



## Wardley CE Primary School Curriculum Inclusion Strategies - Writing



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in writing. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

| Key Stage    | Strategies for inclusion   |
|--------------|--|
| Whole School | <ul style="list-style-type: none"> <li>● All adults are aware of individual children’s barriers to learning, so they can best meet their needs.</li> <li>● A quiet, calm working environment, to minimise distractions.</li> <li>● Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on or provide an intervention.</li> <li>● Deploy all adults strategically, to achieve the best pupil outcomes.</li> <li>● All adults modelling accurate and precise language.</li> <li>● Regular opportunities to revisit prior learning of writing skills.</li> <li>● A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold new learning. <i>At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</i></li> <li>● Adults use Blank Level Questioning, appropriate to each child.</li> <li>● Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ understanding.</li> <li>● Plenty of speaking and listening opportunities for pupils to articulate their understanding of writing concepts and listen to their peers.</li> <li>● Provide extra time to allow children to process questions, think about their answers and respond.</li> <li>● Powerful and diverse books model act as excellent models of language and grammar, often linking to other subject areas to increase knowledge. Texts are carefully chosen to appeal to children and nurture their love of books and writing.</li> <li>● Practise of taught skills applied throughout the curriculum, eg. S&amp;L, handwriting, phonics, spelling, composition.</li> <li>● Disciplinary skills of handwriting and spelling are taught separately to composition to reduce cognitive overload.</li> <li>● Hands-on practical experiences, wherever possible, to observe writing in action/real life.</li> <br/> <li>● Data, both formative and summative, informs pupils’ next steps in learning.</li> <li>● Resources on the interactive board are displayed on pale coloured backgrounds to support our dyslexic and colour-blind pupils.</li> <li>● Overlays are used for those pupils who can see and read maths more confidently with the use of one.</li> <li>● When sheets are used, pupils who require it, are given a copy on pale blue or pale yellow paper.</li> <li>● Lined writing books with blue paper available for those children who require one.</li> </ul> |

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| <p>Early Years Foundation Stage</p> <p>is linked to _____</p> <p>Development Matters area of learning.</p> | <p><b>Within a session</b></p> <ul style="list-style-type: none"> <li>● RWI formation songs</li> <li>● Adult writing models using skills such as ‘talking out loud’</li> <li>● Visuals and scaffolds</li> <li>● Very small group sessions, led by the teacher</li> <li>● Use of pencil grip aid, if needed</li> </ul> <p><b>Within continuous provision</b></p> <ul style="list-style-type: none"> <li>● Opportunities for fine &amp; gross motor support in the indoor and outdoor environment</li> <li>● Progressive tools accessible in the classroom to each stage of mark making</li> <li>● Development of fine motor skills within the provision. Once the children enter Reception, children engage in daily fine motor sessions, specific to their current need. Children are assessed regularly to inform them of the next steps.</li> <li>● Using messy play as a sensory experience to support control of tools</li> </ul>   |
| <p>Key Stage 1 &amp; 2</p>   | <p><b>Writing –KS1</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Explicitly teaching letter formation using formation stories every day.</li> <li>● Providing daily opportunity to form letters of difficulty using appropriate scaffolds. <i>For example, letter strip to be completed prior to writing each day.</i></li> <li>● Providing fine motor interventions within the classroom e.g dough disco and threading.</li> <li>● Use of physical supports e.g pencil grips.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● Children practise spelling daily as part of the application of the Little Wandle Phonics programme.</li> <li>● Explicitly teaching children how to segment to spell. <i>In Key Stage 1, children practise saying the word, segmenting the word with segmenting fingers, counting the phonemes and writing each word sound by sound following a teacher led model.</i></li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Prioritising high quality and relevant vocabulary using real example. <i>In Year 1 when exploring the term ‘lair’ children had ago at replicating this in the classroom as a first-hand experience.</i></li> <li>● Visual and concrete examples of new vocabulary to secure understanding. <i>When reading ‘Too much soap’ (Little Wandle book) children explore the word ‘sinking’ using visuals and real life examples.</i></li> </ul> <p><b>Talk for writing</b></p> <ul style="list-style-type: none"> <li>● Reduce cognitive load by providing accessible picture prompt scaffolds.</li> </ul> |

- Using dramatic techniques to develop story sequencing/character development/comprehension. *Children use role play, hot seating and conscience alley.*

### **Grammar**

- Develop and model early grammatical sentence structure using visual support programmes e.g *colourful semantics*.
- Providing regular opportunity to write dictated sentences to promote automaticity of transcription skills. *For example, In Year 1 children working at Phase 2 phonics may transcribe 'the dog is sat on the mat' as a dictated sentence.*

### **Composition**

- A gradual approach to writing e.g word, phrase, short sentence, compound sentence using and followed by a variety of conjunctions (FAN BOYS). Leading up to an introduction to subordination in Year 2.
- Carefully planned writing in line with current phonics level. *In Year 1, children working at Phase 3 phonics write sentence about Zog inline with their current ability, for example Zog has sharp horns.*

### **Writing KS2**

#### **Handwriting**

- Letter-join scheme is followed and modelled by the teacher. Pupils then practise. Weekly spellings are generated using the scheme to support the correct formation of letters. Skills then applied every time when writing. Additional support and small groups interventions are implemented for those pupils who still need further support with their letter formations.
- 'In the moment' feedback given from all adults (both during the handwriting lesson and when writing in other lessons). Errors addressed in formation, sizing, positioning, pencil grip, when noticed by the teacher.
- Short-term intervention to address complex needs (line sizing, highlighting, pencil grip tool).
- Highlighted lines provided (in all subjects) to encourage consistency in size, positioning and formation of ascenders/descenders.

#### **Spelling The teaching of spelling:**

- Read Write Inc scheme is followed. Lessons provide knowledge of etymology and morphology to aid understanding of spelling rules and patterns.
- Scaffolds to structure the learning of new spellings – visuals, frames, displays, expert pairings, TA.
- Learning is taught, revisited, sent home and tested weekly. This repetition is to improve memory and help learning to stick.
- Learning is contextualised to help understand the meaning of words within the spelling scheme. Pupils complete their own contextual sentences for homework and all pupils are expected to participate.

#### **The application of spelling:**

- Common exception words are displayed and are expected to be spelt correctly within all pieces of writing.
- Subject specific vocabulary is displayed and expected to be spelt correctly by pupils, *eg. In Y4, vocabulary linked to Ancient Egypt is displayed.*
- Resources to support spelling when writing - word mats, word lists Y1-2/ 3-4/ 5-6; Working Walls with subject specific vocabulary displayed, exciting vocabulary from books read displayed on Working Walls, range of dictionaries/thesauri. Pupils are taught to develop a 'spelling conscience' to encourage independence and self-help.

### **Vocabulary**

- Standard English modelled by adults and expected from pupils. Pupils corrected where necessary at all times.
- Classrooms are vocabulary rich with clear displays and referred to regularly.
- Exciting vocabulary is celebrated and recognised in all subjects. *Eg. In Y6 the word 'cacophony' was added to the Working Wall from a text read and then was later implemented into a music lesson when a pupil used it to describe a piece of classical music.*
- Drama and role play to encourage S&L within a context, before writing, *eg. Y5 and Y6 act out a scene from a text to help remember the main events and characters. Pupils get into character and move, speak and react as they have interpreted it from the text.*

#### **Grammar**

- All English lessons begin with a grammar based session. This can be a new concept or a misconception picked up from a previous lesson.
- All classes complete, Deepening Understanding grammar questions based on a displayed sentence with 5 associated SPaG questions. Support is given where and when needed by teachers and TAs. *eg. sentence starters given, a range of technical vocabulary to assist pupils when identifying the word class.*

#### **Composition**

- Accurate use of grammar and sentence structure are at the core of writing. Scaffolds are offered as support, including sentence openers, sentences to order, colourful semantic resources, pre-written sentences to refer to and write, pupil experts or adult support.
- Teacher models used to exemplify the expected outcome of a piece of writing.
- Visual stimulus used to support ideas and concepts for the writing.
- Variety of planning frames to structure writing, *In Year 5, pupils may be ready to choose the most appropriate planning frame.*
- Smarter marking offers a personalised approach to feedback.
- Teacher models to guide pupils to edit and improve work. Up-leveiling may be carried out as a whole class, in a small group, with an adult or with peer support.