



CLPA Summary Approach: Writing and SPaG



Vision

We aim to develop able, independent writers who write imaginative compositions, using high quality language confidently to communicate their ideas through a variety of fiction and non-fiction genres. In doing so, they will apply spelling, punctuation and grammar expertly and to good effect while producing beautifully presented work.



The 5Rs Approach

An integrated approach central to the teaching of writing at CLPA and includes:

- **Reading.** Reading examples of the genre to be created by the end of a unit to familiarise pupils with the genre
- **Ripping.** Deeper analysis from WAGOLLs (What A Good One Looks Like) is carried out by the pupils to further understand specific genre features
- **Rehearsing.** Children plan and sequence their writing through a variety of different processes including drama, sketching out their ideas in thought bubbles / pictures, written planning etc.
- **Writing.** This takes two forms: 1) Rehearsal writing and 2) End of unit writing:
 - 1) Rehearsal writing: Children regularly engage in regular writing tasks which are skills and content focused which cumulatively builds towards a final end of unit piece of writing
 - 2) End of unit writing: After completing a sequence of lessons targeted at teaching children the development of their skills and content for a specific genre, pupils then produce a final extended piece of writing
- **Reviewing.** Children review their writing with peers and then revise/edit to improve.

These should be taught holistically with typically two or more of the 5Rs taught in a lesson. Rehearsal writing should be the key way for children to practise their skills cumulatively with evidence of regular/daily writing practise evident in children's books.

Frequency, writing books and handwriting

Rehearsal writing should be the key way for children to practise their skills cumulatively with evidence of regular writing practise in children's books (typically three times per week). These pieces of writing will usually be around 1 or 2 smaller paragraphs in length and should be completed in children's Writing Journals. At the end of a unit of writing, a final, independent, extended piece of writing will be written into each pupils' My Excellent Writing book with subsequent editing and improvement carried out in their My Excellent Writing book. Years 1-4 should produce 12 final extended pieces of writing per year while Years 5 and 6 should complete a minimum of 13 final extended pieces per year. At CLPA, the children are taught to progressively develop their handwriting skills from EYFS to the end of KS2, using the Kinetic Letters (KL) approach as Connect & Engage activities.

Feedback and marking

Feedback is purposeful and focused on targeted next step development. It can be delivered orally, but more usually through a combination of mouldy marking and Improvement Time tasks. Children should independently use this feedback to help them write their final piece in their My Excellent Writing book. Marking of the final piece should target an improvement task linked to the WALT. To show the mandatory independence required for ARE+, from Spring time onwards, feedback to EXS/ARE children should not be as extensive and, for KS2, be open ended - eg go back and correct punctuation and spelling mistakes.

Planning and sequencing lessons

All units of writing will be planned to deliver a final extended piece of writing which will then be edited and improved. Long Term Plans (LTP) should consider the alignment of writing as outlined in the CLPA Writing Curriculum - Text Progression which sets out a timetable of fiction / non-fiction writing per term for each year group along with SPaG and authorial planning concerns. This schedule must be followed. It is recommended that a sequence of daily lessons (unit plans) are reversed planned from the desired final extended piece of writing the teacher is aiming for. Inspiration / stimuli for writing can be generated from the WCR, theme or science.



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Modelling and delivering an average lesson

Frequent live modelling of writing and thinking behind authorial and SPaG choices, is critical. Typically, a daily class WAGOLL linked to the WALT (and WILF), will be made in the Explain & Model phase initiated by the teacher.

Teaching of SPaG

The modelling of the correct use and terminology of SPaG by teachers is critical. While it is acceptable to introduce concepts in a child friendly way, e.g. 'Bossy verbs', it is important that children are taught the correct term and this is consistently referred to thereafter, e.g. 'the imperative'. In EYFS/KS1 or as a scaffold for KS2 children, Colourful Semantics can be used to support learning about sentence structures and basic terms. While the majority of SPaG terms should be taught contextually by revisiting terms in writing lessons (e.g. Connect & Engages linked to a WAGOLL), KS2 children are likely to require once weekly overt teaching of SPaG concepts which are linked to the unit of writing they are doing.

When teaching a designated SPaG lesson, teachers should ensure that they refer to the SPaG appendix and or the SPaG dictionaries provided to all teachers to support teacher knowledge. It is important that teachers resist using generic slides from third parties verbatim (e.g. Twinkl). These can be very long and lack focus. Teachers can cherry pick pertinent slides but must ensure that there is ample time given to apply the 'Learn, Identify, Apply' process to designated SPaG lessons.

Assessment and moderation

Central to assessing children's progression in writing, is ongoing feedback and marking. Teachers will formatively assess what level their children's writing is at and what the next step learning needs are.

In addition to this, a selection of children's books from each year group will be moderated by the English team with staff to ensure that consistency and consensus are in place across the whole school. To do this, the WAT Assessment Framework for Writing (AfW) will be used to moderate books towards the end of Autumn 1, Spring 1 and Summer 1 in line with the moderation points for Years 2 and 6. Children's ability will be determined on a trajectory of their development relative to the time of year. Trust wide moderation of books from schools across the Windsor Academy family, will occur twice a year while No More Marking will continue to be used.

SPaG will also be formally assessed across WAT schools through a combination of the NTS GaPS tests (Y1-5) and past SATs tests (Y2 and Y6).