



Writing, Grammar and Punctuation at Shears Green Junior School

September 2022

At Shears Green Junior School we believe that literature, language and communication are key life skills. Through the English curriculum we aim to help children develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. We provide children with a rich variety of texts and film in varying genres to help children to enjoy and appreciate literature and its rich variety

Aims: The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- To be competent in the arts of speaking and listening, making formal presentations, performing poetry, demonstrating to others and participating in debate.

As a school we aim:

- To provide a rich and stimulating language environment, where oracy, reading and writing are integrated.
- To provide an environment where pupils are encouraged to construct and convey meaning, both orally and through writing;
- To provide opportunities for pupils to become confident, competent and expressive users of the language;
- To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features;
- To provide opportunities for role play and drama.

We believe that frequent writing, both in and outside of English lessons, supports children's ability to write cohesively and at length. Consequently, children at Shears Green Junior are taught to write by:

- Analysing good examples and drawing on prior learning.
- Orally rehearsing ideas and sentences.
- Being given opportunities to plan, draft, revise and edit their own writing.
- Teachers modelling writing through shared writing activities.
- Pupils practising writing through independent writing tasks across a range of genres.

Planning: At Shears Green Junior, children have the opportunity to access the English curriculum through language rich literature, visual texts, films and experiences. This basis allows the children to work on the key four areas of English in an integrated manner:

1) Oracy

2) Reading

3) Writing

4) Spelling, punctuation and grammar

The Power of Reading has been a starting point for teachers to ensure lessons are full of opportunities to: predict, plan, explore, analyse and write through age appropriate texts.

Writing: High-quality texts are frequently read to the children, unpicked and discussed during lessons: the key themes, characters and story lines are used, alongside personal experiences or topical issues, as a stimulus for writing. Children are given opportunities to study examples of writing from a variety of genres, in order to help them to plan their own pieces; furthermore, techniques such as drama, collaborative planning, or first-hand experiences help children to develop their ideas in a creative way, so that children write with depth.

Independent sustained writing tasks take place every other week in Years 3, 4 and 5, but writing opportunities are more frequent during the summer term of Year 5 and in Year 6, as the children prepare for secondary school.

Teachers encourage children to clarify, define and improve their vocabulary. Practice is best where teachers demonstrate spoken language, as they model writing. Children are given the opportunity to justify their ideas, ask questions, negotiate, evaluate and select the appropriate register when conversing or writing. Working walls are used at the front of the class to act as a prompt or reminder for children and to aid children's learning. All classes have access to dictionaries and thesauri: children should be explicitly taught how to use these so that they can effectively and efficiently access them. Emphasis is also given to teaching children how to proof-read, edit and read aloud their own work independently and collaboratively. Publishing opportunities are also given to the children.

Grammar and Punctuation: This is taught discretely weekly, using Classroom Secrets and Rising Stars resources and is followed up through daily starters in English lessons and real writing contexts.

Spelling: See spelling and phonics policy.

Assessment, recording and reporting:

Feedback is given in line with the school's feedback policy- ideally through an in-the-moment conversation with the child. Written feedback (see written feedback key) is given for sustained written work, when this has not been possible.

Assessments are made in line with the school assessment policy. Teachers use assessment to ensure planning is based on prior attainment and so that pupils know what they are to do to achieve the next step. Children are also encouraged to reflect on their own learning and set their own success criteria for future writing opportunities.

Writing is monitored by teachers weekly in PPA sessions. Formal moderation of writing takes place regularly: this could be whole-school moderation, year group moderation or joint moderation with other schools. There is a moderation team that meet regularly to moderate writing, in order to ensure consistency in judgements.

GPAS is assessed using the GAPS papers in December, April and July (Yrs 3-5). Question level analysis is used to inform future planning. In Year 6, past national papers are used termly.

We appreciate that for children both with and without a designated special educational need (SEND) writing may be an area of difficulty, whether this is because of compositional weaknesses or physical barriers. Consequently, we work with the individual to find an appropriate supporting solution to enable all children to become fluent writers. This may involve support centred around the development of fine motor skills, alternative recording methods, the use of writing frames and word banks, postural support and adapted writing tools.