

Jerry Clay Academy



English Writing Guidance

Updated September 2022

Introduction

The teaching and Learning of English is fundamental to ensure every pupils' success as a life-long learner, and citizen of the world. Reading, Writing, Speaking and Listening skills are explicitly taught at every phase of pupils' education and it is paramount that children make positive starts at Jerry Clay Academy. Developing reading, writing, speaking and listening skills discreetly, in English lessons, as well as embedding these within all curriculum subjects is vital. Jerry Clay Academy recognises this and provides opportunities for this through our curriculum model, incorporating carefully chosen 'core texts' through which to teach reading and inspire writing outcomes, that help our children cultivate a love of English language and literature. Our reading spine ensures curriculum coverage, as well as genre coverage, and a love of learning – across the curriculum - through story and information texts.



Teaching and Learning of Writing

Intent

Writing, at Jerry Clay Academy, is important and embedded into every aspect of teaching and learning. Writing is taught using a cursive font, from Year 1, and is modelled continually across school with displays and working walls demonstrating excellent examples of writing that are always hand written in a cursive style. Print is taught in Reception class to ensure children acquire correct formation before moving to the lead in cursive in Year 1.

At Jerry Clay Academy, each year group has progression of writing skills that must be taught and learnt. These skills are taken from the National Curriculum for each year group and cover the Grammar and Writing skills that must be taught throughout KS1 and KS2.

Implementation

Writing is planned using the class core text as focus and inspiration for grammar and writing skills. The class teacher will choose a genre outcome which these will be based around, and examples from the text should be able to support this teaching. Vocabulary from the core text can be used to supplement high-level teaching at word-level, with children encouraged to use this in their own written work across the unit.

Each individual class teacher is responsible for the planning of writing for their class in line with the National Curriculum expectations & our JCA long term plan. Planning is completed for each session

based on the needs of the children within the class and the next steps that are needed within their learning. At Jerry Clay Academy, English units are taught, with cross-curricular links made with other areas of the curriculum, as much as possible.

Units of work are planned - according to the needs of the pupils within the class- and are based upon gaps in learning that are identified after children produce a 'Cold Write' piece of work (Cold writes completed at the beginning of every unit in KS2, and where appropriate in KS1) . Focus skills and knowledge that are identified as needing additional teaching from this piece are then taught across a series of lessons before the child completes a 'Hot Write'.

For each genre, following the cold write, teachers will incorporate:

- Sharing of a WAGOLL – a teacher-modelled, high-level example including all of the necessary text features
- Vocabulary development – tier 2 level
- Talk for writing and story mapping (EYFS and KS1)
- Grammar and writing foci – specifically linked to the text type
- Planned interventions to support pupils with skills development, as necessary

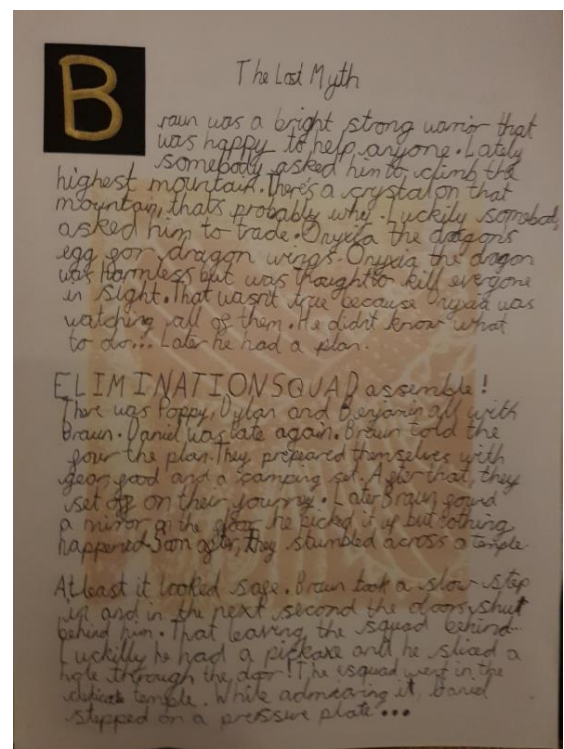


- Planning the text type - pupils are encouraged to plan their writing to develop the structure and planning skills needed to complete a piece of work successfully. These planning format are shared across school for consistency and enable the pupils to develop their confidence with planning their writing, recognizing the planning formats as they transition through school.

For the final outcome ('Hot Write') pupils plan and demonstrate the progress they have made during that specific unit

and series of lessons. This 'Hot Write' is completed independently so that pupils are able to demonstrate their skills allowing the teacher to assess their learning over the course of the unit.

At Jerry Clay Academy, we ensure that children have ownership over their own learning and so – throughout the writing process - pupils are constantly given opportunities to critique, mark and assess their own learning and the learning of their peers. In writing, pupils will be given 'stars' to praise their application of specific skills and vocabulary, and/or they will be given a 'wish' where the child will be given the next step in their learning. A full detailed mark consists of 2 stars and a



wish - to recognize and praise the pupils' progress over that unit and so that further progress can be made over the unit. Teachers may also complete whole-class feedback where necessary, in line with the Jerry Clay Academy marking and feedback policy.

All children are given a chance to respond to feedback (wishes) that has been given and children are encouraged to do this in purple pen during 'Strive Time'. 'Strive Time' is an integral part of the school day and allows children to reflect back on the successes and next steps of their learning. Children are encouraged to look at improving their work and are given a challenge to further develop their understanding.

Writing is something that is celebrated across school and children produce their published work which is displayed beautifully with art work to celebrate the writing process. At this point, presentation would be discussed within the class, with the children knowing that presentation should be of the highest quality and that individuality will be celebrated through art work.



Strategies to support children with SEN

At Jerry Clay Academy, in English writing, we use a number of evidence-based strategies to support children with SEN. Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards.
- Games/songs to support vocabulary learning.
- Support in writing sentences eg, missing words rather than writing the whole sentence.

All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction

- Pupils may be supported in their thought process, e.g. to use the Think, Say, Does it make sense, count write, check approach as in KS1.
- High 5 hands used to check writing effectively.
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.
- Visual aids and concrete examples (where necessary) will be used to support learning.

Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.

Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.

Use of technology

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording – to remember ideas and write them down coherently.

Teaching and Learning of Spelling

All children from Reception to Year 2 are taught 'Action Words'. These are words that do not follow the usual spelling and sound patterns and are often called 'High Frequency Words' (e.g. she, I, children). Action words are taught in three stages and it is expected that by the end of Year 2, all children will be able to say, read and spell all of the words from each of the three stages. Action Words are sent home with children so that parents can support them in the learning of these. Children are given targeted support to develop the confidence in these during Year 1 and 2 and this will continue to Year 3/4 if needed.

Pupils at Jerry Clay Academy follow the Silcock Spelling Scheme that is progressive from Year 1 to Year 6. These spellings are sent home each week and are tested in a weekly spelling test the following week. The spellings, that are sent home, follow a spelling pattern rule so that children are able to see the link between the words they are learning.

Miss R Harling- English Leader

