



Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Community Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Community Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

This document is intended to support teachers in preparing their learning environment and planning the written work for their pupils.

At the heart of our approach to writing is the philosophy of promoting a writing culture within the school. We understand that reading and writing are closely connected and mutually supportive and so this writing policy is in tune with our rationale for teaching English as a whole.

The aim of The Grange CP School writing approach is to:

- have consistency of approach and progression through Foundation Stage to Year 6
- motivate children to write encouraging them positively to experiment and improve their work
- provide the children with a stimulating writing environment surrounded by print in a variety of forms and contexts
- teach a full range of writing strategies, including spelling, grammar, sentence structure and composition;
- reflect best-practice models and recent case studies. For example:
 - Jane Considine: *The Big Write* <http://www.thetrainingspace.co.uk/>
 - OUP RWInc Get Writing

The National Curriculum 2014

In the English curriculum 2014, the writing process, which the children should be taught, is plan – draft – evaluate/ edit – proof-read – present.

We follow:

Statutory guidance: National curriculum in England: English programmes of study:
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

We take full account of the full requirements, as above, including the appendices about Spelling; and Vocabulary, Punctuation and Grammar.

In writing, the content of the new curriculum can be grouped, as follows:

- transcription spelling;
- transcription handwriting;
- composition;
- vocabulary, grammar and punctuation.

Early Years Foundation Stage

The Early Learning Goals are followed to ensure continuity and progression from the foundation stage through to the National Curriculum. In Foundation Stage we use the Development Matters statements and the Characteristics of Effective Learning document as an assessment and planning tool. Children are encouraged to write for themselves from the very beginning as emergent writers. They are encouraged to read their own writing. Written work is valued through sharing it with both adults and peers and through display or writing for a particular purpose. The children's understanding of the written language is developed by purposeful activity. We give the children the opportunity to produce wide-varied forms of writing for different audiences.

Spelling

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In Foundation Stage 1 and KS1, daily phonics is the key to the children's learning of spelling. This is taught using the Read Write Inc. programme (see Spelling and Reading Policies). Children are taught to blend sounds to read and segment to spell. At the same time, they learn words that are not phonically regular (common exception words). Enhancement activities through stories, phonics play, songs and poetry are delivered alongside phonics.

In Years 2 to 6, weekly discreet spelling sessions are taught, using Jane Considine's 'The Spelling Book' approach. Spelling will be taught over a continuous two-week cycle. During week one of the cycle, children will take part in two sessions (one which is 20 minutes long and one at 30 minutes long) – an 'investigation' session where they explore a hypothesis and a 'Go Grapheme Graffers' session where they explore patterns within words. This builds on, and continues to embed, phonic strategies taught in KS1.

During week two of the cycle, children will take part in five 10–15-minute sessions – Daily Fast Tasks. These sessions are to improve pace and take a much quicker look at spellings. They involve analysing common errors, exploring why these errors occur and what to do to ensure that the correct spellings are embedded into our long-term memory.

When writing, children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling. When marking children's work, we do not correct all spelling errors; instead, we focus on high common exception words, topic words and those studied in spelling sessions.

Spelling Championship

At The Grange we have a termly whole school Spelling Championship that encourages the children to learn specific spellings and receive a certificate for their efforts. The spelling list is produced by each class teacher from Foundation Stage to Year 6 and focuses on common exception words and topic related words. The children receive the list at the beginning of each half-term and are tested at the end of each half-term. Their achievements are celebrated in class and during our whole school Celebration Assembly.

Spelling Age

We use the Diagnostic Spelling Test (developed by Mary Crumpler and Colin McCarty) in KS2 to assess the children's spelling age. This is used to target any children who are working below age related and extra support is then given where

necessary. These scores are discussed at Pupil Progress Meetings with the Head teacher and SENCo.

Handwriting

On entry, our Foundation Stage children are involved in varied activities to develop essential pre-writing skills in line with the Early Learning Goals. There is much focus on developing gross and fine motor skills and strengthening muscles in the arms and fingers. We use a range of activities to increase muscle strength including Brain gym. The Foundation Stage team use strategies such as play-dough manipulation to strengthen grip and muscles, with water and sand play used to improve strength in the hands. Fine motor skills are developed using one-handed tools such as scissors. The use of these is modelled, then used with hand-over-hand help, with support gradually reducing, allowing the child to use the tool independently once they have the skill and hand strength. Children are also introduced to the individual letters and rigorously taught correct formation from the very beginning of their time in school. From the time that children are ready, they are taught to sit with a good posture and are taught to hold a pencil with the correct grip.

At The Grange we teach joined handwriting using a cursive script. Handwriting is taught from Year 1 to Year 6, with the Letter-join scheme implemented to provide teaching resources for Handwriting. Letter-join is a scheme tailored 'to help meet the requirements set for handwriting in the New National Curriculum by adding new resources to help (...) pupils attain the expected levels for handwriting throughout their primary and junior years.' (Letter-join). Common Exception Words (Appendix 1), RWinc spellings and Get Writing tasks and JC spellings are used in handwriting practice as well as cross curricular focus activities. At times, students may also use their reading books to provide words to copy for handwriting practice, providing an opportunity to develop their vocabulary alongside their cursive script. As children progress through school there is an increasing focus on fluency, consistency and speed. All children initially write with a pencil, with Year 6 children moving onto using a pen when they are ready as well as other Grange Writing Pen recipients.

It is expected that where possible notices, displays, titles and signs in the classroom and around the school will be in the same cursive script and that all teachers and teaching assistants model the handwriting style at all times i.e. when writing on the board or in children's books.

Grammar and Punctuation

The understanding of concepts for Vocabulary, Grammar and Punctuation (English – Appendix 2, National Curriculum in English: English Programmes of study) are taught within Writing lessons through the Jane Considine method of teaching Writing – The Write Stuff. Many of the different 'Learning Chunks' that students complete within a lesson (see Appendix 4) are focused on the Grammar and Punctuation expectations for each year group (known as the 'Grammaristics').

Through the Jane Considine style of teaching, Writing, Grammar and Punctuation is taught in context through the module stimulus (such as a video or a novel) rather than in isolation – ensuring that students understand how to utilise the device in their Writing. In Writing lessons, Students are provided with a model to prompt and guide their own writing, giving accurate examples of how to build sentences with the chosen grammatical device that students can use, understand, and independently implement. This independent use occurs during the 'Enable' stage of the Jane Considine Writing sessions (See Appendix 4).

In addition, the Jane Considine writing scheme centres around the development of vocabulary and each 'Learning Chunk' sees teachers, with the class, co-create a bank of words that can be formulated into sentences or phrases. The modelled vocabulary provides the opportunity for students to share adventurous and age-appropriate vocabulary to utilise in their writing.

Alongside this, teachers ensure that revision resources (whether in Hotch Potches or through Home Learning activities) are provided to support students to maintain and revisit their understanding of different areas of Grammar and Punctuation.

Grammar and Punctuation is identified and used as a teaching tool beyond English lessons. For example, in Reading sessions, teachers will identify key grammatical devices or look at the use of punctuation, allowing the student's understanding of these key elements of English to stretch beyond Writing.

Teaching of Strategies

The teaching of writing begins with assessing the children's writing. This is achieved through a 'cold write' writing session, at the beginning of a unit that encourages the children to use their previous knowledge to complete a given writing task. A 'hot write' session is then completed at the end of the unit to assess the impact of learning throughout the unit.

At The Grange we follow two main teaching approaches to writing:

1. The Write Stuff (Jane Considine)
2. Get Writing (RWInc)

➤ The Write Stuff

The Write Stuff brings clarity to the mechanics of the teaching of writing. It follows a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organizationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. An individual lesson is based on a sentence model, broken into three separate chunks:

1. Initiate section – a stimulus to capture the children's imagination and set up a sentence
2. Model section – the teacher close models a sentence that outlines clear writing features and techniques
3. Enable section – the children write their sentence following the model

The Write Stuff method is used once every half-term. It reinforces grammar through the use of:

- The FANTASTICs which are an acronym that summarise the ideas of writing (Appendix 2)
 - The Grammar Rainbow is a classroom tool that enables the teacher to drive key grammar messages.
 - The BOOMTASTIC which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual (Appendix 3)
- Planning for the Write Stuff follows the Jane Considine model (Appendix 4)
➤ Get Writing (Appendix 5)

Editing

For editing to work well, children have to be responsible for changing and improving their own work. We encourage this to happen in a few stages and each time the writing gets slowly better. The first step is for children to carefully proofread what they have written (aloud if possible), and then teachers provide 'first impressions' feedback – this may be written or verbal feedback. Using the Jane Considine method of teaching Writing, there are set stages to follow for children to effectively edit their work. Children are encouraged to change and improve elements of their writing at a time. They are first expected to make revisions, which are small adjustments to spelling, missing words or punctuation – with this section known as 'The Revise'. Once these grammatical areas have been considered, the second stage of

editing is 'The Rewrite'. Students rewrite sentences that don't make sense, could be restructured, or generally improved. The final stage of editing is known in the Jane Considine Scheme as 'The Reimagine'. Children can add more sentences to further develop an idea. Once the children have had a chance to make some changes, then some peer assessment or sharing the work as a class is used. The children can then redraft and edit their work as often as needed until they complete their final written piece.

Two models of editing are used:

1. Leaving a line between work so that editing can be done above the intended area
2. Green pen editing

Guided/Modelled Writing

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit. Guided writing takes place with a group of children with similar writing needs/targets. During a guided writing session, the children write with a teacher supporting.

SEN and Equal Opportunities

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy. Children whose second language is English receive appropriate support as necessary. Those children who are identified as needing extra support will be monitored closely by the Class Teacher and the SENCo. Specific interventions will be put in place to support those children. Where children need a higher level of intervention support is available in line with the Special Educational Needs (SEN) policy.

The Classroom

All classrooms provide a stimulus for writing. Topic books, fiction and non-fiction books are displayed to enable children to read as often as possible to develop their understanding of written language. English Working Walls are used to display key terminology and ideas for writing. The Write Stuff learning unit is displayed so that the children have access to the whole unit of writing. Children's best work is showcased in the classroom and throughout the school to encourage high standards.

Cross-curricular writing opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Teachers will use cross-curricular writing as a tool for moderation alongside work produced in Writing lessons, allowing for teachers to have a wide and varied picture of the student as a writer.

Appendix 1

YEAR 1 Handwriting and Spelling Plan

Common Exception Words
a, the, to, I, is, he, she, we, no, me, be
no, go, so, by, my, here, there, where
of, said, says, are, were, was, his, has, you, your, they
put, push, pull, full, house, our, do, today, of
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

YEAR 2 Handwriting and Spelling Plan

Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children

wild, climb, most, only, both, old, cold, gold, hold, told, every

everybody, even, great, break, steak, pretty, class, grass, pass, plant, path

could, should, would, who, whole, any, many, clothes, busy, people

after, fast, last, past, father, bath, hour, move, prove, improve, sure, sugar, eye, water, again, half, money, Mr, Mrs, parents, Christmas, beautiful

door, floor, poor, because, find, kind, mind, behind, child, children
wild, climb, most, only, both, old, cold, gold, hold, told, every
everybody, even, great, break, steak, pretty, beautiful, after, fast last, past, father, class, grass, pass, plant, path, bath, hour, move prove, improve, sure, sugar, eye, could, should, would, who whole, any, many, clothes, busy, people, water, again,

YEAR 3 Handwriting and Spelling Plan

Common Exception Words

accidentally, actually, address, answer, appear, arrive, believe, bicycle

breath, breathe, build, busy/business, calendar, caught,
centre, century, certain,

circle, complete, consider
continue, decide, describe, different, difficult, disappear, early, earth,
eight/eighth

enough, exercise, experience,
experiment, extreme, famous, favourite, February,

forward(s), fruit,
grammar, group, guard, guide, heard, heart, height, history, imagine,
increase, important, interest, island, knowledge, learn,

length, library, material, medicine, mention, minute

YEAR 4 Handwriting and Spelling Plan

Common Exception Words

accidentally, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible

potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate

special, straight, strange, strength, suppose, surprise, therefore, though/although

thought, through, various, weight, woman/women

YEAR 5/6 Handwriting and Spelling Plan

Common Exception Words

accidentally, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women

accommodate, accompany, according, achieve, aggressive, amateur, ancient

controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment,

equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly)

especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly)

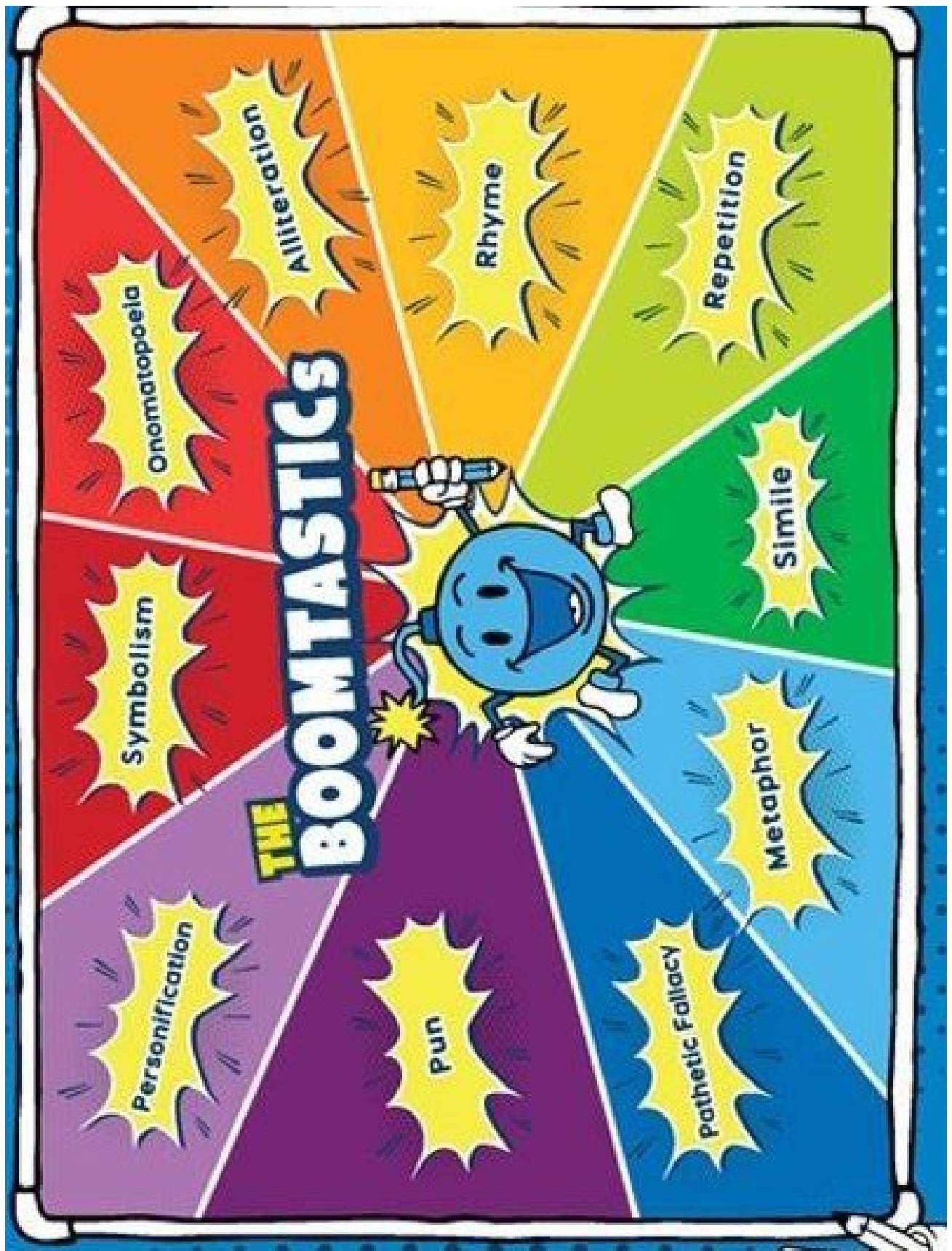
persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue

recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly),

soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

Appendix 2





The True Story of the 3 Little Pigs by Jon Scieszka

L.O. To write effective sentences for an alternative version of the story.

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Steps to Success:

www.thetrainingspace.co.uk

- * Time/Place Adverbials
- * Adjectives
- * Adjectives

Initiate

Time/Place Adverbials

Teacher as story teller and dramatic music (Thomas Newman) Share a range of story starters that place the action in time. E.g. Once upon a time, long long ago, in a far away land, as time went on, many moons ago, in time way back.



Model

Time/Place Adverbials

Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions

Teacher Model - Once upon a fairytale time there was a wolf.



Enable

Time/Place Adverbials

Pupils choose their favorite time/place story opener and bring the wolf to the story.

HA - Deepen the moment



Adjectives

Share an angry fierce image of the Big Bad Wolf. Gather a bank of adjectives to describe him e.g. fierce, evil, angry, violent, nasty, mean.

Adjectives

Teacher Model - Big bad wolves are normally fierce, angry and violent.

Adjectives

Pupils to include 3 powerful negative adjectives to describe the wolf.

HA - Deepen the moment

Adjectives

Add a picture of the wolf from the book to their books. Teacher in role as kind wolf talking to the class about their personality, delivertaly using words like caring, thoughtful, clumsy, helpful, kind, intelligent, considerate.

Adjectives

Teacher Models - This wolf is kind, considerate and caring.

Adjectives

Pupils to include 3 powerful positive adjectives to describe the wolf.

HA - Deepen the moment

Appendix 5

Read Write Inc. Spelling Year 1: Curriculum in England matching chart

National Curriculum English programmes of study Year 1		
	Read Write Inc. Phonics	Read Write Inc. Get Writing!
Writing – transcription		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell (words containing each of the 40+ phonemes already taught, common exception words, days of the week) 	<p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <ul style="list-style-type: none"> * Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k * Set 2 <i>Speed sounds</i> teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy * Set 3 <i>Speed sounds</i> is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure <p>The <i>Speed sounds</i> are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the <i>Complex Speed Sound</i> chart as part of the reading activities for the storybooks, e.g. ph is not taught using a sound card but as an alternative to the more common spelling ‘f’. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.</p>	<p>There are 9 <i>Get Writing!</i> activities for each of the <i>Read Write Inc. Phonics</i> books making spelling a fundamental part of <i>Read Write Inc. Get Writing!</i></p> <ol style="list-style-type: none"> 1. Play ‘Fred Rhythms’ to learn to spell the words – encoding 2. Play ‘Fred Fingers’ to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 7. Edit for spelling and punctuation – language comprehension and encoding
	Read Write Inc. Phonics	Read Write Inc. Get Writing!
Writing – transcription (continued)		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name the letters of the alphabet in order 	Pink/Orange Level.	Yellow level.

Pupils should be taught to: <ul style="list-style-type: none"> ▪ Add prefixes and suffixes 	Children's awareness of prefixes and suffixes is developed in the storybook activities for each book.	Children will use some words with prefixes and suffixes where appropriate in their own writing after seeing them modelled by the teacher.
Pupils should be taught to: <ul style="list-style-type: none"> ▪ apply simple spelling rules as outlined in English Appendix 1. 	See Appendix 1: Spelling Year 1 below.	

	Read Write Inc. Phonics	Read Write Inc. Get Writing!
Writing – vocabulary, grammar and punctuation		
Pupils should be taught to: <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by [...] Using a capital letter for names of people, places, days of the week, and the personal pronoun 'I'. 	<p>'I' taught as alternative to Set 2 as part of the storybook activities.</p> <p>Days of the week taught as part of weekly activities in <i>Read Write Inc. Spelling</i></p>	Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.