters' language in drama.
- Use fronted adverbials.
- Use commas after fronted adverbials.
- Indicate possession by using the possessive apostrophe with singular and plural nouns.
- Use and punctuate direct speech.

Years Five and Six

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in writing.

Spelling

Pupils should be taught to understand and apply the concepts of word structure to support their spelling. Pupils should be taught to:

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- Use a wider range of prefixes and suffixes e.g -cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly, -fer
- Spell some words with silent letters.
- Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Composition

Pupils in Years 5 and 6 should be taught to:

- Plan their writing identifying the purpose, form and audience; selecting language that shows a good awareness of the reader and drawing on reading and research where necessary.
- Draft write by selecting appropriate grammar and vocabulary, understanding how such choices can enhance meaning.
- Write for different purposes including to entertain, make a record/ reflect, teach, persuade/ influence and paint with words (poetry).
- Write longer passages.
- In narratives, describe settings, characters and atmospheres.
- In narratives, integrate dialogue to convey character and advance action.
- In non-narrative writing, use organisational and presentational devices to structure texts e.g. headings, sub-headings, bullet points and underlining.
- Proof read for spelling and punctuation errors.
- Evaluate and edit their writing including assessing the effectiveness of both their own and other's writing; proposing changes to grammar, punctuation and vocabulary to enhance effects and clarify meaning.

Grammar and punctuation

Pupils in Years 5 and 6 should be taught to:

- Recognise vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.
- Use the passive voice to affect the presentation of information in a sentence.
- Use expanded noun phrases to convey complicated information concisely.
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, why or whose.
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use hyphens to avoid ambiguity.
- Use brackets, dashes or commas to indicate parenthesis.
- Use semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma.
- Punctuate bullet points consistently.

3. The organisation of the curriculum for spelling, writing composition, grammar and punctuation at Grove School.

Progression for writing at Grove and expected end points for each purpose of writing have been mapped out by leaders to identify the focus for teaching and learning in each year group for each purpose of writing. This document identifies the development of skills throughout a purpose of writing across school. The writing progression document can be found at BGFL 365/Sharepoint/Curriculum Documents 2022-2023/English/Writing/Writing for Different Purposes Progression Document.

The writing curriculum for EYFS to 6 has been mapped out by term in the Grove curriculum overview for each year group. This compliments the curricular programme for foundation subjects and can be found at BGFL 365/Sharepoint/Curriculum Documents 2022-2023/Curriculum Overview 2022-2023.

The curriculum overview document identifies the purpose of writing to be planned and taught each half term with a suggested form. Year group teams decide in which order these are taught, which form based on the purpose and which are selected for assessment. Purposes of writing include:

- To entertain
- To make a record/ reflect
- To teach
- To paint with words (poetry)
- To persuade/ influence

No purposes are to be omitted.

Year group teams use the curriculum for writing to plan writing for the medium term and short term.

The overview for each year group also identifies the following to be taught:

- A poem each half term
- Core texts (linked to an author or theme) in EYFS and KS1 each half term.
- Class novels (linked to an author or theme) in KS2 each half term.

In Key Stages One and Two pupils have a daily, timetabled literacy lesson.

To support with developing sentence structure, staff in school use Colourful Semantics as a teaching tool.

Pupil books

EYFS

Each pupil in Reception and Nursery has a writing book to which staff collate post it observations and records of longer observations. Samples of independent, self-initiated pupil work are also included. Pupils in Reception are encouraged to write in these books on the lines provided. To develop correct letter formation writing frames provided in continuous provision (indoor and outdoor) should have lines on, these should be the same width as those in literacy books as this will

encourage correct formation of ascenders and descenders. At the front of pupil writing books there is a letter formation record sheet. When a pupil forms the letter correctly, across a range of writing opportunities, the letter is highlighted and dated. This is also the case for upper case letters. Staff use the Little Wandle Letters and Sounds revised letter formation rhymes to support children with forming each letter correctly.

Key Stage One

Each pupil in Years 1 and 2 has a yellow A4 literacy book with 10mm lines. The Year 1 and 2 common exception words are stuck on the inside front cover of these books. The letter formation sheets are stuck in the back cover of these books. Writing progression documents for each child and grammar targets are stored in a blue file. Speaking and listening targets for each child are stored in a purple file.

Each pupil has a spelling book to record weekly spelling tests.

Each pupil has a purple big write assessment book in which they complete two independent pieces of writing a half term.

At the start of each week a page in each pupil's yellow literacy book is dedicated to handwriting. This page is demarcated with a handwriting title page which includes the Little Wandle Letters and Sounds mnemonics for all 26 letters of the alphabet. A second page is dedicated to 5 a day spellings. This page is demarcated by a 10mm lined 5 a day spelling template which is stuck into pupil books at the start of the week. A third page is dedicated to dictation sentences. This page is demarcated by a 10mm lined dictation sentences template which is stuck into pupil books at the start of the week. Over the course of a week progress can be assessed in handwriting and spelling using these three pages.

Key Stage Two

Each pupil in Key Stage 2 has a yellow A4 literacy book with (Years 3 and 4 – 10mm lines; Years 5 and 6 – 8mm lines). The Year 3 and 4 or Year 5 and 6 common exception words are stuck on the inside front cover of these books. Writing progression documents for each child and grammar targets are stored in a blue file. Speaking and listening targets for each child are stored in a purple file.

Each pupil has a spelling book to record weekly spelling tests.

Each pupil has a purple big write assessment book in which they complete two independent pieces of writing a half term.

At the start of each week a page in each pupil's yellow literacy book is dedicated to handwriting. This page is demarcated with a handwriting title page which is demarcated by a handwriting title slip which is stuck in at the top of the page. Pupils who require additional support use the KS1 Little Wandle Letters and Sounds handwriting slip which includes the mnemonics for all 26 letters of the alphabet. A second page is dedicated to 5 a day spellings. This page is demarcated by a lined 5 a day

spelling template (Years 3 and 4 – 10mm lines; Years 5 and 6 – 8mm lines) which is stuck into pupil books at the start of the week. A third page is dedicated to dictation sentences. This page is demarcated by a dictation sentences template (Years 3 and 4 – 10mm lines; Years 5 and 6 – 8mm lines) which is stuck into pupil books at the start of the week. Over the course of a week progress can be assessed in handwriting and spelling using these three pages.

Spelling

The school uses the Little Wandle Letters and Sounds Revised spelling programme in Key Stage 1 and for pupils in Key Stage 2 who are new to English or did not pass the phonics screening assessment to teach spelling. Spelling sounds are based on the phonic sounds the pupils have been learning in their phonics lessons each week. The school follows the national curriculum for spelling and uses Nelson spelling for pupils in Year 2 who passed their phonics screening assessment and are confident with all phase 5 alternative sounds and pupils in Key Stage 2.

Spelling is planned for each week, spelling patterns and rules are taught and learning opportunities provided for pupils to apply and practice.

On a Friday all pupils have spellings to learn based on classwork from the week.

All pupils have a spelling test each week. Spellings are recorded in small yellow books. Each spelling test is on an individual page and the date is recorded at the top of the page. Results are recorded on electronic mark books.

Pupils complete a dictation activity daily at the start of each literacy lesson. This learning activity should include the daily Little Wandle Letters and Sounds Revised sentences for pupils in Year 1 and those being supported by the phonics programme in Year 2 onwards. For pupils in Years 2 to 6 this learning activity should include words from the common exception spelling lists, from spelling patterns and rules and from Oxford Better Spelling.

5 a day spellings are taught daily at the start of each literacy lesson. This learning activity should include words which include phonemes covered in Little Wandle Letters and Sounds Revised phonics sessions for pupils in Year 1 and those being supported by the phonics programme in Year 2 onwards. For pupils in Years 2 to 6 this learning activity should include words from the common exception spelling lists, from spelling patterns and rules and from Oxford Better Spelling.

The spellings in 5 a day and dictation sentences are marked. This can be by pupils but the teacher must check. These activities can also assess word level work, grammar, handwriting and punctuation. Pupils can mark their spellings in spelling books and spelling in dictation books in green pen if their handwriting is neat and legible.

5 a day spellings and dictation sentences must be included on STP for literacy.

In the front of the pupil's yellow literacy book is a copy of the YG spelling list from the national curriculum. Once a pupil can spell the word and this is evidenced in dictation and independent writing the word can be highlighted. This can be used to evidence aspects of spelling on writing targets

Independent Writing in Big Write Books

This must be marked. Pupils need feedback on their writing.

Marking guidance: indicate in the margin if the pupil needs to check grammar, spelling and/or punctuation. The pupil then needs to find the error and correct it.

Indicate what the pupil is including in the writing that means the writing is at ARE especially if you have been teaching a new concept or reviewing it e.g Modal verbs – WA, Verb tenses are correct. Set a target for the pupil to review and will help them make their writing ARE when the read, edit and improve eg you need to include past progressive, check direct speech is punctuated correctly.

Below is the independent writing code to be used. A copy of this can be found at BGFL 365/Sharepoint/ Curriculum Documents 2022-2023/English/Writing.

Code in Margin	Meaning
sp	Spelling Error
p	Punctuation Error For example: -Missing punctuation -Punctuation in the wrong place -Wrong type of punctuation
c	Capital Letter Error For example: -Missing capital letter -Capital letter in the wrong place
fs	Full Stop Error
^	Missing Word
?	Something on this line does not make sense
g	Grammar Error

	<p>For example:</p> <ul style="list-style-type: none"> -Tense error -Pronoun error -Article error e.g. a/an -Verb error e.g. was/were
//	New Paragraph Needed
/	Finger Space Needed

4. Medium and short- term planning

Medium term planning

Teachers use the curriculum overviews to plan for the medium term. There is a specific planning pro-forma on BGFL 365 used by all staff.

Medium term planning includes the following week by week:

- The groups of pupils and the Age Related Expectations they are working towards/within.
- Pupils' end of year targets identified next to pupils' names: - below are; * At ARE; ** Greater Depth.
- Any pupils who have received Pupil Premium to be highlighted in yellow.
- The purpose, form and audience for the writing being taught.
- The learning objectives from the National Curriculum for speaking and listening, handwriting, spelling, writing composition, grammar and punctuation.
- Identify which genre will be assessed (at least two per term in a term of 6 weeks). The dates for big write assessment are recorded on the school diary
- The spelling patterns/phonemes to be taught.
- The handwriting/letter formation to be taught.
- The grammar to be taught.

Short term planning

Teachers use their medium term planning to design series of lessons for a week. Teachers use the planning pro-forma for short term planning which can be found on BGFL 365.

Short term planning includes the following:

- The groups of pupils and the Age Related Expectations they are working towards/within.
- Pupils' end of year targets identified next to pupils' names: - below are; * At ARE; ** Greater Depth.
- Any pupils who have received Pupil Premium to be highlighted in yellow.
- The purpose, form and audience for the writing being taught.

- The objectives for writing composition.
- The spelling patterns/phonemes to be taught.
- The handwriting/letter formation to be taught.
- The grammar to be taught.
- The punctuation to be taught.
- The learning objective for each learning activity.
- An outline of the learning activity/ resources to be used.
- The plenary.
- Home learning activities.

5. Marking and assessment

Key Stage One

- Focused feedback** – children are only provided with feedback about progress towards the learning objective. In Key Stage 1, the teacher/teaching assistant will highlight in pink where learning objectives in a piece of work have been met and will highlight in green a mistake or misconception which then forms a target for learning in the next session. A target is indicated by a T in a circle. Staff are requested not to re write the learning objective saying whether a child has met it, this is not time effective and does not target next steps for learning
- Self marking** – children are given the opportunity to self evaluate. Children are encouraged to identify their own successes and look for improvement points. The plenary may be used to focus on this process as a way of analysing learning. It may be adult supported.
- Peer marking** – children are encouraged to mark the work of a peer or mark with a partner. This is a skill which will need to be discretely taught. Children may be able to suggest ways in which to improve the work. When peer-assessing children should indicate one positive aspects of a peer's work and set a target for improvement indicated by a T in a circle.

Stickers and stamps may be used but should not replace marking of pupil work.

Staff marking will be done in purple pen.

Key Stage Two.

- Focused feedback** – children are only provided with feedback on progress towards the learning objective. The teacher/teaching assistant will provide feedback using the following code: WA = well achieved, PA= partially achieved and MP = more practice is needed. It is not effective practice to re write the learning objective commenting on whether the child has met it. A positive comment for the child is appropriate. The teacher will use the marking codes (above) to mark work.
- Self marking** – children are given the opportunity to self evaluate. Children are encouraged to identify their own successes and look for improvement points. The plenary may be used

to focus on this process as a way of analysing learning. It may be adult supported. Self marking should not replace teacher marking since assessment will not be adequate if a pupil is continually marking their work and a teacher is not looking at progress. Pupils can self mark spellings, dictation and grammar exercises. Green pen can be used if handwriting is neat and legible, teachers must use their digression when allowing a pupil to use green pen.

- c. **Peer marking** – children are encouraged to mark the work of a peer or mark with a partner. This is a skill which will need to be discretely taught. Children may be able to suggest ways in which to improve the work. When peer-assessing children should indicate two positive aspects of a peer’s work and set a target for improvement indicated by a T in a circle.
- d. **Shared marking** – this involves using pieces of children’s work from other classes to mark as a group/class. This is useful as it models the marking and assessment process and teaches specific points. It can be used as a starting point for peer marking.

Staff marking will be done in purple pen.

6. Monitoring and tracking pupil progress

Pupil progress in writing, spelling and grammar is tracked and monitored using the following systems:

- Marking of pupil work, daily
- Setting individual/group targets for the next lesson/s
- Spelling scores recorded in electronic mark book and in pupil spelling books (small yellow books). No other spelling should be recorded in these books.
- Daily dictation sentences using the spelling list for the year group, once the teacher can see evidence that the child can spell the word correctly not only in dictation but also in independent writing the word should be highlighted in pink.
- Grammar test scores recorded in electronic mark book
- Big write assessments (twice a term)
- Pupil progress meetings to moderate teacher judgements
- Pupil conversations
- Handwriting pen licence
- Speaking and listening assessments
- Phonics assessments and heat maps

7. Assessment of writing at Grove

When planning for the medium term and short term, teachers are expected to use the curriculum for the year group which provides the purpose for writing, form the writing will take and text to be studied. The writing targets for age related expectations are included in the writing progression document and are taken directly from the national curriculum for the year group. These are used as learning objectives. Staff will also use the school progression document and big write grammar assessment tool for writing for the age related expectations the pupils are working towards/within which incorporates the requirements for English to assess independent writing.

There is an expectation that pupils will have the opportunity to take part in extended writing through Foundation Subjects. When marking these pieces of extended writing teachers should pay particular attention to the writing skills taught within literacy lessons and the pupil's individual writing targets.

When introducing a purpose of writing, children have the opportunity to apply learning to an extended piece of writing in their yellow literacy books in every lesson. This is marked by the class teacher and feedback is provided to support children with making progress in their writing. All planning for assessed independent writing, drafting of assessed independent writing and editing of assessed independent writing is contained within their purple big write books. In Key Stage 2, when completing independent pieces of writing, all pupils should write on a line and then miss a line. Pupils can use this line for editing and improving. In the following half terms, staff support children to identify errors in their writing using the independent marking code in the margin: Autumn 1, Autumn 2, Spring 1, Spring 2 and Summer 1. Self-correction in green pen can be used in literacy books for drafting and refining writing if the pupil has neat and legible handwriting. Teachers must use their digression, poor presentation using green pen is not acceptable. Green pen is used in KS 2 literacy books to correct spellings and grammar work (self and peer) and to record (neatly with an emphasis on handwriting) what a pupil has achieved and a target for improvement. If the recording of such work using green pen is not of a neat enough standard then pencil is used.

Marking of writing in literacy books and Foundation Subject books should follow the specific guidelines described in the school's Policy for Marking and Assessment.

Teachers should select two purposes of writing for assessment each half term, ensuring that over the course of the academic year each purpose of writing is assessed.

For each term there is a writing assessment record sheet (writing progression document) and grammar assessment sheet. Staff record the date at the top of the progression document for each assessed piece of writing. Staff complete the grammar assessment sheet at least once a term. Evidence for this assessment can be taken from any independent writing in any book. The target can not be met if it is the focus/ objective for the lesson. The writing progression documents and grammar assessment tools can be found at BGFL 365/Sharepoint/ Curriculum Documents 2022-2023/English/Writing.

When assessing a piece of writing a teacher should use the progression document for the Year group ARE the pupil is working within. They should work down each target within the purpose of writing, ticking a criteria if it is securely evidenced in the piece of writing.

In both key stages one and two these individual assessment sheets are maintained by each teacher for each pupil in a teacher file thus at the end of a term a teacher can use the sheet to assess whether there is sufficient evidence across all purposes and forms of writing to assess a child as working at ARE, greater depth (exceeding) or working towards the ARE. Writing in foundation books should reflect secure application of writing targets. At the end of a year a pupil should have twelve writing assessments in an academic year. The weeks that big write assessments are completed are on the school diary. Each teacher has a big write assessment file. This is organised into group sections with coloured dividers eg zebras etc. Within each group each pupil has a plastic wallet with

their name on a white label, this contains the progression documents and grammar assessment sheets. Each plastic wallet is organised in alphabetical order by surname.

In Key Stage 1 and Key Stage 2 pupils may use their progression documents and grammar assessment sheets in lessons to self assess and set targets for pieces of work and therefore each assessment sheet should be kept in a plastic wallet.

To be assessed as working at ARE a child must be secure in all aspects of working towards.

The big write assessments are not recorded in the class mark book.

In KS 1 and KS 2 a pupil is assessed as working at the expected standard (ARE) when they have demonstrated all of the expected standards across a range of purposes and forms in literacy, assessed writing and foundation subjects.

8. Support for pupils with additional needs

Support for pupils not meeting expectations in literacy

Daily writing lessons are inclusive to pupils with special educational needs and disabilities. Where required, children's ISP's incorporate suitable objectives from the National Curriculum for writing or the Statutory framework for the Early Years Foundation Stage. Teachers keep these in mind when planning work. These targets may be worked upon within the lesson as well as on a 1:1 basis outside the writing lesson. Writing interventions occur primarily within the lesson on the basis of assessment for learning.

School helps children with gaps in their learning. These are delivered by class teachers and teaching assistants and overseen by the class teacher, year group leader, assistant head teacher and SENCO. Within the daily writing lesson teachers have a responsibility to not only provide differentiated activities to support children with significant SEND but also use adaptive teaching and learning methods to provide sufficient scaffolding for the least able and challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Moderation of pupil books, reading records and pupil progress meetings will support the identification of pupils who are not meeting expected standards in writing. Following discussion with the year group leader the following may take place:

- Targeted support within writing lessons for the pupil
- Targeted support within intervention sessions from a teacher or teaching assistant
- Inspire workshops for parents
- An Individual Support Plan with clear learning targets
- If following a series of interventions, a pupil is displaying significant needs in writing, school will seek to refer to Pupil and School Support Service.

For further information please refer to the school policy for Special Educational Needs and Inclusion.

9. Resources

The majority of resources to support planning are stored within year groups and the PPA rooms.

All staff should have access to:

- First Aid In English
- Scaffolds for writing series (KS 1 and 2)
- Little Wandle Letters and Sounds Revised planning, online resources and resources
- BGFL 365 Share Point
- Collins Treasure House Spelling Pupil Books
- Collins Treasure House Vocabulary and Grammar Pupil Books
- Collins Connect (online)
- Oxford Better Spelling
- Colourful Semantics

10. Roles and Responsibilities

The English Leaders

Our English subject leaders are Miss C Dowell and Miss E Knight. They're responsible for providing leadership and management for English to:

- Lead in the development of English throughout the school.
- Help raise standards in English.
- Monitor the planning, teaching and learning of English throughout the school
- Provide teachers with support in the teaching of English to ensure high-quality teaching and subject knowledge of staff.
- Provide staff with CPD opportunities in relation to English within the confines of the budget and the school improvement plan
- Develop a coherently planned and sequenced English curriculum which is reviewed regularly.
- Secure and maintain the effective use of high-quality resources.
- Keep up to date with new developments in the area of English.

11. Parental partnership

Parents are encouraged to support their child developing writing skills in the following ways:

- Attending Special Educational Needs Review meetings to review Individual Support Plan targets.
- Attending parents' consultations to review progress and share targets.
- To join their child in workshops.
- Supporting their child completing homework.