

INTRODUCTION

Those of you that have had a chance to look at our SDP summary on the website will have noticed that pupils' progress and attainment in writing is a priority this year. This is primarily because our end of KS1 results in June 2017 were disappointing for Writing but also because we continually strive to improve our teaching of writing at this school, alongside all subjects.

At the end of the summer term teaching staff and governors carried out an in depth analysis of all the factors that could have contributed to our KS1 outcomes and formulated an action plan to ensure an improvement in the outcomes going forward. This meeting, providing information to parents, is one of those actions.

Since 2015, when the Department for Education (DfE) removed the previous system of progress and attainment levels, schools were left alone to find a tracking and assessment system to try and accurately track their pupils' progress and achievement throughout the year and throughout each Key Stage. We decided to use STAT Sheffield as we had heard good things about it and several schools locally were also using it and reporting success with it. In addition to this ongoing assessment with the STAT Sheffield, all pupils in all schools must be assessed against the DfE's 'interim frameworks' at the end of each Key Stage. These 'Interim Frameworks' are a set of academic statements for each subject, reading, writing and maths, produced by the DfE's Standards and Testing Agency. Schools must evidence each pupil's consistent achievement of all of the statements at each level, during independent working, for them to be agreed as achieving at each different level. If one or two of the statements are not evidenced then the pupil can only be given the lower level. This is a new approach as previously the levels worked on a 'Best Fit' approach.

When we carried out our analysis of the writing results for the Year 2 pupils in the Summer, Mrs Major and I found that, whilst most pupils had made good progress with their writing according to the STAT Sheffield assessment system, we were not able to sufficiently evidence one or two of the 'Interim framework' statements relating to spelling, punctuation and grammar in the pupils' independent writing and so the pupils were judged to be working at a lower level. A deeper look at the teaching and learning in writing across years 1 and 2 showed that these objectives HAD been taught and practised but that pupils had not been able to transfer this learning into their independent writing.

This term, with support from our local authority English consultant, we have

- Reviewed all aspects of the teaching of spelling, punctuation and grammar and made changes to the way in which it is taught to ensure accuracy and consistency.
- Undergone training in 'Talk for Writing' which is a structured method of teaching writing that gives pupils more opportunities to write independently and be supported whilst doing it.

We will also be

- Re-moderating the year 3 pupils' writing to check they are now achieving those statements that couldn't be evidenced in June
- Analysing the progress data for spelling, punctuation and grammar to ensure all pupils are making better than expected progress
- Attending inter-school moderation sessions as well as carrying out our own moderation sessions to ensure our expectations are in line with those in other schools.

EYFS – RABBIT CLASS

In Year R we teach children:

- The sound for each letter and how to form it (handwriting)
- The sounds for diagraphs (ai, ee, oa etc.)
- To sound out the letters to spell words
- To spell tricky words (I, go, no, the etc.)
- To write a sentence with punctuation (full stop and capital letter)
- To use adjectives in sentences

Parents can help their child by:

- Making sure they form letter correctly when writing at home
- Helping them to learn how to spell the tricky words
- Encouraging them to listen and hear all the sounds in words
- Making sure they pronounce the sounds correctly when speaking

YEAR 1 – HEDGEHOG CLASS

In Year 1 we teach children to:

- compose sentences orally and say them out loud before writing
- sequence sentences to form short narratives
- read their own writing to check it makes sense
- use the cursive script and begin to join up their writing
- use capital letters, full stops and spaces between words
- use capital letters for names of people, places and days of the week
- join ideas with 'and'
- add the suffixes 's', 'es', 'ing', 'ed' and 'er' and the prefix 'un'
- correctly spell Year 1 common exception words and days of the week

We do this by:

- learning and adapting stories through Talk for Writing such as 'The Three Little Pigs' and 'Meerkat Mail'.
- exploring, performing and creating poetry.
- researching and writing information pages linked to our topics eg. castles / African animals
- writing for a range of purposes including instructions, diary entries, fiction and non-fiction.
- giving children access to independent writing opportunities in the classroom and role play areas.
- practising handwriting and weekly spellings daily.

Parents can help their child by:

- encouraging writing for a purpose at home eg. thank you cards / shopping lists
- providing writing resources - children love post-it notes and felt tip pens!
- not correcting the spelling of every single word - phonetically plausible attempts are great!
- practising the weekly spellings and encourage children to use cursive script and join up writing.
- reminding children to use punctuation when writing sentences including spaces between words.
- using the correct letter names as well as the sound they make when helping with spelling.
- reading with your child as it has a huge impact on their writing.

YEAR 2 – FOX CLASS

In Year 2 we teach children to:

- write different types of sentences
- use a range of punctuation in their sentences
- use coordination and subordination
- write expanded noun phrases
- write in different tenses

Parents can help their child by:

- explaining the meaning of more adventurous vocabulary
- practising the spellings daily, keep checking prior weeks' spelling patterns
- correct tenses
 - I heard rather than I heared
 - I ran rather than I runned
 - I spoke rather than I speaked
 - I threw rather than I throwed
- Ask them to explain their ideas - why do they like certain characters, books, films, games
- Read to them/ listen to audio books

YEAR 3 – OWL CLASS

Children are taught to:

- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- increase the legibility, consistency and quality of their handwriting
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials (with commas)
- use and punctuating direct speech
- plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- organise paragraphs around a theme
- creating settings, characters and plot in narratives
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

At home, parents can help by:

- Providing their children with a wide variety of texts to explore and read
- Discussing and exploring language, grammar and writing styles
- Writing for purpose with your child
- Encourage independent writing for quantity
- Correct speech especially concerning tense
- READ!

**CLANDON CHURCH OF ENGLAND
PRIMARY SCHOOL**



14TH NOVEMBER 2017

