

Interventions

Read, Write, Inc. Spelling Programme

Assessment

Grammar, Punctuation and Handwriting

Children in KS2 learn to spell using the RWI Spelling Programme. There are five, twenty-minute sessions per week, which take place outside of the English lesson. A new spelling rule/pattern is learnt each week and all activities in school and at home will follow this focus. Children will complete school activities in the Practice Book linked to their year group’s spelling curriculum.

There will be no weekly spelling test, instead children will have a Log Book, which they take home each day and use to note down any tricky spellings There is also an Extra Practice Zone on [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) for children to access at home.

Any children that are working below the spelling expectations for their year group will receive additional RWI intervention in school and will therefore focus on a different spelling rule/pattern to his/her peers.

Assessment is used to inform the planning and teaching of writing. Extended pieces of writing are formatively assessed throughout each term using our school’s writing marksheets on Arbor. Termly **NFER** assessments are also used to track Grammar, Punctuation and Spelling (GaPS). Pupil Progress Meetings are then used to identify children for additional writing support. Children will also sit a National GaPS Assessment at the end of Y6.

**Top Tips for writing at home with your child:**

-Make writing fun by using your child’s hobbies or interests.

-Provide children with different authentic writing opportunities e.g. writing to a family member, writing a football match report or writing a shopping list.

-Be a writing role model.

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Grammar and punctuation are explicitly taught in a week block prior to each Literacy Tree sequence of lessons. Lesson objective are taken from the KS2 English curriculum and link to the skills required to complete the sequence ahead.

In KS2, handwriting lessons are taught at the beginning of every term for a minimum of 5 to 8 consecutive days and then reduced to a minimum of once per week as skills are established. Lessons last between 10-30 minutes and follow the school’s Handwriting Programme of Study. Once the class teacher is satisfied that presentation of handwriting is of a high enough standard, children will be given a pen licence from Year 4 upwards.

Our broad and balanced curriculum provides many writing opportunities across a variety of subjects.

A large focus is placed on the subject specific vocabulary learnt in our foundation subjects and children are encouraged to apply this vocabulary to their own writing and speaking and listening activities.

KS2 follows Literacy Tree’s text-based teaching sequences. All lessons are based around a diverse selection of high-quality children’s literature and cover all of the objectives of the KS2 English curriculum.

Each sequence has been carefully selected and adapted to meet the needs and interests of our children. Within these carefully planned reading and writing journeys, children will plan, write, edit and re-draft for a variety of tasks. Children will be asked to consider the purpose, audience and level of formality to use when composing his/her piece of writing.

Teachers will use ‘sentence stacking’ to model quality examples of writing. This shared piece of writing will celebrate ideas from individual members of the class and will promote the use of rich and varied vocabulary.

The following writing interventions are used by both teachers and Learning Support Assistants on a daily basis: **IDL** (Literacy Programme software to support dyslexic children); **Read, Write Inc. Phonics**; **RWI** **Fast Track Tutoring Programme; Pobble and Handwriting support.**

Writing at home

Literacy Tree

Plantation Primary School

 Writing at KS2

DT

Writing across the Curriculum

Computing