



# St John's Writing Policy

EYFS - Year 6

# Introduction

A high quality English curriculum is one which seeks to develop the child as a confident reader, author and speaker. Writing in particular enables pupils to fulfil a plethora of important functions both within education and society as a whole; first it allows pupils to express, explain and refine their ideas themselves or collaboratively. Writing also provides visible and permanent proof of pupils thinking and learning.

Here at St. John's, our writing curriculum has been designed to closely follow the national curriculum guidance and progression for writing. This progression allows us to assess and monitor pupils writing using a statutory framework which ensures that at every step, we are aware of each individuals writing attainment. Our curriculum design ensures that teachers have an acute awareness of what needs to be consolidated, revisited or taught further, to enable this pupil to flourish as a writer. By focusing on a specific national curriculum target each lesson, we look to secure the fundamental skills of transcription before building upon these with lessons that explore and facilitate writing composition in creative, interesting and constructive ways.

# The Importance of Oracy

Across the curriculum, promoting oracy is a crucial focus for staff and pupils alike. Through the integration of oracy based learning such as regular, pertinent discussions, collaborative learning and oracy based recalls we seek to improve pupils confidence, clarity and comfortability communicating effectively in a wide range of situations and to a variety of audiences.

By integrating an oracy curriculum, as a '*golden thread*' throughout our broader writing policy, we seek to provide pupils with frequent opportunities to express their own thoughts, demonstrate their learning and communicate effectively and positively with others. By inviting pupils to regularly converse with and listen to others, we are supporting and scaffolding pupils in becoming active learners. Learners who begin to take autonomy for their own understanding by listening and responding appropriately, who know the value of their own opinion and feel confident to express this, learners who can take account of others views and learners who speak aloud with confidence, clarity and fluency.

Opportunities for pupils to practice oracy based skills should be plentiful, especially in writing where a child's inaccurate oracy, can often lead to erroneous transcription or composition. Errors in structural grammar, or misspoken phonemes, morphemes or pronunciation can all impair written recording. Therefore, we aim to teach and consolidate pupil's oral rehearsal of what they want to write before they write it to help them structure, sequence and edit before any written recording occurs.

In essence, our oracy curriculum seeks to enable pupils to:

- speak with confidence, clarity and fluency;
- use oracy as a tool, to sequence, rehearse, memorise and recall information;
- recognise the value of listening;
- be confident in the value of their own opinions and to be able to express them to others;
- adapt their use of language for a range of different purposes and audiences, including using Standard English;
- sustain a logical argument and respond to others appropriately;
- concentrate, interpret and respond appropriately to a wide range of listening experiences;
- be open-minded, to value the contribution of others and to take account of their views;
- share their learning in an engaging, informative way through formal presentations.

# Recall

Recall is an integral part of our literacy teaching at St John's. We aim to start every lesson with a short elicitation task that provides necessary formative feedback for teachers to identify misconceptions and inform their lesson input.

In EYFS and Year 1, recall is primarily oracy based as we believe before pupils are required to begin written transcription, they should look to develop their receptive and expressive language skills.

**Oracy Tasks** - twice a week, pupils complete an oracy based recall task. This may be focussed on a discussion point related to the topic, or focussed on consolidating one of the key foci from our oracy curriculum.

**Composition Tasks** - Once a week, pupils complete a 'five minute free write'. Pupils are provided with a creative writing task intended to spark their imagination. This task was designed as a way to encourage pupils to independently organise and compose a piece of writing without prior modelling. Pupils may also be given a writing feature to embed within their work. Within a typical lesson, these writing features are taught explicitly, practised and applied within composed sentences.

**Transcription Tasks** - Twice a week pupils are given two or more questions related to a grammar, spelling or punctuation curriculum requirement for their year group. These questions are specifically targeted at consolidating and developing areas for improvement in pupils transcription skills by providing regular and consistent practice of the technical skills used in writing.

# Recall

## ORACY - KS1

Listen to your teacher read this poem aloud, what do you notice about their voice?

Can you read each line like your teacher?

Now can you read the poem to your partner.  
Remember to show your feelings in your voice.

### Blue is...

Blue is an ocean filled with multicoloured fish  
Blue is the sky on a summer day  
Blue is my favourite football team  
Blue is my Grandads front door  
Blue can be dark and light and royal too!

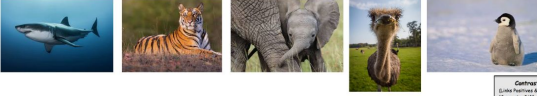


# oracy

## Creating a structured argument - ORACY

Which of these animals do you think would make the best pet?

Can you think of some reasons to convince the class?  
Can you present your reasons aloud?



Extra Challenge: Which would make the worst pet?

Can you use a contrasting conjunction to link your explanation for best and worst pet?

**Contrasting**  
(Linking two statements)  
(Showing different points)

- although
- but
- even though
- however
- on the other hand
- whereas

## Recall:

Fix the mistakes in these sentences:

1. i mst sit in the bnch wen they cam

2. i ddroped the coyn in the soyl

# transcription

## Recall

Sort the modal verbs and adverbs.

**Modal verb:**

**Adverb of possibility:**

Word	Modal Verb	Adverb of Possibility
could		
possibly		
will		
must		
surely		

**Challenge** - can you add any others to your lists?

# composition

## Recall

Independently write a sentence based on this picture. Can you include an expanded noun-phrase?

WALT: Write effective sentences for our non-chronological report



## Recall - Five Minute Free Write

Using an object in your classroom, describe your own magical object.

What is its power?

What does it allow the user to do?



# Structure of our Writing Sequence

English is taught every day for an hour from Year 1.

At St. John's, a writing sequence lasts approximately two weeks.

## Week 1

The first week of the sequence is dedicated to the teaching, consolidation and revision of central transcriptional and compositional skills required for the year group; as stated by the national curriculum. A model text will have been chosen, and pupils will be made explicitly aware of the genre and purpose they are exploring and writing for within this sequence.

Week One seeks to equip pupils with all the essential information and knowledge they will, as well as the confidence and accuracy to implement this independently.

## Week Two

The second week of the sequence looks to assess pupils' understanding of the taught writing genre, purpose and the independent implementation of known writing features, not only those specifically taught in this sequence of learning but also in prior lessons. As we have expectations on the genres covered across each year group, pupils build a progressively enhanced understanding of how different writing features link to a genre. For example, a focus of a Year 2 narrative may be expanded noun phrases. A Year 5 child, who has built upon this understanding of writing features in narratives will naturally embed expanded noun phrases and instead their attention will be on accurate use of relative clauses - an NC target for Year 5.

The start of week two is dedicated to the creation of a detailed, comprehensive by each pupil to support them with sequencing their writing, and embedding writing features or success criteria by plotting where they will include this key criteria. Once pupils planning is complete, they are given adequate time to complete their independent write.

Throughout the writing process, pupils are stopped at regular intervals to reread their work and edit accordingly.

# Further Breakdown - Week 1

## Lesson 1

### *The Hook*

The first lesson in the sequence is focussed on hooking pupils interest and eliciting what they may already know about the topic, genre, writing purpose being covered in this unit. Pupils should have an opportunity to explore and discuss different resources linked to the topic such as reading model texts, watching related video clips or taking part in a practical experience.

## Lesson 2

### *Providing Context*

Lesson two should look at exploring the model text in detail, and providing pupils with an understanding of the genre, purpose and context of the text. Pupils should dissect the model text using specific criteria that represents the writing features indicative of the genre/purpose. For example, finding examples of time adverbials in an instructional text or an example of impactful description in a narrative. Pupils should also be taught to identify and recognise whether a model text is fiction or nonfiction, and in Year 2 and above should begin to articulate how this dictates what writing features may and may not be used within our writing.

## Lesson 3

### *Diving Deeper*

This third lesson builds upon the information and understanding elicited in lessons one and two. In our third lesson of the sequence, we as teachers consider '*what more do pupils need to know?*'. This links to teachers understanding and expectations for pupils independent piece. For example, do pupils need more information for a non chronological report, do they need more exploration of writing in that genre, more exploration of writing for that purpose, or more revision and consolidation of writing features that may appear in that genre? By considering these questions, planning is direct and explicit in addressing and bridging the identified attainment gaps to ensure pupils flourish into autonomous, enthusiastic and ambitious writers.

# Further Breakdown - Week 1

## Lesson 4

### *Writing for Genre and Purpose*

This lesson should be linked to the genre and purpose of the model text and seek to teach pupils some of the writing features that will form the success criteria, as well as produce a piece of independent writing that they can then embed, replicate, revise or uplevel within their longer, final independent piece. It may be that pupils are tasked with writing a setting description for the location they will later write a persuasive text about as their independent piece, or a section of dialogue that may appear in their final piece.

## Lesson 5

### *Consolidation before Planning*

In Lesson 5, we consider what more needs teaching to ensure pupils are successful independently. Are there any other writing features that need revisiting, teaching or consolidating? Is there another independent piece they could to to aid their final write? Do they need more time to research or explore?



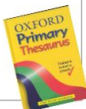
# Planning Documents

A planning grid should be used to help pupils plan, and accurately sequence their independent piece. Prompt questions can be used to encourage pupils to reflect, consider and generate impactful ideas related to the focus of the particular box.

From LSK2 upwards, where writing in paragraphs is an explicit NC target, pupils should be taught that one box creates at least one paragraph.

All planning grids should include a vocabulary vault where pupils are encouraged to jot down impactful vocabulary, find synonyms for provided words and ensure the spelling of new, ambitious vocabulary is correct before embedding it within their writing.

My National Park is:		Genre/Purpose: Persuasive Information Text	
<p><b>Introduction</b></p> <p>Where is your park? What is it like? Why should people visit?</p>	<p><b>Weather/Climate</b></p> <p>What is the weather like in your park? What is the best time of year to visit?</p>	<p><b>Main Attractions</b></p> <p>What is their to do in the park? Why should people visit?</p>	<p><b>Vocabulary Vault</b></p> <p>Collect and jot down any impactful vocabulary or tricky spellings.</p>
<p><b>Animals and Wildlife</b></p> <p>What animals live in your park? Are there any rules about interacting with the animals?</p>	<p><b>Do's and Don'ts of Visiting</b></p> <p>What rules are there for visiting a national park?</p>	<p><b>Conclusion</b></p> <p>Summarise why people should visit your park. Can you recommend another national park they could visit?</p>	



**Innovating a Plot:** Aladdin from the Genie's perspective      **Genre/Purpose:** folk tales - writing to entertain

<p>The Genie is awoken - meeting Aladdin on my hammock with the magic carpet I felt a rumbling sound it was some one wish. So I thought of an introduction and was pushed out after being there for a thousand years. I don't have a boss. Oh so what to wish son. <del>to turn Aladdin into a prince</del> <del>to turn Aladdin into a prince</del> <del>to turn Aladdin into a prince</del></p>	<p>escaping the cave As I sang my song I asked how slow we get out. Aladdin replied I don't wish to get out no then let's go as on the magic carpet. lets go <del>gahhgg</del> helping Aladdin save the kingdom.</p>	<p>Discussion about as we got out I checked my singer's site on and started talk is there really nothing well there's one thing I've seen that look before what's she she's I princess. I already told you I can't make you any one.</p>	<p>Vocabulary Vault Powers - all mighty, strong and mighty dreadful evil - wicked, vile and cruel cheat - pickpocket and muggler brave - bold, plucky, valiant and gallant</p>
<p>So first wish Prince okay I will need a white and gold turban and a white cloak with a chunk of loyalty a slice of patience and finally a dollop of valour.</p>	<p>As I took Aladdin to the palace. We had to make sure they knew we were coming so I put on a parade but when we got there Aladdin was as short on the jams.</p>	<p>As Jafar had the lamp he was my master he wished to be powerfull but. Aladdin said you will never be a powerfull as the Jeany so he wisied so short but was a Jeany and a Jeany with no master</p>	<p>beautiful - attractive, captivating and pretty horrid - nasty and unkind hot - sweltering and baking Plant - that has one cactus.</p>

As we saved the kingdom I asked what about Aladdin not his 3 wish would be it so was to set me free it to was amazing I could finally be normal.

back in the lamp.



# Extensions

As a school we strive to challenge all our pupils to compose as creatively and accurately as possible. Therefore, throughout our lessons we offer various opportunities to extend learning through the use of extra challenges. These are planned for across year groups and evidence of their completion is demarcated in books.

These extra challenges are intended to empower pupils to innovate, and think conscientiously about the writing they are composing.

# Editing and Mark Scheme


The mark scheme for writing is displayed in every class and referenced regularly by staff and pupils. Pupils are taught from Year 1 what each demarcation from the mark scheme means as well as how to appropriately respond. Pupils are taught to respond to marking and edit in purple pen. We use pink pen to demarcate - 'THINK PINK' to tell pupils to look at their writing again.


Throughout the writing process, pupils are given regular intervals at which to pause and edit their writing.


During the independent writing process, we use three hierarchical foci to move children from editing basic transcriptional elements such as capital letters and full stops to teaching children how to effectively consider making impactful vocabulary choices and the accurate use of poetic, more advanced writing features.

## St John's CofE Primary School Marking Policy

**THINK Pink** - any comments in pink pen are there to tell you to think again about your writing.

 SP Incorrect spelling.

 P Incorrect or missing punctuation.

 ABC Missing capital letters.

 FS Finger spaces are needed here.

 Next step - follow the instructions given.

 New paragraph needed.

 I Work was completed independently.

 T Work was completed with support.

You should always edit, correct and respond to feedback in **PURPLE PEN**

**Next steps** are given at least every third lesson - these are simple, individualised tasks for a child to do based on an area for development in either their composition or transcription.

For example, pupils may be asked to add commas to a sentence for clarity or to attempt using personification in their next piece of work depending on how their writing needs to be extended.

# Editing

ALWAYS EDIT IN PURPLE PEN

## REVISE

**Level 1** editing is checking your work for

- **Capital letters** to start sentences and for names
- Using a dictionary to correct **spellings**
- Checking **punctuation**
- Looking for **repeated or missing words** in sentences

## REWRITE

**Level 2** editing is checking your work for

Any sentences that don't make sense or and need to be rewritten.

Any sentences that could use more impactful vocabulary and can be edited.

## REIMAGINE

**Level 3** editing is checking your work for

Any sentences or paragraphs that could be developed further by using more writing techniques.

Are there places you could use **pathetic fallacy**, **more impactful synonyms** **personification**, **rhetorical questions**?

## Editing Square

### Spelling

Find and correct two spellings in each paragraph using a dictionary

### Composition/Cohesion

Find and uplevel/rewrite a fronted adverbial so it has more impact



### Similes

Find somewhere in your paragraphs you could add a simile to add more description

### Punctuation

Underline one place you have correctly used inverted commas.

Find two examples of where you have included commas after your fronted adverbials, underline them

# Adaptations

It is well recognised within our curriculum that the simultaneous integration of handwriting, spelling, composition and transcription can mean writing poses a particular challenge for some children.

In efforts to ensure that all children are able to succeed within every literacy lesson, St. John's staff have worked together to develop an adapted handout template (Slide 13) that provides these target children with suggestions for vocabulary, sentence starters and spellings whilst still ensuring that the overall composition and transcription of pupils writing remains independent.

This adaptation is designed to reduce the cognitive load by eliminating the need to organise ideas independently and provides initial ideas for pupils to support with generating sentences and vocabulary for each required task. We have found that having a scaffold allows all children to generate powerful vocabulary and develop a deeper understanding of the writing features taught whilst also increasing independence, productivity, and engagement in whole class discussion.

The adapted sheet template is tailored by each year group in accordance with the key foci of each lesson, but has a consistent structure across the school in providing pupils with but has a consistent structure across the school in providing pupils with initial vocabulary, sentence starters and spellings to aid independent generation of ideas and written recording. Templates are changed on a daily basis to fit the requirements of each lesson.

# Adaptations

Adaptations are given to any child who it is deemed would benefit from an additional scaffold.

The Scaffold Strip is split into three sections, all aimed at supporting pupils to generate novel ideas and begin their composition.

As too heavy a focus on writing transcription can often become a barrier to writing for many of our SEND/LAP pupils. Our Scaffold Strip is aimed primarily at supporting pupils to begin independent composition, with transcription as a focus of editing later in the writing process.

**Section 1 - Significant Spellings** (non negotiable spellings) these are the keywords you'd expect 99% of the class to use within their writing. They are linked to the topic of writing - for example 'The Rainforest' and pupils should be reminded to reference and edit them throughout the writing process. HA pupils can also be instructed to find synonyms for these keywords, which becomes an easy way of extending our young writers.

## **Section 2 - Vocabulary Vault**

This section offers pupils some impactful vocabulary, and words for them to independently uplevel. It provides a reference point for both staff and pupils in supporting discussion surrounding what pupils might write.

## **Section 3 - Sentence Stems**

We often find getting started can be the hardest part for many of our children. By providing up to three sentence stems to choose from, we enable pupils to feel confident starting their writing and give them autonomy over their writing by providing a choice of how to begin.



### Significant Spellings



### Vocabulary Vault

**sounds** - screeching, dripping, chattering.

**feelings** - hot, humid, sweltering.

**sights** - leaves, roots, trees, animals.

### Sentence Starters

Lurking within the rainforest,

Deep within the rainforest, ,

Underneath the canopy of trees,

### significant spellings

friends  
learn  
school  
interest(ed)  
common

### vocabulary vault

**synonyms for kind** - considerate, thoughtful, helpful

**synonyms for fun** - enjoyable, interesting, entertaining

**synonyms for challenging** - complicated, tricky, tough

### sentence stems

In Maple/Oak class, you will find everyone is...

Welcome to Maple/Oak class, where everyone is...

# Independent Write/Assessment

The independent write is the final stage for each writing unit. For this task pupils are expected to apply all that they have learnt throughout week one of the sequence, to write an independent, cohesive, ambitious piece.

At a minimum, pupils are required to complete two independent writes a term. In a six or seven week sequence, this allows for units to be extended or discrete lessons taught to ensure full curriculum coverage and dedicate specific lessons to consolidating key knowledge.

The independent write also looks to assess pupils ability to independently implement all the writing features taught during week one (as well as in prior units), as well as assess pupils aptitude writing stylistically for different genres and purposes.

The success criteria for an independent write is determined based on the national curriculum requirements and genre/purpose foci taught during week one. For example, if a lesson was dedicated to teaching fronted adverbials - the accurate integration of these in a pupils writing would be a feature of the success criteria.

Pupils are given the success criteria at the start of the planning process so they can 'map out' where they will include these features throughout their plan.

During the independent writing process, pupils are guided to complete sentences/paragraphs based on a set number of planning boxes/plot points. This enables all pupils to access the learning and approach their writing as a sequential progression whereby they need to develop each point as fully as possible.

At the end of the writing process, the teacher gives a specific, positive comment followed by individualised, constructive feedback designed to encourage and empower pupils to reflect on their writing.



# Success Criteria

Success Criteria for an Information Text Topic: National parks of the USA

- I can organise my writing using paragraphs and subheadings.
- I can use direct address (second person) consistently.
- I can use punctuation (!, ., " " ?) accurately and appropriately.
- I can use a variety of impactful and ambitious vocabulary to describe a setting.
- I can use rhetorical questions to address the reader.
- I can use prepositions to describe location and position.

Teacher Comments: A beautiful information text Olivia! I really enjoyed all your direct address and rhetorical questions that got me hooked into your writing!

Next Steps:

Ensure you reread and edit your work as you write as there are some instances where your grammar is incorrect.

In my ~~big~~ information text I want to <sup>focus</sup> ~~work~~ on using Paragraphs

Success Criteria for a Poem Topic: Nature poems inspired by Christina Rossetti

- I can organise my poem using stanzas.
- I can use an example of alliteration in poetry.
- I can use an example of similes in poetry.
- I can use an example of rhyme in poetry.
- I can use powerful verbs and make impactful vocabulary choices.
- I can use punctuation (!, ., " " ?) accurately and appropriately.

Teacher Comments: A fantastic effort Avery! I loved that you started with dialogue and used similes to describe ~~your~~ ~~appe~~ the foxes appearance.

Next Steps:

When using ambitious vocabulary double check the meaning in a dictionary to ensure you're using the word correctly.

In my poem I want to focus on including alliteration.

64PI

# Handwriting

At St. John's we set high expectations for our pupils presentation, handwriting and stamina. Within EYFS and Year 1, the expectation for handwriting is that pupils will be taught accurate and recognisable letter formation as well as effective spacing and appropriate letter sizing. From Year 2, pupils continued to focus on these three aspects but are later also taught to develop a joined handwriting style. By the end of Year 2, children are expected to form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Following the 'Penpals for Handwriting' scheme, some children will begin to use the diagonal and horizontal strokes needed to join some letters.

In Term 1, all children from Year 1 to 6 will be tasked with writing out each letter of the alphabet 1:1 in order to assess errors and misrepresentations with pupils letter formation. This task will provide teachers with essential information on which letters need to be the focus of targeted handwriting interventions. As pupils from Year 3 to 6 are also expected to join their handwriting, pupils in these years will also be expected to copy three sentences in their neatest, joined handwriting.

In the earlier terms (1 and 2), the expectation is that explicit handwriting lessons will be taught three times a week following the 'Penpals for Handwriting' scheme from Years 1 - 6. The only exception to this scheme is that our most recent cohort (reception - September 2023) will be taught the letter K based on the Little Wandle phonics scheme as opposed to a cursive, looped k in order to slowly phase this out.

In the latter terms (4, 5 and 6) explicit handwriting lessons may be timetabled at the teacher's discretion based on the needs and progress of the class, with at least one explicit session taught a week. Our aim at St John's is to make neat, joined and fluent handwriting an automated process that does not interfere with pupils composition or cognition. Therefore, where handwriting has slipped below expectations pupils are often given a next step aimed at rewriting a part of their prewritten text in order to reiterate the expectation and consolidate their letter formation. Handwriting interventions are also delivered across year groups to bridge any gaps pupils show in their handwriting and letter formation.

# Handwriting Assessment

Handwriting Assessment  
Name: \_\_\_\_\_

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

## SEND Pupil - Year 4

- Struggles with circular, 'curly caterpillar' letters. His a's and d's indicated that he doesn't know where to start curving his letters from and end so they are continuous loops rather than purposeful curves.
- Letter reversal on the capital D
- For letters like m and n, he is not starting with a straight line and then curving round so the letters appear 'stretched'.
- Y and z show the child struggles to form diagonal lines correctly.
- The sentences show the child has a lack of awareness of appropriate spacing between letters and between words.
- None of the letters are joined.

Vv	Vv
Ww	Ww
Xx	Xx
Yy	Yy
Zz	Zz

The quick brown fox jumps over the lazy dog.

The quick brown fox jumps over the lazy dog.

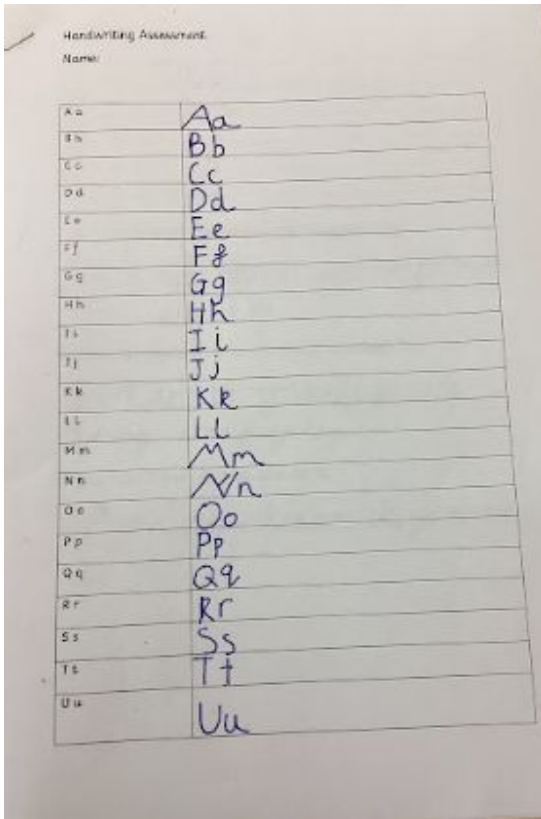
Be kind to yourself, you are doing wonderfully.

Be kind to yourself, you are doing wonderfully.

If you can dream it, you can do it.

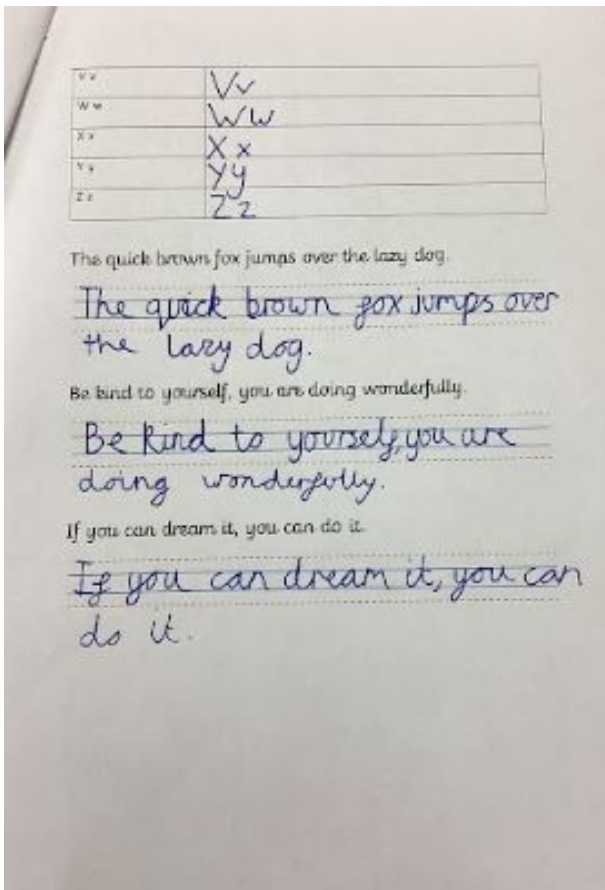
If you can dream it, you can do it.

# Handwriting Assessment



## ARE/GD - Year 4

- Most letters formed correctly. Pupil shows an awareness of where to start and end her letter formation.
- Some minor errors with M and N that extend too far out, need to consolidate diagonal strokes.
- Looped f
- In her sentences, there are some minor errors with proportion of letter size. This may be because she is struggling to join her letter k, so we need to consolidate this.
- In some instances, the y is looped and in others isn't - need to build consistency.



# Our Spelling Scheme

At the core of our spelling scheme, is an understanding that spelling is a morphophonemic system. In essence, we understand that the phonemes, syllables and sounds in a word are often deeply connected and indicative of the words meaning (Salas, 2020). We believe that by exploring, engaging and evaluating these connections between sound, pattern and meaning, pupils will be equipped with the necessary phonological, etymological and morphemic awareness needed to become accurate, automated and independent spellers. Our spelling scheme also seeks to build pupils' confidence and comprehension, to ensure pupils can use, spell and understand new words in varying contexts, building an ever growing repertoire of ambitious vocabulary.

Our spelling scheme closely follows the national curriculum (appendix 1) for statutory spelling rules, however it is our belief that spelling should be taught in a meaningful, comprehensible way. We use statutory spelling rules, or words that relate to a sentence or punctuation target to create spelling lists that are always grouped by common connections. This may include generating spelling lists by phoneme, spelling pattern, homophone, suffix, prefix or root word. This provides pupils an opportunity to analyse the commonalities in these words regarding both spelling and meaning and consolidate understanding of spelling patterns and rules more effectively than a randomised list of statutory spellings.

We believe accurate spelling starts at the very beginning with developing pupils' phonological awareness through a systematic synthetic phonics programme. In EYFS and KS1, pupils follow the Little Wandle Phonics scheme that secures pupils phonics and aids pupils' schematic understanding of the relationship between spoken word and written transcription.

From Year 2, our spelling scheme seeks to first consolidate pupils' phonological awareness and later advance pupils understanding to include an awareness of morphology and etymology in spelling. In Term 1 of Year 2, pupils are assessed using a phonics screening tool and any gaps are addressed and consolidated. From Term 3, pupils follow the spelling scheme to introduce them to statutory spelling patterns and the addition of prefixes and suffixes to root words.

# The Sequence of Spelling

Spelling is taught three times a week for fifteen minutes each day. The sequence starts with the explicit teaching of the spelling rule or spelling focus. This provides pupils with the foundational knowledge needed to further explore the commonalities in sound and meaning between their spelling words. In lesson two, pupils look further at word meaning to consolidate links between meaning and spelling. Pupils end the sequence examining their spelling words in context such as editing misspellings in a piece of writing or writing themselves using their spelling list, allowing teachers to assess both pupils' spelling, and their understanding of word meaning.

Terms are split into six weeks, each with its own spelling rule. Weeks 1 to 5 involve teaching a different spelling rule, whilst week six is dedicated to consolidating and assessing all the spelling rules taught that term using a variety of spellings taken from previous weeks lists.

On the final lesson of Week 6, pupils will complete a spelling test to assess their understanding and accurate implementation of taught spelling rules. We are often questioned as to the effectiveness of testing spelling, and our justification for this is that spelling errors are not seen as mistakes - but miscues. The pupils observed response is different to that expected, but still provides valuable information about their spelling process and why the errors may be arising which is key to addressing the misrepresentation. As teachers, our aim is to use a wide range of assessment tools including occasional spelling tests, in order to quickly and effectively analyse and address the miscues in each individual child's spelling process.

# Spelling within writing

It is our belief at St John's that a pupils ability to spell should not become a barrier to writing, or limit pupils choice of impactful vocabulary and writing features.

Spelling can be intimidating for some children, but with the right modelling pupils can easily be taught how to find and accurately correct a misspelling. From Year 2 upwards dictionaries are readily available in classes and made reference to throughout all teaching. Where children's spelling is a major barrier to learning Barrington - Stoke dictionaries are used to enable pupils to spell accurately, phonetically before they begin spelling based on orthographical patterns.

Misspellings in pupils written work are demarcated with



and pupils from Year 2 upwards are encouraged to use dictionaries to correct this. In Year 1 and EYFS teachers will demarcate with sp, but will support pupils in correcting their spellings as often the error can be related to use of the wrong grapheme/phoneme correspondence and scaffolding is needed.