



Writing at Bishop's Itchington School and Nursery

Spelling

Spelling rules and patterns are taught using the words contained in Appendix 1 of the English National Curriculum. In Key Stage One, the phonics programme Monster Phonics provides links to the Key Stage One Spelling programme of study. Monster Phonics uses the first 300 high-frequency word list, sixty-five percent of all printed words consist of these words. 'Exception words' are words that contain graphemes which do not follow regular grapheme patterns but instead have been adjusted by Tricky Witch. Monster Phonics uses colour-coding to make it easier to learn by highlighting features to support memory. Children are given spellings to learn each week and are given a spelling test the following week.

From Year 3 upwards, Teachers use the No Nonsense Spelling Scheme to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week.

During English-feedback marking, teachers identify up to three words that children have spelt incorrectly, and they practise these. These are typically high frequency/common exception words that the children are expected to know in their year group. Children are actively encouraged to read their completed writing through as 'the reader' to identify these incorrect spellings for themselves and edit to improve their writing.

Grammar and Punctuation

Grammar and punctuation knowledge and skills are taught in English lessons that follow the skills and progression set out in the National Curriculum. Teachers plan to teach the required skills through the genres of writing that they are delivering. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class needs additional teaching to embed and develop their understanding or to consolidate skills.

Grammar and punctuation are also areas addressed during feedback marking.

Editing and Perfecting Writing

Following a writing task, this is edited by the pupils using their Purple Perfection Pen. Children are taught to edit their writing to show their own skills in reading and improving their work, to include improvement in vocabulary, correcting spellings and punctuation.

Creative Writing

At Bishops Itchington School, we believe that writing is strengthened by promoting a love for reading and exploring high-quality texts. We value the importance of reading to strengthen writing, providing a purpose and a context to writing.

From Nursery through to Key Stage 2, children are surrounded by high-quality stories and texts. Teachers use the Pie Corbett's Talk for Writing approach to support learning. Adopted approaches such as retelling a story using story mapping, (a particular favourite in Reception), boxing up stories, providing a 'hook' for learning are all part of the sequence of learning.

The English curriculum is delivered with high-quality texts. A range of writing opportunities both non-fiction and fiction are derived from a lead story. This enables writing styles to be revisited regularly for children to develop and build upon previous skills. Through experiencing a range of genres, children learn to deconstruct and analyse these texts to identify the text's key features. WAGOLs (What A Good One Looks Like) are created to model composition and drafting.

Children discuss success criteria and with this in mind they plan, draft and construct their own writing. By sharing the purpose for writing with children – for example, responding to a letter from a character - the children demonstrate a greater interest within their writing composition, leading to high quality outcomes.

There is an expectation that pupils will complete an appropriate longer writing task twice a week in their English books to improve writing-stamina and let their creativity flow.

During the Spring Term, we have a whole school focus on a Shakespearean play. We collaborate with other schools as part of the Associate Schools programme with the Royal Shakespeare Company. This programme provides fantastic opportunities for the children to develop their literacy understanding and skills through drama activities. They explore the play's characters, plot and setting and rehearse lines and explore vocabulary in famous Shakespeare monologues. Each class participates in the study of the same text while meeting their year group's progression in drama and writing skills. Within the collaborative process, schools combine to perform the play from start to finish. We welcome actors into school from the RSC who answer the children's questions about the characters and children share a streamed version or a live visit to watch the RSC's performance.