

Writing at Springfield Primary Academy

FS2	Y1/2	Y3	Y4	Y5	Y6
<p>Spelling and phonics is taught through letters and sounds daily. Gaps in sounds and phase 2/3 tricky words are sent home following teacher assessments. Sounds and word practise is sent home for homework.</p> <p>Writing is taught through shared class text related to the current topic. A variety of simple fiction and non-fiction genres are taught throughout each term and topic. Towards the end of the Summer, the teacher will mark and assess their work against the rubric using the 3 star system, indicating in green what has been achieved (in the text and on the rubric.) Ways forward are identified and communicated verbally.</p> <p>Independent work is identified with an 'I'.</p>	<p>Grammar is integrated into English lessons and where possible linked to the text types being taught. Where a gap has been identified and it does not fit with the text type, a discreet lesson is taught. Termly (Rising Stars – SPAG tests) will be undertaken. Weekly grammar lesson linked to specific focus or gaps using long-term plan and also linked Grammar Bug activities.</p> <p>Spelling and phonics is taught through letters and sounds. From Spring Term, Y2 No-nonsense spelling will be used if secure with Phase 6. Spellings are sent home weekly to learn and are linked to the spelling patterns being taught or the Y1/Y2 common exception, phased tricky words. At the beginning of Autumn Term, children will be tested on single word spelling and on the common exception words for their year as a baseline. Following on from this baseline, children will be sent home those unknown and termly tests will be done to update assessments. Class have a vocabulary book which is added to with every topic covered.</p> <p>Where possible, writing is taught through a class text. A variety of fiction and non-fiction genres are taught throughout each term and topic. For each text type, children will use a rubric to assist them in self assessing their work. The teacher will then mark and assess their work against the rubric in green highlighter what has been achieved (in the text and on the rubric). Children will self-assess when writing is complete. Ways forward are identified by a green arrow in independent writing books (Year 2 – Autumn only)</p> <p>Children are sometimes asked to edit work highlighted in yellow in their green literacy books. Any editing within text is done in red or for larger pieces of editing it is done in pencil. From the Summer 2 term, Y2 children will begin to underline words in their writing they are not sure of the spelling of to enable them to edit later.</p>	<p>Grammar is integrated into English lessons and where possible linked to the text types being taught. Where a gap has been identified and it does not fit with the text type, a discreet lesson is taught. In addition, termly practice tests are used to identify gaps in learning. Intensive activities are given throughout the week covering pertinent grammar topics. The long-term grammar plan is followed using the linked Grammar Bug activities.</p> <p>Spelling is taught through No-nonsense spelling scheme: 2 lessons per week and a spelling test on Friday. Spellings are sent home to learn that are linked to the spelling pattern being taught for year 3. The year 3 and 4 spelling list words are also sent home which are tested on a termly basis, highlighted and returned home. Class have a vocabulary book which is added to with every topic covered. LA children also have access to a smaller copy of this book on their tables.</p> <p>Where possible, writing is taught through a class text or linked to the topic. A variety of fiction and non-fiction genres are taught throughout each term and topic. The unit will start with the sharing of the text type which the children interrogate as a group, or pair. For each text type, children will use a differentiated rubric to assist them in self assessing their work. Children will have a 3 star rubric dependent on text type (recommended after enquiry). Children will self-assess after their first draft using pencil. The teacher will then mark and assess their work against the rubric highlighting in green what has been achieved (in the text and on the rubric) and also setting individual targets. Things that can be improved are highlighted in yellow on the rubric by the teacher. On occasions children will mark each other's work using peer critique hopefully improving their understanding of the rubric.</p> <p>Children are asked to edit work highlighted in yellow in their green literacy books. For independent writing, children will write their first draft in pencil and, after self-assessing, will edit their work in red pen. Work to be edited or corrected will be highlighted in yellow. Where possible, children will be asked to re-write sections of the text to show improvements.</p>	<p>Grammar is integrated into English lessons and where possible linked to the text types being taught. Where a gap has been identified and it does not fit with the text type, a discreet lesson is taught. Intensive activities are given throughout the week covering pertinent grammar topics. The long-term grammar plan is followed using the linked Grammar Bug activities.</p> <p>Spelling is taught through No-nonsense spelling scheme on a 4 lessons per fortnight pattern. Spellings are sent home to learn that are linked to the spelling pattern being taught or the Y3/4 key words. The year 3 and 4 spelling list words are also sent home which are tested on a termly basis, highlighted and returned home. Class have a vocabulary book which is added to with every topic covered. LA children also have access to a smaller copy of this book on their tables.</p> <p>Where possible, writing is taught through a class text. A variety of fiction and non-fiction genres are taught throughout each term and topic. The unit will start with the sharing of a good example of the text type we are aiming for that is year group appropriate. For each text type, children will use a differentiated rubric to assist them in self assessing their work. Children will self-assess after their first draft and edit work in red pen. They tick the rubric in pencil after the first edit. The teacher will then mark and assess their work against the rubric highlighting in green and yellow (to show where the children should edit and improve their work) in the text and green on the rubric. The teacher will also mark the Y4 assessment and punctuation sheets that are at the back of their books.</p> <p>Children are asked to edit work highlighted in yellow in their green literacy books. For independent writing, children will write their first draft in pen or pencil and, after self-assessing, will edit their work in red pen.</p>	<p>Grammar is integrated into English lessons and where possible linked to the text types being taught. Where a gap has been identified and it does not fit with the text type, a discreet lesson is taught. Intensive activities are given throughout the week covering pertinent grammar topics. The long-term grammar plan is followed using the linked Grammar Bug activities in English lessons and activities are set.</p> <p>Spelling is taught through No-nonsense spelling scheme on a 5 lessons per fortnight pattern. Spellings are sent home to learn that are linked to the spelling pattern being taught or the Y5/6 key words. Class have a vocabulary book which is added to with every topic covered. LA children also have access to a smaller copy of this book on their tables.</p> <p>Where possible, writing is taught through a class text. A variety of fiction and non-fiction genres are taught throughout each term and topic. The unit will start with the sharing of a good example of the text type we are aiming for that is year group appropriate. For each text type, children will use a differentiated rubric to assist them in self assessing their work. Children will self-assess after their first draft and then self-assess again (using a red pen) after their final draft. The teacher will then mark and assess their work against the rubric highlighting in green what has been achieved (in the text and on the rubric) and also mark the Y5 assessment and punctuation sheets that are at the back of their books. For the first half term, the teacher will also highlight basic punctuation they have omitted and should know in yellow on the rubric.</p> <p>Children are asked to edit work highlighted in yellow other books. For independent writing, children will write their first draft in pen or pencil and, after self-assessing, will edit their work in red pen. Throughout the writing process, children are encouraged to underline spellings they are unsure of in red pen so they can check them and correct if necessary.</p>	<p>Grammar is integrated into English lessons and where possible linked to the text types being taught. Where a gap has been identified and it does not fit with the text type, a discreet lesson is taught. In addition, regular practice tests are used to identify gaps in learning. Intensive activities are given throughout the week covering pertinent grammar topics. The long-term grammar plan is followed using the linked Grammar Bug activities in English lessons and activities are set for homework.</p> <p>Spelling is taught through No-nonsense spelling scheme on a 5 lessons per fortnightly pattern. Spellings are sent home to learn that are linked to the spelling pattern being taught or the Y5/6 key words. Class have a vocabulary book which is added to with every topic covered. LA children also have access to a smaller copy of this book on their tables.</p> <p>Where possible, writing is taught through a text. A variety of fiction and non-fiction genres are taught throughout each term and topic. The unit will start with the sharing of a good example of the text type we are aiming for that is year group appropriate. For each text type, children will use a differentiated rubric to assist them in self assessing their work. Children will self-assess after their first draft and then self-assess again (using a red pen) after their final draft. The teacher will then mark and assess their work against the rubric highlighting in green what has been achieved (in the text and on the rubric) and also mark the Y6 assessment and punctuation sheets that are at the back of their books. For the first half term, the teacher will also highlight basic punctuation they have omitted and should know in yellow on the rubric. After the Autumn term, rubrics will not be used.</p> <p>Children are asked to edit work highlighted in yellow in other books. For independent writing, children will write their first draft in pen or pencil and, after self-assessing, will edit their work in red pen. Where possible, children will be asked to re-write their text in best before they are assessed. Throughout the writing process, children are encouraged to underline spellings they are unsure of in red pen so they can check them and correct if necessary.</p>

Each year group will undertake these activities, but from time-to-time, the requirements of individual children may require class teachers to adapt their practice to meet their needs.

