

Our teaching approach to writing.

Intent

At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning as confident and coherent writers. We aim for all pupils to be able to write clearly and accurately, adapting their grammar, language and style for a range of purposes and audiences.

1. The Curriculum: What do we teach, when and how?

Writing lessons - We teach writing for 40-60 minutes every day. Over the course of a year, children will be taught writing through a range of strategies. A series of lessons enables children to effectively plan, draft, write and edit their writing. Children have the opportunity to work in pairs, small groups and independently to develop their writing. We link writing to other topics children are learning about.

Grammar – We use Grammarsaurus online to support the teaching and learning of grammar. Each week, classes are taught one stand-alone grammar lesson. Key grammar skills are also taught as part of the writing lesson.



The Place Value of Punctuation and Grammar

Y5 Y6

Noun focus Common and proper nouns	Noun focus Countable nouns	Noun focus Abstract nouns	Nouns review	Verb focus Being verbs - 'to be'
Verb focus Regular action verbs & verb phrases	Verb focus Regular action verbs (excluding the compound) & verb phrases	Verb focus Irregular action verbs & verb phrases	Verb focus Phrasal verbs	Verbs review
Subject focus What is a subject?	Subject/verb focus Stage 1 Building subject-verb agreement	Subject/verb focus (pronouns) Stage 2 Building subject-verb agreement	Subject/verb focus Stage 2 Building subject-verb agreement	Subject/verb focus Stage 3 Building subject-verb agreement
Subject/verb focus Appositive	Subject/verb focus Co-ordinating conjunctions to join clauses	Subject/verb focus Compound subjects and dummy subjects	Subject/verb focus Relative	Subject/verb focus Relative

Spelling Time Learning		Year 6		Term Autumn 2, 2023	
Learn these spellings for a test on Monday 6 th November 2023 Spelling rule: use of apostrophes & hyphens Core spellings 1. avoid 2. avoid 3. avoid 4. avoid 5. avoid Challenge spellings 11. material 12. medicine 13. neutron 14. vehicle 15. neutral	Learn these spellings for a test on Monday 13 th November 2023 Spelling rule: homophones: words with ough in Core spellings 1. avoid 2. avoid 3. avoid 4. avoid 5. avoid Challenge spellings 11. material 12. medicine 13. neutron 14. vehicle 15. neutral	Learn these spellings for a test on Monday 20 th November 2023 Spelling rule: homophones & prefixes Core spellings 1. avoid 2. avoid 3. avoid 4. avoid 5. avoid Challenge spellings 11. material 12. medicine 13. neutron 14. vehicle 15. neutral	Learn these spellings for a test on Monday 27 th November 2023 Spelling rule: homophones & words ending in ss Core spellings 1. avoid 2. avoid 3. avoid 4. avoid 5. avoid Challenge spellings 11. material 12. medicine 13. neutron 14. vehicle 15. neutral	Learn these spellings for a test on Monday 4 th December 2023 Spelling rule: homophones & words ending in ss Core spellings 1. avoid 2. avoid 3. avoid 4. avoid 5. avoid Challenge spellings 11. material 12. medicine 13. neutron 14. vehicle 15. neutral	Learn these spellings for a test on Monday 11 th December 2023 Spelling rule: prefixes: on- and dis- Core spellings 1. avoid 2. avoid 3. avoid 4. avoid 5. avoid Challenge spellings 11. material 12. medicine 13. neutron 14. vehicle 15. neutral

Spellings - At Banks Lane Junior School, we are all teachers of spellings. We encourage pupils from years 3 – 6 to use their knowledge of sounds to decode and spell new and tricky vocabulary. We send home half-termly spellings at the start of

each half term. Pupils receive a list of 15-20 weekly spellings that are words following a spelling pattern/rule and statutory words appropriate to their year. Children are encouraged to learn these words for a weekly spelling test and are given opportunities to practise in school through the use of LSCWC (look, say, cover, write, check).

2. SEND and inclusion

We want all of our learners to be part of the writing lesson where they see and hear modelled pieces of writing. As in all subjects, teachers work hard to remove barriers to learning. Some examples of how we achieve this in reading are:

- ❖ Use of visuals alongside text/key words.
- ❖ Use of speech to text and/or text to speech software where appropriate.
- ❖ Laptop/iPad available for longer pieces of writing.

- ❖ Opportunities to record ideas in different ways e.g. taking a photo, creating a mind-map, recording a video/audio file.
- ❖ Use of repetition, mnemonics, songs etc to aid memory.
- ❖ Dyslexia friendly font used and white backgrounds for interactive whiteboards are avoided.
- ❖ Clear lesson structure, steps are broken down into small manageable chunks.
- ❖ Use of a WAGOLL (What A Good One Looks Like) to stimulate ideas and to show the expected end product.
- ❖ Working walls provide key vocabulary and annotated examples.
- ❖ Pre-teaching of key vocabulary before the lesson.
- ❖ Use of timers.
- ❖ Collaborative learning opportunities, buddy systems, paired writing, talk partners, small group work etc.
- ❖ Writing slopes, pencil grips, left handed pens are available for those who need them.
- ❖ Scaffold tasks using things such as writing frames, word banks, annotated examples, cloze procedures etc.
- ❖ Sentence starters are given to support children in starting a piece of work.

3. What would you see in the classroom?

Whilst each classroom is naturally different and each year group studies different writing genres, there are clear consistencies across the school and year groups. Year groups follow the 'writing journey' for a unit of work, which might take 2-3 weeks. Classes will often start the writing process using a 'hook', for example, a short film from 'Literacy Shed' or a historical artefact, linking to the wider curriculum. They will then read a WAGOLL (What A Good One Looks like) to identify specific language, grammatical and organisational features. Once pupils have been taught the correct vocabulary, grammar and punctuation for a certain text type they will then progress onto the planning, drafting and editing processes.

All children are encouraged to be independent writers and are taught how to use dictionaries, thesauruses and word banks to support vocabulary choices and spellings.

In the classroom, you will see success as well as failure, and the children gain important skills of how making mistakes allow us to learn and learn more meaningfully.

4. Assessment: How do we know how the children are doing? How do they know?

Every day our teachers are assessing the pupils' writing skills and their knowledge and understanding of grammar and spellings. Years 3-5 often use 'Steps to Success' writing checklists in pupils' books, which allow the children to self and peer assess a piece of writing.

All pupils (years 3-6) are teacher assessed throughout each year. This allows us to recognise which areas of writing pupils need support with and enable us to clearly identify targets for the term.



We assess half- termly in years 3-6 using a piece of independent writing.

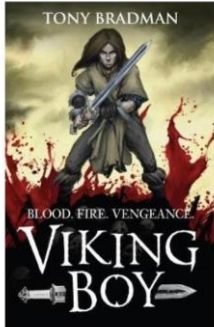
5. How does our Writing Lead monitor, evaluate, and improve the teaching of writing across our school?

Our writing lead uses our whole school progression documents (available on our school website), taken from the national curriculum, to ensure we are teaching writing in the most effective way.

Books are regularly monitored as part of our whole school monitoring and this enables the writing lead to ensure curriculum coverage and content. Leaders will occasionally 'drop-in' to lessons to ensure consistency across the school.

We have a writing development team in school made up of our writing lead, a middle leader and class teachers in order to drive forward writing in school and to trial new initiatives.

6. Cross curricular links, enrichment and the community



A cross-curricular approach to writing is at the heart of our writing curriculum at Banks Lane Junior School. Our writing lessons link to a wide range of curriculum areas such as history, geography and science. Year groups will also link lessons to our whole class reading texts.

We have a term of weekly writing mornings where we invite our community to share our pupils' experiences of writing in the classroom.