

Interventions/Inclusion

- Spelling Interventions - sparkle folders, SNIP, NESSY
- Laptops for children with identified needs to support with writing.
- EYFS – name writing and letter formation
- Immediate interventions during a session to address basic skills errors or misconceptions as children work.
- Scaffolds or writing frames provided to support pupils when required.
- Handwriting interventions - Speed Up, Write from the Start
- Tutoring for identified children

Resources

- The Write Stuff scheme - A consistent structure across the school with vocabulary a high priority.
- Sentence Stack display - Celebrates writing, each child has a sentence on the wall to build a shared piece of writing as a class.
- Sentence Stack lessons - Slowly and carefully construct sentences with teacher modelling.
- Rainbow Lenses poster in each classroom.
- Experience Days - Help build knowledge or enrich the learning in preparation to write.
- Clear edit process at the end of a writing journey
- Spelling Shed - APP - Set spelling lists
- CEW Mats accessible for all children
- Phonic Mats accessible for all children
- Dictionaries/Thesaurus available
- Nelson Handwriting Scheme across the school
- Children are exposed to high quality texts that stimulate quality responses to reading, high quality writing and purposeful speaking and listening opportunities
- Magnetic letters used pre-writing to support segmenting skills in phonics.

Home Learning

- Spellings - linked to spelling rule taught that week
- Individualised CEW spelling list half termly.
- CPG SPaG home learning set each week in Year 6.

Writing at Mill Lodge

Writing is split in two elements; transcription and composition. Pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually speedy handwriting.

At Mill Lodge we believe every child is a writer. Our aim is that all children are engaged, capable and confident writers. We provide the children with the knowledge and skills in order for them to become effective communicators in the world.

Assessment

- Ongoing Formative Assessment (daily)
- Immediate feedback during a session to address errors or misconceptions as children work.
- Independent Write at the end of each unit. Children ranked against end of year expectations - Identify steps to move learning forward.
- CEW Spellings assessed and updated half termly
- Regular spelling tests across YR1-YR6
- EOKS Outcomes
- External moderation and internal moderation

Key Skills

- Handwriting
 - Fluent, legible and speedy handwriting
 - Fine motor skills including; Funky Fingers and Dough Gym
- Spelling
 - Quick and accurate through the use of phonic knowledge and word structure
- Punctuation
 - KS1: full stops, capital letters, exclamation marks, commas for lists and apostrophes
 - KS2: As above plus hyphens, brackets, dashes, semi-colons, colons, bullet points
- Grammar
 - See NC for each year group
- Recognise and apply in work the features of a range of different genres.
- Develop a rich knowledge of vocabulary to use in their writing.
- Children CHOT (chatting/jotting) and KCO (kind calling out) to gather vocabulary.

Instill a Love of Writing

- Everyone a Writer
- World Book Day
- Shakespeare Week
- Incredible Writing Display in school corridor
- Sentence Stack display in each class to celebrate individuals for great sentences within a lesson.
- Experience days/memorable experiences
- 500 Words Writing Competition

Parental Engagement

- Weekly parent information sheet and challenges linked directly to phonic learning in EYFS and KS1
- Writing shared on school Facebook page.