

‘Reading is like breathing in and writing is like breathing out’ (Pam Allyn)

At Ingleton Primary School, we strongly believe reading and writing are interconnected. Along with spoken language, reading is the foundation to writing. It is fundamental children master the basic skills of oracy and reading to successfully build skills as writers. We read, share, think and talk about writing prior to writing. We strive to ensure all our children become passionate and successful writers.

We teach the writing process comprising:

- **Planning** (generating ideas, gathering information)
- **Drafting** (writing down key ideas, setting out a structure for writing)
- **Revising** (making changes in light of feedback and self-evaluation)
- **Editing** (making changes to ensure writing is accurate and coherent, checking spelling and grammar)
- **Publishing** (presenting work for the target audience to read)

We are committed to teaching our children the foundations of writing transcription early in the primary years to ensure children’s cognitive resources are freed to focus on composition.

We use the Pathways To Write mastery approach to teach writing at Ingleton Primary using quality texts and films as stimulus. Key skills are taught and repeated; we teach, then invite children to practice the skills taught, through multiple opportunities until they can be mastered fully. Our curriculum is coherently sequenced to ensure children build on previous knowledge and skills mastered in the previous year to ensure they progress as writers. Within each sequence of lessons, children are introduced to keys: Gateway Keys (already taught skills); Mastery Keys (main skills focus for the unit) and Feature Keys (features of the genre of writing). Throughout the sequence, children have many opportunities for incidental short-burst writing leading to an extended written outcome by the end of each unit.

### **Assessment**

Pupils are assessed at the beginning of a unit to evaluate the gateway keys have been mastered and planning is adapted to include further teaching of these if required. Teachers assess writing regularly using the Pathways To Write Assessment Frameworks for each year group and feedback is given to children followed with opportunities to act on this feedback.

### **Speaking and Listening and Vocabulary**

Throughout our writing lessons, there is a focus on discussion, sharing and presenting of ideas. Drama opportunities are incorporated within units and children are taught key speaking and listening skills within sessions.

### **Grammar and Punctuation**

Grammar and punctuation are taught within Literacy lessons and it is embedded in our high-quality, modelled writing. It is, however, sometimes necessary to teach some grammar and punctuation skills in discreet lessons to ensure complete coverage of all the grammar and punctuation curriculum for each year group. All adults promote correct terminology for grammar and punctuation and it is displayed in the

classroom. Regular recaps of grammar knowledge are fed into Literacy lessons, including learning from previous year groups.

### **Spelling**

Year group common exception words and spelling rules/patterns are taught and assessed weekly. We follow the Little Wandle Phonics Scheme (Nursery to Y2, plus catch-up in Key Stage 2 as necessary) and the No Nonsense Spelling Programme (Y2 to Y6) to plan spelling lessons.

Pupils are given regular time to learn and practise these spellings, using Little Wandle, No Nonsense Spelling and Spellingframe methods.

Year 2- 6, have spelling lists as part of weekly homework. Reception and Year 1 have Little Wandle weekly phonics sheets sent home for homework.

Class teachers test pupils (Y2-6) on their spellings weekly keeping a record of achievement. They also keep a record of common exception words that pupils can spell. Pupils are closely monitored to ensure additional support is provided to those pupils with gaps in their spelling knowledge.

### **Handwriting**

Handwriting is taught weekly, and closely monitored to ensure correct formation. Interventions are put in place as necessary for children who need additional support. We strive to ensure, by the end of Year 1, pupils have correct pencil grip and formation of letters is mastered. Handwriting is correctly and consistently joined by the end of Year 4.

### **Vocabulary**

The teaching of vocabulary is prioritised and planned for within **all** subjects. Lesson slides across all subjects include new vocabulary and teachers carefully select the tier 2 and 3 vocabulary they want to discreetly teach. Vocabulary is discussed at every opportunity and staff encourage pupils to extend their ideas and use a wide range of vocabulary. Before extended pieces of writing, a 'Vocabulary Vault' is created. This can be as a class, group and/or individually. These Vocabulary Vaults are kept in literacy books and are also displayed in classrooms for pupils to access. Word and etymology dictionaries are used frequently in KS2 classes to discover/study new words.