



SHOBNALL PRIMARY & NURSERY SCHOOL

OUR APPROACH TO WRITING



"Writing is just painting with words."

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INTRODUCTION

This document outlines the teaching, organisation and management of writing taught and learnt at Shobnall Primary & Nursery School.

The document has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the writing subject leader.

The main purposes of this document are:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school.

VISION

“At Shobnall Primary & Nursery School, we aspire for children to write with purpose, use imaginative description, organise writing appropriately, spell correctly and punctuate accurately.”

PRINCIPLES

Our children will have the ability to write fluently and with interesting detail on a number of topics throughout the curriculum.	We encourage our children to have a vivid imagination which makes readers engage with and enjoy their writing.
We promote a highly developed vocabulary and an excellent knowledge of writing techniques to extend details or descriptions.	We believe our pupils should have well-organised and structured writing, which includes a variety of sentence structures.
We encourage excellent transcription skills that ensure writing is well presented and punctuated, spelled correctly and neat.	We motivate our children to have a love of writing and an appreciation of its educational, cultural and entertainment values.

THEORY UNDERPINNING OUR PRACTICE AND PRINCIPLE

Writing is a very challenging skill to learn and there is less evidence about the most effective ways to teach writing than there is about reading. Nevertheless, access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. Encouraging children to manage and monitor aspects of their writing is a key step.

WORKING MEMORY AND WRITING

A child's capacity to plan and monitoring their writing depends on whether they have enough cognitive resources available. The Simple View of Writing (Berninger et al, 2002) (Figure 1) highlights the key groups of skills that work together as children write:

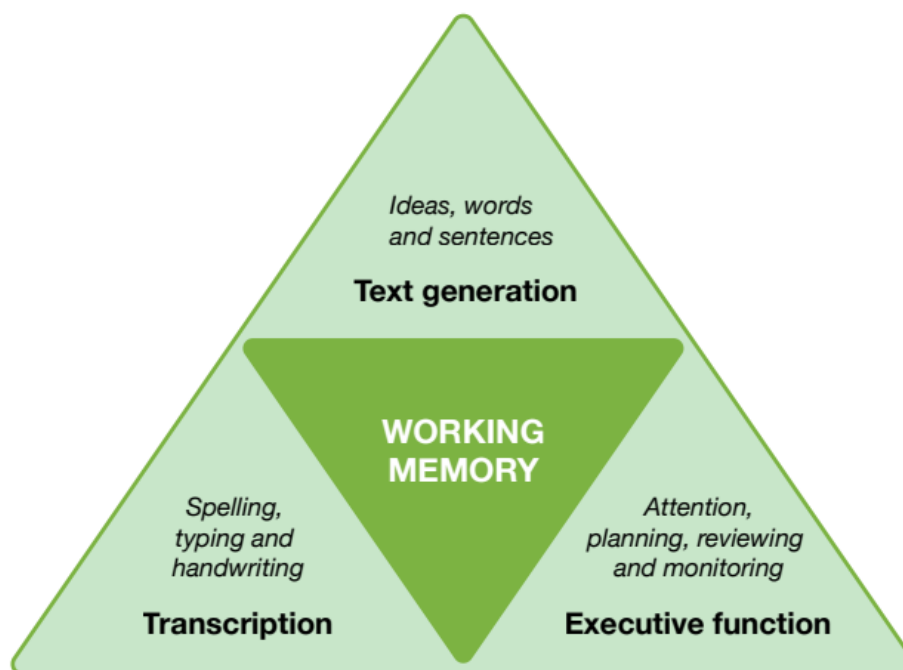
- text generation—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences;
- transcription skills—which enable the writer to move oral language into written language; and

- executive functions—such as working memory, self-regulation, planning, problem-solving, and monitoring their writing.

The model places working memory in the centre, emphasising how it plays a role in enabling each of these skills to operate. Working memory is the cognitive process used when people hold information in mind and manipulate it. When writing, for example, working memory enables a sentence to be held in mind while each word is recalled or segmented and the letters are recorded on the page. Working memory has a limited capacity, therefore when children are in the early stages of writing development, they are not able to apply all the skills within The Simple View of Writing to produce high quality writing (Berninger et al, 2002).

To support children with writing composition in the classroom, teachers need to consider appropriate scaffolds as highlighted by a range of strategies. It is unlikely that children apply approaches like planning, editing, and reviewing spontaneously without explicit teaching and encouragement (Graham et al, 2012). Planning is usually the first composition strategy to emerge followed by ‘in the moment’ monitoring, which prompts some editing to take place. Approaches like considering the audience/reader appear much later (Breadmore et al, 2019). However, children may only be able to apply these strategies when spelling and handwriting require less of the child’s working memory capacity (McCutchen, 2000). Key Stage 1, therefore, is a good time to develop fluency and automatic transcriptions skills to allow children to generate high quality text.

Figure 1:



The following theory, that further underpins our teaching practice and principles, has been taken from the OFSTED Research Review Series: English (2022).

INTENT

Secure English skills are essential for progress across the curriculum and to prepare pupils effectively for adult life. We have a responsibility to develop pupils’ competence in English to ensure that pupils become competent users of language and can access the curriculum effectively and achieve their potential.

We provide a rich, broad and balanced curriculum, which takes account of National Curriculum requirements and recognises the individual developmental needs of our children. Furthermore, the individual experiences and cultures that the children bring to school are celebrated and key in engaging and inspiring them to become curious learners. The environments that we provide are 'language rich', ensuring that a plethora of vocabulary is taught across all subjects.

Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

IMPLEMENTATION

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is subject specific. We make intra-curricular links to strengthen schema. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

The expectations for the delivery of English are outlined in Appendix 1.

Plazoom – Real Writing Scheme

We have purchased the Plazoom Real Writing Scheme to support in the facilitation of an engaging, motivational vocabulary rich curriculum. Real Writing is a comprehensive whole school writing programme that is built on a cohesive curriculum-linked framework devised by literacy consultant Rachel Clarke. Each unit provides you with a complete teaching sequence divided into three clear phases: familiarisation; teaching and rehearsing; and application. Two discrete, fully resourced grammar and composition lessons are also included, and key tier 2 and tier 3 vocabulary is highlighted throughout ([Real Writing | Plazoom](#), 2023).

Vocabulary – Word of the Week – Word Whoosh

In addition to the tier 2 and tier 3 vocabulary included within the Plazoom scheme, we also use Word Whoosh to facilitate our Word of the Week. Word Whoosh helps pupils build a rich and broad vocabulary from Year 1 to Year 6 and beyond, with these powerful resource packs designed to clarify and extend children's understanding of tier 2 words, enabling them to make more ambitious and accurate language choices when speaking and writing. Six words are covered per half term for each year group (including an additional greater depth pack for Y6), through a series of four mini-lessons: read and visualise, associate, understand and define and master (based on the Frayer model). ([Word Whoosh - vocabulary builder Collection Resources | Plazoom](#), 2023)

Writing for Pleasure

We are keen to develop writing for pleasure at Shobnall Primary & Nursery School. We use a variety of additional stimuli to engage pupils and capture their imaginations, including free-choice, Literacy Shed videos and our class Poetry Books.

Spellings – Little Wandle Letters & Sounds and Spelling Shed

Spelling and word knowledge are key components in the process of learning to read and write. Pupils in Reception and Year 1 follow Little Wandle Letters and Sounds Revised. From Year 1 to Year 6, pupils use Spelling Shed. The Spelling Shed scheme aligns with the English National Curriculum and with 216 lessons spread over six stages each lesson includes features to enhance the teaching and learning in your setting and is designed to be flexible to fit within the variable timetables that schools have. Based on phonics, morphology and etymology, it includes main teaching inputs, which can then be followed up with additional activities that can be carried out immediately after the input during an extended session or revisited throughout the week in order to consolidate the learning further. ([Spelling Shed - Spelling Shed - The Science of Spelling](#) 2023)

IMPACT

The impact of our robust writing curriculum is that our children have the ability to write fluently and with interesting detail on a number of topics throughout the curriculum. They are encouraged to have a vivid imagination which makes readers engage with and enjoy their writing. Through the application of a highly developed vocabulary and an excellent knowledge of writing techniques to extend details or descriptions, children can write for a range of purposes with success. Pupils writing is well-organised and structured, which includes a variety of sentence structures. Excellent transcription skills ensure writing is well presented and punctuated, spelled correctly and neat. All pupils at Shobnall Primary & Nursery School have a love of writing and an appreciation of its educational, cultural and entertainment values and have the tools needed to move forwards in their education and into the wider world.

EFFECTIVE TEACHING AND LEARNING IN WRITING

Effective teaching ensures that pupils retain knowledge they have learned in the long term. This is supported by opportunities to revisit and practise with prior knowledge. Pupils are more likely to retain knowledge when they have engaged analytically with the content they study. Teachers can support learning through clear exposition, which takes into account what pupils already know and understand.

Using the EEF's guidance reports on improving literacy in KS1 and KS2, we ensure our lessons:

- **Develop pupils' language capability to support their writing** – purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Pupils are to regularly articulate their ideas verbally before they start writing.
- **Teach writing composition strategies through modelling and supported practice** - Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. These include: pre-writing activities; structuring text; sentence combination; summarising; drafting, editing and revising; and sharing.
 - Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Writing can be thought of as a process made up of seven components: planning; drafting; sharing; evaluating; revising; editing; and publishing.
- **Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling** – transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spellings are explicitly taught. Teaching focuses on specific spellings that are relevant to the topic or genre being studied also.

SUPPORTING PUPILS IN WRITING, INCLUDING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

We recognise that in all classes children have a wide range of ability in writing, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Research shows that pupils with SEND do not generally benefit from differentiated teaching, activities or resources to achieve a curriculum goal. Differentiation is not the same as targeted teaching to break down or reinforce aspects of the curriculum, for example repetition of important phonic knowledge.

Ensuring that all pupils encounter the same content is particularly important. This suggests that significantly reducing content or complexity for some pupils might in fact limit their access to content or limit their ability to learn. It is likely that pupils will benefit most from support that combines extra attention to securing the most generative knowledge, while ensuring that all pupils are able to learn in a rich context and through meaningful examples. This can be achieved by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support children individually or in groups.

PROMOTING KEY SKILLS IN WRITING

Through our teaching of writing, we provide opportunities for pupils to develop the key skills.

- **Composition and effect** – composition refers to the way a writer structures a piece of writing and ensuring that the audience and purpose is being considered.
- **Structure and organisation** – this refers to how ideas are presented, including writing in paragraphs and using subheadings when necessary.
- **Grammar, sentence structure and vocabulary** – Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils are taught to use a range of grammatical features and to control their speaking and writing consciously and to use Standard English.
- **Punctuation** – Punctuation is taught in a logical sequence that builds in line with the grammatical features.
- **Drafting, editing and proof-reading** – Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. These include: pre-writing activities; structuring text; sentence combination; summarising; drafting, editing and revising; and sharing.
- **Spelling and handwriting** – transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of practice, supported by effective feedback, is required to develop fluency.

EARLY YEARS FOUNDATION STAGE

The early years and into key stage 1, teachers need to develop children's spoken language as well as accurate word reading and spelling. They also need to teach children fluent letter formation (unjoined handwriting).

It is imperative that vocabulary is developed explicitly, especially in the early years, otherwise the word gap grows. This has been called the 'Matthew Effect': that is, the word-rich get richer and the word-poor get poorer. If schools work to reduce the word gap in the early years and key stage 1 well, disadvantaged children can develop their vocabulary faster.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure. As a result, fluent transcription skills should be a critical focus for the early years and key stage 1. By the beginning of Year 1, 'not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud'. The national curriculum suggests using dictated sentences in Year 1 to apply and practise spelling.

EARLY SPELLING

Teachers of Reception-age children should dictate sentences for children to write that contain only the taught letter-to-sound correspondences. Similarly, the Year 1 national curriculum programme of study requires pupils to write down dictated sentences using 'the GPCs and common exception words taught so far'. Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves.

EARLY HANDWRITING

There is evidence that repeated practice in handwriting is necessary to go beyond accuracy to fluency in letter formation. There is no need to start the formal teaching of handwriting before Reception, but children at the end of the EYFS should be able to 'hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases'.

Delaying teaching joined handwriting gives teachers and children time to focus on other aspects of the writing process, such as composition, spelling and forming letters correctly.

Research supports the idea that writing letters may be important for supporting children's early reading development, because it stimulates the areas of the brain known to underpin successful reading. A small study with 4- to 5-year-olds showed that practice in writing letters 'stroke by stroke' may be the 'gateway' through which beginning readers learn to recognise the features of each letter, as well as learning which features are not important.

KEY STAGE 1 & 2

SPOKEN LANGUAGE

The national curriculum programmes of study for spoken language and for writing emphasise the importance of pupils being taught to use Standard English. A spoken language curriculum should ensure that all pupils can select and use appropriate grammar and register for audience and purpose, including Standard English where necessary.

Opportunities for pupils of all ages to develop their proficiency should be planned carefully, both in English lessons and across other subjects. Classroom activities should allow opportunities for teachers to model competence as a speaker and listener. This modelling contributes significantly to developing pupils' spoken language.

Teachers should therefore model language forms that pupils might not encounter away from school, as well as introducing potentially unfamiliar vocabulary, returning to key words and phrases to embed new knowledge. This might include teachers reframing pupils' spoken language and asking pupils to repeat back the reframing.

Pupils can learn how spoken language is constructed and produced, and the connections between words, sentences and whole texts or in speech, from individual utterances to dialogues and speeches.

VOCABULARY

Pupils will learn many words incidentally. However, it is also effective to teach pupils of all ages some vocabulary directly. Older pupils can be taught the relationships across words and the links between a word's structure, origin and meaning. Teaching should avoid complicated activities that create unnecessary cognitive load for pupils. Pupils usually need to encounter a word a number of times in different contexts for it to enter their working vocabulary.

A synthesis of research on vocabulary instruction found that interactive teacher-to-pupil activities, during which pupils encountered and used new words in a variety of contexts, produced bigger gains in vocabulary development than just reading or adding definitions to the words.

WRITING

An effective writing curriculum will give pupils opportunities to develop their proficiency in 2 interrelated areas of writing:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Transcription

Fluent transcription skills are the foundations of writing. If pupils master these, they can then focus their attention on developing, organising and communicating their ideas. If spelling and handwriting are not fluent, pupils' working memory is overloaded and it becomes difficult to focus on composition.

Spelling should be taught explicitly. The national curriculum outlines that pupils should know the alphabetic code and 'the role of morphology and etymology'. Once they have mastered the alphabetic code, usually in key stage 1, they need to apply this knowledge in their own writing. In later years, teachers might support pupils' spelling by:

- encouraging them to draw on their knowledge of phonics to identify the sounds in more complex words
- relating spellings to the content being taught (rather than teaching spelling from 'decontextualised word lists')
- pre-teaching spellings of challenging words and anticipating common errors
- ensuring that pupils practise spellings, for example by using new spellings in their writing or writing words from dictation
- focusing on a word's etymology to show how spelling is related to meaning and drawing attention to shared morphemes in words, even when the sounds in the related words differ (for example, 'vine' and 'vineyard')
- adding morphemes (where possible) to words in the national curriculum Years 5 and 6 word list to spell many related new words (for example, correspond > correspondence, corresponding, correspondingly, correspondent)
- combining vocabulary development with spelling instruction, including explaining the meaning and function of prefixes and suffixes

- teaching irregular words by grouping these together where there are useful similarities (such as grouping the irregular spelling 'two' with associated regular words such as 'twin', 'twice' and 'twenty')

Composition

Research suggests that it can be effective for teachers to focus on the function and application of grammar within the context of writing. Teaching pupils grammar as part of writing lessons, emphasising the connections between linguistic features and the effects they can produce, can have a positive impact, at least for more able writers.

Additionally, 'discourse knowledge' is important. This is knowledge about how to write, including knowledge about the genre of writing, linguistic and grammatical knowledge, and knowledge about how to carry out specific aspects of the writing process.

Repeated meta-analyses have identified several factors that are positively linked to teaching pupils to write effectively:

- explicit teaching of foundational writing skills (sentence construction and control of grammar and syntax, as well as spelling and handwriting), aiming for fluency
- a 'process approach' to writing (pupils learning to plan, draft, revise, edit and publish their writing, and practising these processes)
- direct instruction about writing knowledge and targeted practice
- encouraging pupils' self-regulation, such as pupils monitoring their own performance, setting goals for improvement and making self-assessments of their writing
- opportunities to write frequently
- opportunities to work cooperatively on different aspects of writing and stages of the writing process

Self-regulated strategy development (SRSD) is an approach to teaching writing strategies that has been found to be effective in helping pupils learn the specific discourse knowledge needed for effective writing. This knowledge includes general and task-specific writing strategies, the background knowledge needed to use these strategies, and procedures for regulating these strategies.

The 6 stages of SRSD are:

1. Pupils are taught the background knowledge they need to use a writing strategy effectively.
2. The teacher explicitly describes and discusses the purpose and benefit of the strategy.
3. The teacher models how to use the strategy.
4. Pupils memorise the steps/components of the strategy.
5. The teacher supports and scaffolds pupils' mastery of the strategy.
6. Pupils use the strategy independently

Research also suggests that these strategies are motivating for young writers, because pupils can write successfully and are likely to attribute their success to something they can control, such as following a specific process or working hard on a task.

Motivation

Research suggests that motivation to write, and a classroom and school environment that promotes it, is correlated strongly both with pupils' attitudes to writing and their skill as writers. Factors associated with motivation include:

- writing for real audiences and purposes
- writing collaboratively with peers
- a choice of topic
- the desire to share ideas with an audience

PLANNING AND RESOURCES

We use Plazoom Real Writing Scheme to facilitate and deliver the National Curriculum scheme of work as the basis for our planning in writing. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

There are sufficient resources for teaching all writing units in the school and on the Plazoom Website.

CROSS-CURRICULAR OPPORTUNITIES

Plazoom Real Writing lends itself to a cross curricular approach to writing (see our Long Term Overview of Writing).

Writing contributes significantly to our teaching across the curriculum. Children are exposed to a range of writing opportunities linking to other areas of our curriculum, including history, geography and science.

Children are exposed to new vocabulary in all other subjects, including technical language.

Spiritual, moral, social and cultural development (SMSC)

In our teaching of writing, we also contribute to the development of the children's spiritual, moral, social and cultural understanding by looking at the establishment of multicultural Britain and the moral implications of the actions of historical figures. Children are therefore provided with many opportunities to discuss moral questions.

EFFECTIVE FEEDBACK FOR PUPILS

A meta-analysis of studies investigating the impact of formative assessments of writing directly tied to classroom teaching and learning found that adult feedback and self-assessment had the greatest impact on writing quality. Older pupils' retention of new content can improve from marking and correcting their own work. Teachers may need to help pupils with self-assessment, including understanding scoring rubrics and knowing how to assess their work against the aims of that work.

Large-scale studies indicate that feedback is most effective when pupils do a focused task and the feedback is specific, challenging and related to the goal of the task. These studies also show that the more information teachers give, the more effective it is. This includes information at task and process level.

Research suggests that feedback should be immediate and precise when pupils are learning new knowledge and skills in order to prevent them from making errors and developing misconceptions. For example, when pupils are learning how to embed examples in text through practice activities, teachers should give them instant verbal feedback that focuses on accuracy.

There is research that suggests that later, when pupils are applying what they have learned, delaying feedback might be more effective. This is because delayed and less frequent feedback will improve long-term retention more than regular and instant feedback. Additionally, if pupils are given feedback too frequently, they can become too dependent on it and may then struggle to work independently when required to do so.

ASSESSMENT

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

In EYFS, there is ongoing capturing of WOW moments and writing is assessed through the early learning goals based on literacy development. Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

From Year 1 to Year 6, assessment for learning is used daily, assessing understanding and addressing any misconceptions as and when they arise. Assessments can take various forms including: talking to pupils and asking questions, discussing pupils' work with them, marking work against the learning objectives and pupils' self-evaluation of their work and their peers' work. All other written feedback will be as Coded Written Feedback using a coded method (see Appendix 2).

In term of summative assessments, extended pieces of writing are assessed using the following methods; Detailed Written Feedback will be given once every half term. This will be using S.T.A.R and the JTMAT Writing Grids for extended writing on an alternating basis:

- S - Successes (genre specific features that have been implemented correctly)
- T - Target (what is a genre specific feature that should be included next time?)
- A - Action (what will you need to do/practice to implement this target?)
- R - Response (the children's response to the action, written in red pen)

S.T.A.R may look like this in practice:

- S – subordinating conjunctions, expanded noun phrases, paragraphs.
- T – rhetorical questions
- A – Write a rhetorical question that could be used in your opening paragraph
- R - Have you ever wondered by birds can fly?

Detailed written feedback should be provided in accordance with the agreed timetable:

- Autumn 1 – S.T.A.R
- Autumn 2 – JTMAT Writing Grid
- Spring 1 – S.T.A.R
- Spring 2 – JTMAT Writing Grid
- Summer 1 – S.T.A.R
- Summer 2 – JTMAT Writing Grid

This information should support teacher assessment to monitor progress throughout the year and form individual targets for each child to work on. The result of any end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point. Regular opportunities for internal and external moderation will ensure that these judgments are accurate.

Pupils attainment and progress in writing is measured against the objectives set in the national curriculum and recorded by teachers using Sonar Tracker to inform parents and future teaching and learning activities.

HEALTH AND SAFETY

We enable all pupils to have access to the full range of activities involved in learning writing. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Further information can be found in the Procedures for Health and Safety and Wellbeing and Procedures for Educational Visits.

SAFEGUARDING AND CHILD PROTECTION

We seek to safeguard children and young people by:

- valuing them, listening to them and respecting them;
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing information about child protection and good practice with children, parents, staff and volunteers;
- sharing information about concerns, with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and volunteers through supervision, support and training.

See JTMAT Safeguarding and Child Protection Policy for further information.

MONITORING AND REVIEW

It is the responsibility of the subject leader:

- supports colleagues in their teaching, by keeping informed about current developments in writing and by providing a strategic lead and direction for this subject;
- to develop, implement and review an action plan for writing;
- to monitor writing throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;
- to develop valid activities, appropriate for children at different stages of development, which enable pupils to progress in the subject.

Monitoring of the standards of children's work and of the quality of teaching in writing is the responsibility of the writing subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

This policy will be reviewed at least every three years.

Appendix 1

WHOLE SCHOOL EXPECTATIONS IN THE DELIVERY OF ENGLISH 2026 – 2027

This list highlights the school's expectations in terms of the delivery of English throughout the school. Each staff member will devise their timetable to meet this criteria although there may be exceptions to this at certain stages throughout the year.

	EYFS		Key Stage 1	Key Stage 2
PHONICS	Nursery	Reception Daily Phonics using Little Wandle Scheme – 4 sounds per week 20-25 minutes per day	Daily Phonics using Little Wandle Scheme for Year 1 Daily Catch-Up sessions for children still reading LW books in Y2. Year 2 to use NC Spelling Strategy (see below) – 1 Spelling Shed 30 minute session a week.	Y3 onwards – Phonics Address needs accordingly. This would be identified on each class's provision mapping. All KS2 staff to be aware of the children in their class that did not pass the phonics screening check by the end of KS1. Any phonics interventions must follow the Little Wandle Phonics Scheme.
READING	Nursery	Reception Practise Reading Sessions Use new Collins Big Cat phonically decodable books using the same book 2 sessions per week.	Year 1 Practise Reading Sessions - use new Collins Little Wandle phonetically decodable books using the same book 2 sessions per week. Year 2 – Children on LW books will continue to read twice a week with an adult in Autumn Term, and throughout the year if they have not exited Little Wandle. Year 2: 1 hour whole class reading per week (starting in Spring Term): <i>Spring 1: Reading Fluency</i> <i>Spring 2: Reading Comprehension</i> <i>Summer 1: Reading Fluency</i> <i>Summer 2: Reading Comprehension</i>	Whole Class Reading Four 25 minute sessions per week. <i>Autumn 1: Reading Fluency</i> <i>Autumn 2: Reading Comprehension</i> <i>Spring 1: Reading Fluency</i> <i>Spring 2: Reading Comprehension</i> <i>Summer 1: Reading Fluency</i> <i>Summer 2: Reading Comprehension</i> Bottom 20% of readers in Y3-6 will be heard once a week using their appropriately matched fluency text (Collins Big Cat).

**SHOBNALL PRIMARY & NURSERY SCHOOL
APPROACH TO THE TEACHING OF WRITING**

HANDWRITING	Nursery	Reception Handwriting – daily sessions following the Little Wandle Handwriting Scheme. All Flipcharts and resources should use the agreed font.	Handwriting – daily sessions following the Little Wandle Handwriting Scheme. Year 2 using cursive script when appropriate All Flipcharts and resources should use the Little Wandle Handwriting Scheme font.	Handwriting – 1 x 15-minute session weekly using Little Wandle dittys to reinforce expectations. Weekly spellings and dictation extracts can be used to deliver this session. The majority of the pupils are expected to write fully cursive. Handwriting intervention for pupils in KS2 as and when required using letter join scheme specific to individual need. All Flipcharts and resources should use the Little Wandle Handwriting Scheme font.
GRAMMAR & PUNCTUATION	Teachers to cover elements as part of the Writing strand of the EYFS profile.		Grammar and punctuation – built into the teaching of English sessions linked to the Writing Long Term Plan.	Grammar and punctuation – built into the teaching of English sessions linked to the G&P long term plan. In Y6 classes (and Y5 Summer Term) these will be explicit sessions.
ENGLISH SESSIONS	Teachers to cover all strands of profile which are linked to the new EYFS framework.		Teaching of English – 4 sessions per week minimum using the Plazoom Scheme or as themed weeks from text – based planning built in throughout the year.	Teaching of English – 4 sessions per week minimum using the Plazoom Scheme or as themed weeks from text – based planning built in throughout the year.
SPELLINGS	Spelling in EYFS is linked to individual pupil phonics phases.		Pupils to be assigned a word list on Spelling Shed for their year group (i.e. stage 3 = Year 3) or linked to their level of learning. KS2: Using Spelling Shed PowerPoint presentations and pupil activities, found in 'Resources', children to complete an activity each morning to embed new spellings for the week.	

SHOBNALL PRIMARY & NURSERY SCHOOL
APPROACH TO THE TEACHING OF WRITING

ORACY	Every Tuesday for 15mins each class has an oracy session. This session focuses on pupils developing their general oracy development. Teachers use the 'Vocabulary Progression' document to guide and support pupils to develop their speech around a specified topic. On occasion, 'Talk for Tuesday,' sessions will be used to support pupils develop their oracy skills for their termly oracy objective as outlined in the 'Oracy Yearly Overview.' During the 'Talk for Tuesday,' session, a focus will be chosen and displayed from the whole school progression document so pupils are aware of the oracy focus for the day. Week 1- Physical objective Week 2- Linguistic objective Week 3- Cognitive objective Week 4- Social and emotional Week 5-7 – Focus chosen from any strand based on teacher assessment.
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Appendix 2

Written Feedback Code

Introduced in Year 1	
Full stops	•
Capital letter	CL
Finger space	FS
Exclamation mark	!
Question mark	?
Conjunction	+
Presentation	P
Adventurous vocabulary	V

Introduced in Year 2	
Comma	,
Apostrophe	'
Wrong word (<i>i.e</i> homophones)	WW
New sentence	/
Word missing	^

Introduced in Year 3	
New paragraphs	//
Grammar	G
Punctuation	<u>Punc</u>
Speech marks	“ ”

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Upper KS2	
Capital letter	CL
Punctuation	<u>Punc</u>
● ! ? , ' “ - () : ; ...	
Conjunction	+
Presentation	P
Adventurous vocabulary	V
Wrong word (<u>ie</u> homophones)	WW
New sentence	/
Word missing	^
New paragraph	//
Grammar	G