

Bowling Park Primary School

Learning Together, Achieving Together



Writing

English: Purpose of Study

At Bowling Park, we know that good English skills are essential to our children's future success, both during their time at school and as adults. At the heart of our curriculum is the belief that all children have an entitlement to be taught the skills to communicate effectively through reading, writing and speaking. We achieve this by:

Fostering a life-long love of reading

Our children enjoy reading a wide variety of text types and genres with authors, characters and themes that represent our diverse school community. We pride ourselves on providing engaging and exciting whole school family events which elevate the status of reading such as our 'Festival of Stories' and 'Shakespeare week'. However, we also understand that a love of reading is established by cultivating a community of readers through day-to-day interactions. Children take part in weekly 'book club' where they have the opportunity to evaluate, discuss and share the books they have read with other students. We also have a well-stocked library which is open to families weekly after school.

Writing for a purpose

We strive to equip children with the knowledge that their writing can be powerful. This is achieved by ensuring that our outcomes always have a strong purpose and audience so that children can engage with the subject matter in a meaningful way, understanding how the writing is relevant to them. Our approach to writing gives children the opportunity to explore the link between reading and writing, demonstrating how successful authors craft their work.

Developing a wide vocabulary

A rich and varied vocabulary is a cornerstone of effective communication. Therefore, at Bowling Park Primary, we are dedicated to helping our students expand their repertoire of words and language structures. Through engaging activities, word games, and exposure to a wide range of texts, we aim to enrich their vocabulary and deepen their understanding of language. By equipping them with a diverse range of words and phrases, we enable our students to articulate their thoughts with precision and eloquence.

Teaching a curriculum which reflects our diverse community and is relevant to our children

At Bowling Park Primary, we take pride in our diverse community, and our English curriculum reflects this richness of cultures, languages, and experiences. We strive to provide our students with opportunities to explore literature and texts that celebrate diversity and promote inclusivity; children deserve to see themselves reflected in the pages of their favourite books. By presenting a curriculum that resonates with our students' backgrounds and experiences, we aim to foster a sense of belonging and pride. Our teaching approach is sensitive to the needs of all learners, ensuring that every child feels valued and represented in their learning journey.

Ensuring that children can communicate effectively

Effective communication is a vital skill that lies at the heart of our English curriculum. We are committed to enabling our students to communicate confidently and fluently, both orally and in writing. Through a combination of speaking and listening activities, group discussions, debates, and writing, we provide our students with ample opportunities to hone their communication skills. We emphasise not only the importance of articulating ideas clearly but also of active listening and respectful dialogue. By equipping our students with the ability to express themselves effectively, we empower them to succeed academically and thrive in their personal and professional lives.

English Vision and Design

Vision	Responsible	Confident	Successful	
	<p>We want our children to be responsible citizens by:</p> <ul style="list-style-type: none"> - Having the literacy skills needed to access the next stage of their education - Contributing to society by having the literacy skills needed to secure a job. - Challenging injustices or different opinions respectfully in speech and in writing. - Being able to work individually and as a team. 	<p>We want our children to be confident individuals by:</p> <ul style="list-style-type: none"> - Expressing their own opinions to others, both in speech and writing. - Seeing themselves as ‘readers’ with a love of books and an understanding of their importance. - Having the vocabulary and range of experiences needed to access the same opportunities as their peers. 	<p>We want our children to experience success at Bowling Park and beyond by:</p> <ul style="list-style-type: none"> - Being able to read fluently. - Being able to confidently take part in conversations with their peers and others. - Being able to write for a range of purposes and audiences. 	
Design	Cross-curricular	Experience-driven	Language-rich	Diverse
	<p>To reduce cognitive load and to provide opportunities for children to apply new knowledge and skills in different contexts, English is linked (where possible) to foundation subjects. Writing is inspired by high-quality texts which are also explored in reading lessons.</p>	<p>Where possible, experiences are provided to give children a hook into their English lessons. This may be trips, residential visits, videos/documentaries, high-quality images, discussions, drama, fieldwork, experiments.</p>	<p>Word of the day is taught every day. Tier 2 words are taught and children are encouraged to use them in their writing. Commonly-occurring words and words with Greek/Latin roots are prioritised and mapped across KS2.</p>	<p>Children have access to a wide range of literature so that books are ‘windows and mirrors’ where children can see their own lives and experiences reflected in the stories they read whilst also gaining an insight into the lives of others.</p>

Writing: The Journey



Reading

The **Reading** phase includes hooking children into their writing. This may include:

- Reading and being immersed in a high-quality model text (or other media).
- Making predictions and updating them.
- Sequencing events (particularly in narrative writing)
- Drama activities to develop inferences and explore/develop characters.
- Talk for learning: debates, discussion, persuasion etc.
- Generating vocabulary.



Crafting Great Sentences

The **Crafting Great Sentences** phase includes analysing key features of the genre and explicit teaching and practising of relevant grammar and punctuation. Some activities which may be used are:

- Grammar party bags
- Fast writing
- Slow writing
- Improving sentences
- Noughts and crosses

During this phase, teachers model how to be writers, talking through their thought processes, and taking ideas from children as part of shared writing



Writing

The **Writing** phase, gives children the opportunity to develop their craft as writers. During this phase children receive feedback from teachers and peers to support editing and redrafting.

During this phase, children develop meta-cognitive strategies by reading their own writing aloud. They check that their writing meets the purpose and is appropriate for their chosen audience. Children assess their writing against success criteria before making edits and redrafting.



1. Writing in the Early Years

Writing: The Early Years

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice accordingly, referring to the Characteristics of Effective Learning:

Playing and exploring

Children investigate, experience things and ‘have a go’.

Active learning

Children concentrate, persevere when they encounter difficulties and are intrinsically motivated, achieving a ‘state of flow’.

Creating and thinking critically

Children develop their own ideas, making links and developing strategies to achieve goals.

Our ‘core stories’ curriculum instills a love of reading so that children are inspired to write. Writing opportunities are provided in the provision areas. Our environment reflects current learning and is rich in language (from the core story) which is developed by retelling stories and using repeated phrases. Positioned next to a focus group table, we have a working wall which exemplifies the learning journey.

Lots of opportunities to talk and learn new vocabulary	Crossing the mid-line and bilateral movement	Lots of sounds for auditory memory skills
Hand-eye coordination	Joy and purpose in writing	Shoulder/elbow/wrist pivot
Develop listening and attention	Fine motor strength	Ability to self-regulate
Lots of songs and rhymes for sound discrimination	Core strength	Whole arm movements (elbow to shoulder)

Writing: Nursery

By the end of their time in Nursery, children can ascribe meaning to the marks they make and know that print has representation.

We teach children to:

- mark-make (child-initiated and supported).
- write in all areas of Nursery, including sitting correctly at a table and how to hold a pencil comfortably and correctly.
- develop fine motor skills.
- form the letters in their name correctly, starting and finishing in the right place.
- write their names on the line, using it to form letters with ascenders and descenders accurately.
- write the capital letters that their names begin with (towards the end of their second year).

How do we achieve this?

As well as the continuous provision which is provided for children, direct teaching is used to demonstrate new skills and knowledge:

Big Write

Every week, children make patterns on a large scale, making big movements with their bodies.

Story Dough

Children build characters from a familiar book, add natural resources to develop the story and characters, and create a secret code to fuel imagination.

Dough Disco

These sessions develop motor skills and muscle strength to prepare them for writing.

Writing Books

Children do pattern drawing and early name drawing in their own writing book every week.

Writing: Reception

In Reception, we teach children to:

- produce writing that someone else can read and enjoy.
- how to sit correctly at a table, holding a pencil comfortably and correctly and expect all children to be able to do this by the end of their Reception year.
- develop children's fine motor skills (using Dough Disco).
- form their letters correctly, starting and finishing in the right place (see Penpals Handwriting).
- write on the line, using it to form letters accurately with ascenders and descenders.
- use letter names as well as the sounds (when their phonics phase requires it).
- we introduce children to full stops in reading and when modelling writing.

How do we achieve this?

As well as the continuous provision which is provided for children, direct teaching is used to demonstrate new skills and knowledge:

Core Stories

The core stories curriculum provides stimulus for writing in provision areas (e.g. sending a letter to a character from a story).

Drawing Club

During these fortnightly sessions, children create stories, develop vocabulary and find the joy in writing.




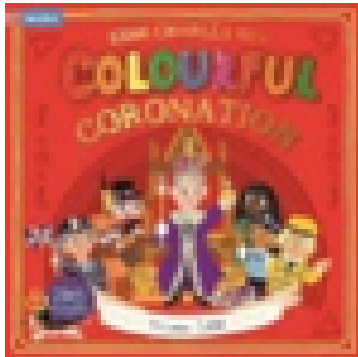
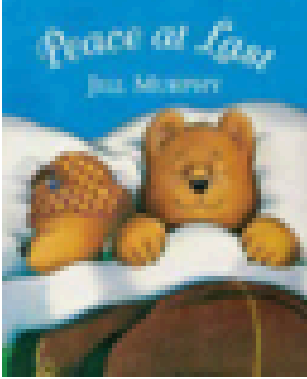



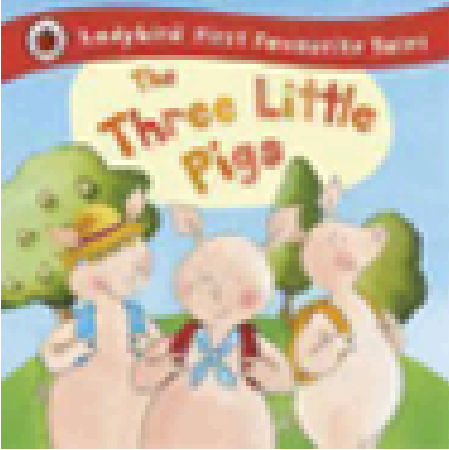
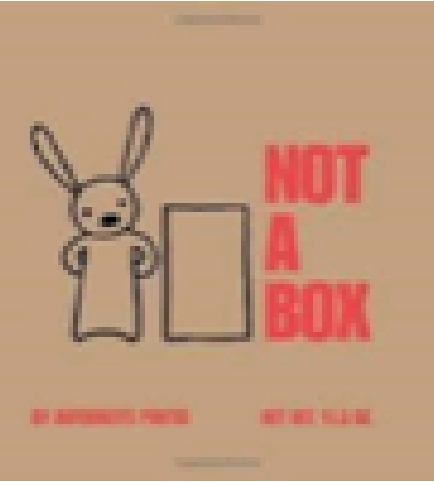
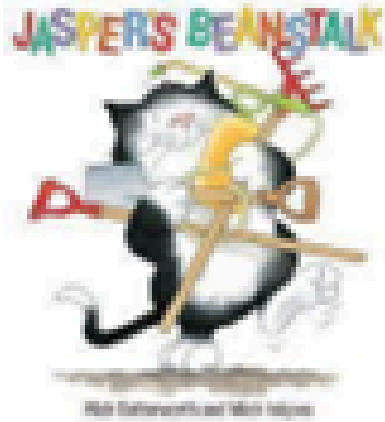
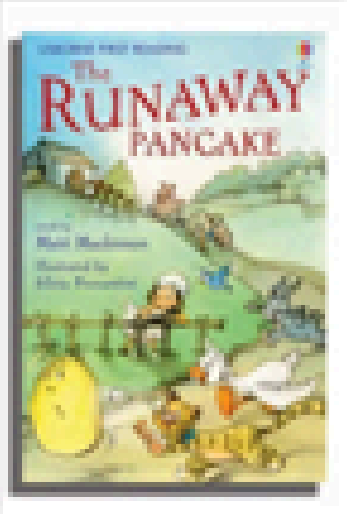

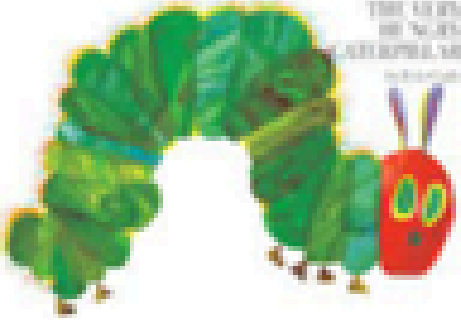
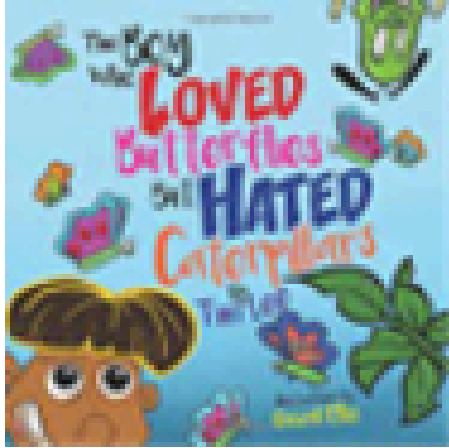


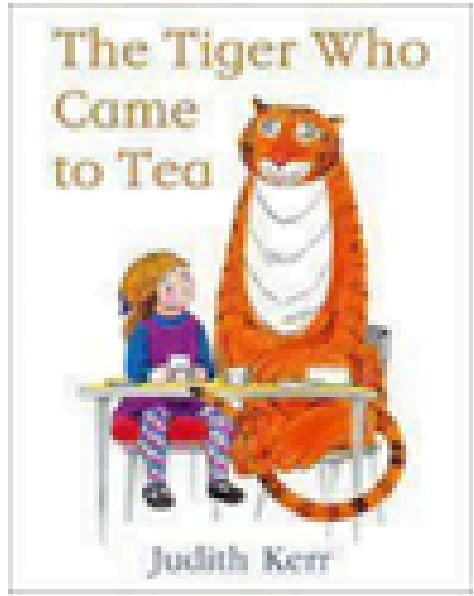
Handwriting

Handwriting is practised daily. In the first instance, letter formation is taught using the Little Wandle formation phrases. After this, the Penpals scheme is followed.

Dough Disco

These sessions develop motor skills and muscle strength to prepare them for writing.

Writing: Nursery Core Stories

Nursery Books Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	   	  	  	  	  	 

Writing: Reception Core Stories

Reception Curriculum overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and curriculum focus						
						



2. Curriculum Delivery

Writing Lessons Curriculum Delivery

At Bowling Park Primary, we aim to teach the skills of writing and a love of writing so that our children:

- Develop **enjoyment and pleasure** in writing.
- Have opportunities to write for a range of **real purposes and audiences**.
- Understand the **skills and processes** that are essential for writing: thinking aloud and re-reading their writing aloud to check their meaning is clear.
- Develop **stamina** to produce a quality piece of writing.
- When spelling, have opportunities to practise using both their **phonics knowledge** and develop independent spelling strategies.

- When writing, form their letters correctly and confidently, eventually writing with a **joined fluent style** by the end of Y3.
- Know and use **grammar terminology** and **punctuation** to be able to **talk** about their writing and how it helps a reader to understand and enjoy what they have written.

Our teaching objectives cover the five key areas in the National Curriculum:

1. **Composition**
2. **Vocabulary, grammar and punctuation**
3. **Spelling**
4. **Handwriting**
5. **Terminology**

Writing Lessons Curriculum Delivery

How do we achieve this?

- We continue to teach previous year groups' skills and knowledge as well as current year group's learning so that all primary writing skills and knowledge are fully embedded by the time children leave primary school.
- We model to children how to write, how to edit and give them enough time to produce and publish a piece of writing.
- We teach children in a clear progression through a writing journey, immersing them in the text/genre/text type and teaching them the skills they need in order to write their final outcome.
- We give children the opportunity to practise their handwriting DAILY (where appropriate) to include at least one session of modelling at some point in the week.
- We teach children how to spell using the Spelling Shed programme. Children look at the etymology and morphology so they can apply patterns to other words. There is also a focus on syllables and phonemes.
- We explicitly teach children alphabetical order and how to use a dictionary.
- We follow the marking policy which includes live marking, next steps and precision intervention.
- Children use a purple pen to edit their writing.

Writing Lessons Curriculum Delivery

Planning a writing lesson:

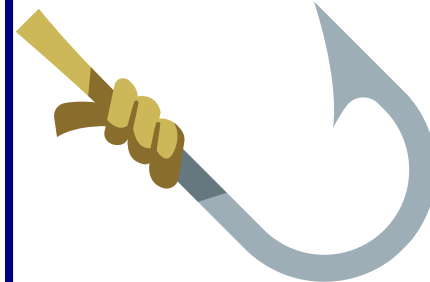


Identify the writing outcome from the long-term plan and decide on the purpose and audience. The purpose and audience of the writing must be meaningful and relevant for the children. Purpose, audience and outcome are clearly displayed on working walls.



Identify the skills we want to teach the children. These should initially be taken from the English long term plan. However, skills taught should also be informed by ongoing formative and summative assessment.

Word of the day should be taught every day.



Plan a 'hook' into the unit. The hook should capture the children's imagination and inspire them to discuss, explore and write.

Every unit of writing should always be inspired by high-quality text. However, other resources should be used to spark discussion and curiosity e.g. film, poetry, imagery music, adverts, artefacts.

When planning the hook, children's experiences and gaps in knowledge should be considered.



Write a WAGOLL based on the outcome, differentiating it where appropriate. WAGOLLS are always age related and should feature:

- Examples of grammar and punctuation.
- Examples of key vocabulary in context
- Examples of words using current and previous years' spelling patterns.



Lessons are then planned using the 3-phase approach:

1. The Reading Phase
2. The 'Crafting Great Sentences' Phase
3. The Writing Phase

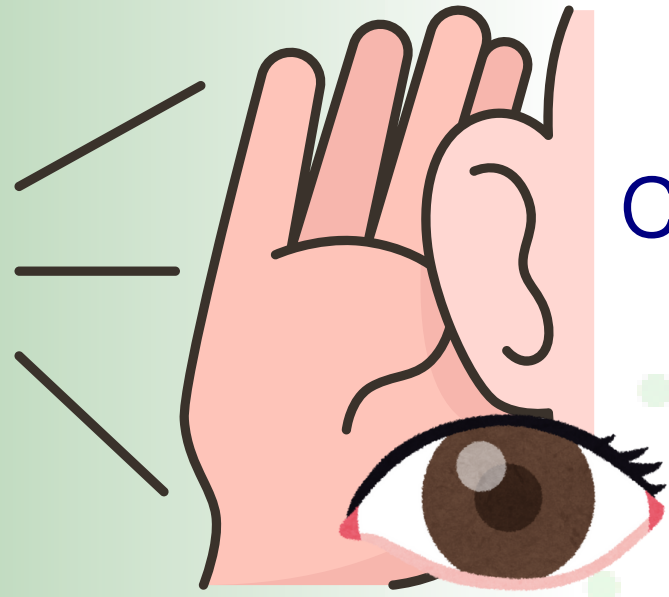
Slides are created using ActivInspire. Activities and teacher inputs should be clearly displayed as the slides also act as teacher planning.



3.

SEND

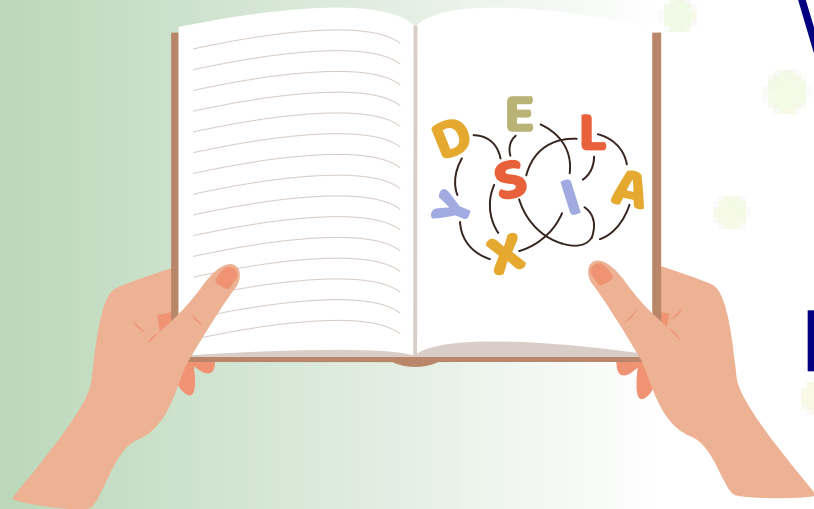
Writing Supporting Children with SEN



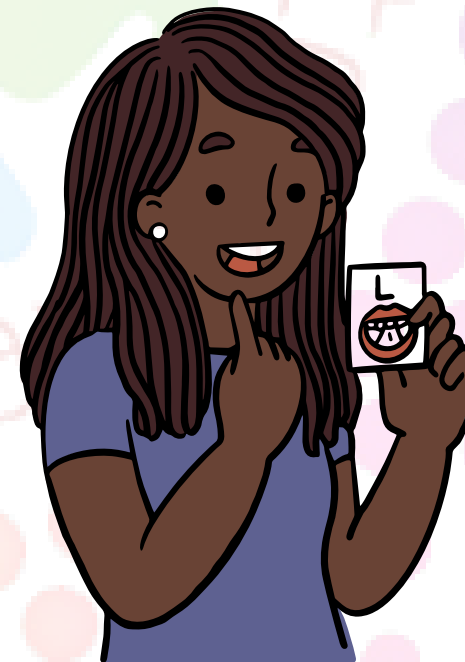
We ensure the learning environment is inclusive. Children with visual, hearing or processing needs are positioned near the front of the classroom with a clear view of the board.



Although focus groups may sometimes comprise of children with similar needs, children sit in mixed ability groups/pairs for most of the time.

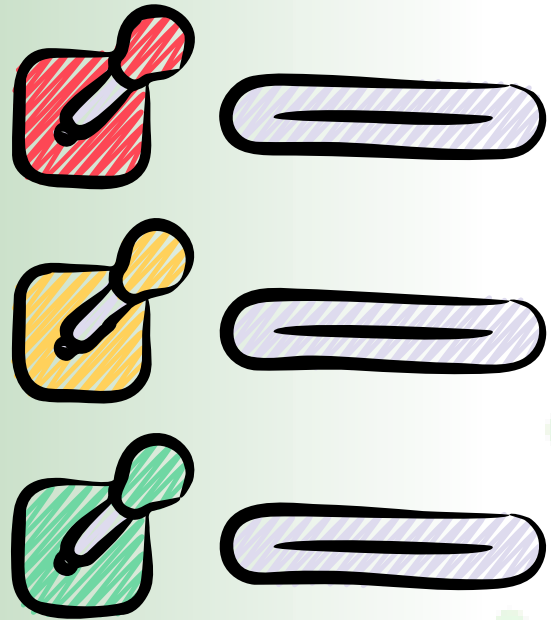


We provide dyslexia-friendly resources for our children: texts are printed in large non-cursive fonts and backgrounds of slides are in pastel colours



We work closely with SALT to support children with additional needs with their language comprehension and vocabulary development.

Writing Supporting Children with SEN



Colourful semantics is used to support children in recognising word classes and how they function in sentences.



Although written transcription skills are practised, technology is also used in some lessons. This ensures cognitive load is reduced, allowing children to practise other skills.



Scaffolding is provided to ensure that children can access the same learning. Where necessary, teachers adapt the lesson based on ongoing formative assessment.



Children are provided with word banks and picture dictionaries. These words may be 'pre-taught' so that children are familiar with them before encountering them in the text. This ensures that children can access the same text as their peers.

Writing Supporting Children with SEN



‘Cut up sentences’ is used as a strategy to help children learn how to form sentences. This is used as a scaffold which is slowly removed during the writing process.

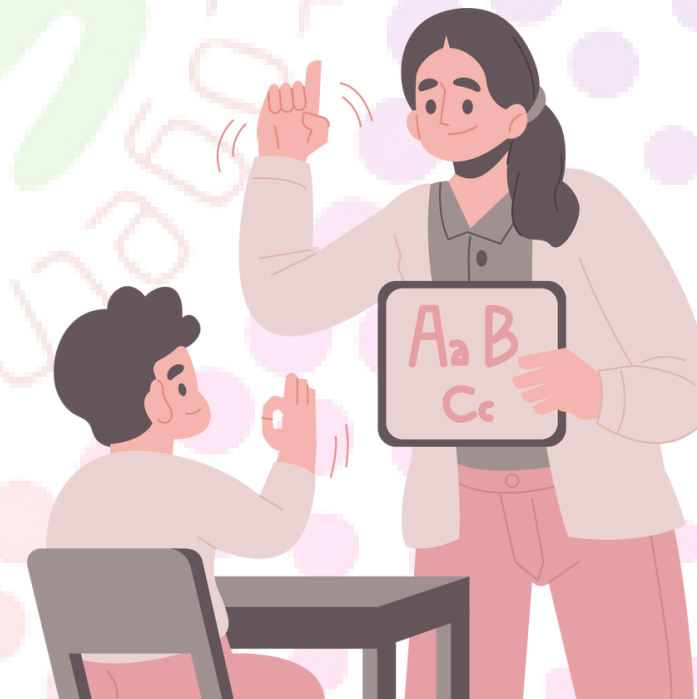


Intervention is provided for children who need further support with handwriting. This may involve work on motor skills, feedback in books or repeated practice.

10th January

Title

Titles and dates (and anything that must be copied from the board) is provided in paper format. In some cases, the title and date may be provided for children to stick into their book.



Adult support is sometimes provided. This may include: providing verbal feedback, supporting oral rehearsal, developing meta-cognitive strategies (e.g. reading work aloud to check and edit).



4. Vocabulary

Writing Vocabulary Instruction


At Bowling Park, vocabulary development features across the whole curriculum. In maths, science and the foundation subjects, topic-related ‘tier three’ vocabulary is explicitly taught. Children are encouraged to recognise this vocabulary in texts and also use it in their own writing.


However, the ‘tier 2’ academic vocabulary which can be applied across many different contexts is explicitly taught at the start of every writing lesson. These ‘words of the day’ are selected from Such’s ‘345 List’ of the most commonly occurring words in academic writing and his suggested list of words with Greek and Latin roots. In these sessions, children have opportunities to learn definitions, practise using the words in context and use strategies to define unfamiliar vocabulary.

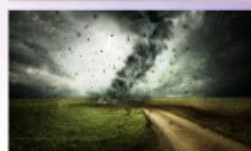
As model texts are used to inspire writing, children use their vocabulary comprehension strategies to define these words and they are encouraged to use them in their own writing.


VOCABULARY WIZARD
YEAR 3 - AUTUMN 1 WEEK 5




VOCABULARY WIZARD  **M**


 bicycle: a two-wheeled vehicle that you pedal to make it move.

 cyclone: a large, powerful storm with strong winds and rain that moves in a circular pattern.

 tricycle: a vehicle similar to a bicycle but has three wheels, making it easier to balance.

VOCABULARY WIZARD  **T**

<u>Explain meaning/definition</u> To leave something behind or give it up.	<u>Use in a sentence</u> The puppy was abandoned at the park, and it was very sad to see.				
<u>Modifications:</u> abandoned abandonment abandons abandoning	<table border="1"> <tr> <td><u>Word class:</u> verb</td> <td><u>Antonyms:</u> stay with</td> </tr> <tr> <td><u>Synonyms:</u> leave forsake desert</td> <td></td> </tr> </table>	<u>Word class:</u> verb	<u>Antonyms:</u> stay with	<u>Synonyms:</u> leave forsake desert	
<u>Word class:</u> verb	<u>Antonyms:</u> stay with				
<u>Synonyms:</u> leave forsake desert					



'365 List' - Tier 2 Vocabulary

Year 3		Year 4		Year 5		Year 6	
achieve	extract	abandon	market	abstract	global	confined	motivation
affect	final	accompany	maximum	absolutely	government	conflict	national
aid	frequent	accurate	minimum	access	guarantee	conscious	necessary
alter	goals	acquire	obtained	adaptation	hierarchy	consistent	negotiation
appearance	identical	advantage	obvious	alternative	highlighted	construction	neutral
area	ignored	announce	option	analysis	identified	context	nevertheless
attached	image	annual	possession	anticipate	impact	contract	nonetheless
audience	individual	approach	predicted	appreciation	imposed	contrast	objective
basic	insert	appropriate	previous	assessment	incident	contribution	occur
capable	intelligence	attract	prior	association	indicate	control	organise
collapse	label	aware	public	assume	inferred	controversial	outcomes
combine	layer	brief	recovery	atmosphere	influence	cultural	overall
comment	location	cease	rejected	attained	innovation	data	overcome
common	method	component	removed	attitudes	input	decline	overseas
compare	object	consider	research	authority	insight	definition	period
conclusion	odd	converted	select	automatic	intensity	demonstrate	persistent
consequences	popular	convinced	sequence	available	intention	design	perspective
constant	positive	couple	similar	benefit	phase	despite	security
contact	prohibited	crucial	site	bond	phenomenon	develop	sensitive
control	pursue	debate	stability	budget	philosophy	device	separate
cooperation	recognise	definite	structure	category	physical	dimension	series
core	release	deny	suitable	channel	political	discrimination	severe
create	restore	detect	supply	circumstances	potential	distorted	signal
cycle	reverse	display	support	civil	precise	distribute	significant
diversity	rigid	document	technology	clarity	principle	dominant	society
draft	shift	efficient	temporary	code	priority	duration	solely
enable	survive	ensure	text	commit	procedure	economy	source
energy	symbol	estimate	transform	communication	process	eliminate	specific
entire	target	evidence	typical	community	propose	emerged	standard
equipment	unique	exceed	united	complex	prospect	emphasis	strategies
error	visible	excluded	volume	conceived	published	encounter	style
examine		flexibility		concept	random	enhanced	subsequent
example		initial		condition	reaction	environment	substitution
exchange		instruction		confirmed	refine	establish	sufficient
exhibit		internal		ethical	region	interaction	summary
expert		link		evaluation	related	international	sustainable
external		major		eventually	reluctant	investigate	system
				evolution	represent	involved	technique
				exist	required	isolated	tension
				expansion	reserve	issues	theme
				experience	resources	justification	theory
				exploitation	response	limit	traditional
				factor	retained	literature	transfer
				familiar	revealed	logic	transport
				features	revolution	maintain	transition
				file	role	media	trend
				focus	route	medium	trigger
				format	schedule	mental	underlying
				foundation	scheme	migration	variation
				framework	section	military	visual
				generated		monitoring	voluntary

Year 3

able - possible (manageable, portable, reliable)

acro – top, height (e.g. acrobat, acronym, acropolis)

acu – sharp (e.g. acute, acupuncture, accurate)

aero – air (e.g. aerial, aerospace)

ag / act – do (e.g. agent, action, agenda, agitate)

ali / alter – other (e.g. alias, alien, alter, altruism)

ambi – both (e.g. ambivalent, ambidextrous, ambiguous)

anni / annu – year (e.g. annual, annually, anniversary)

anti – opposite (e.g. antibiotic, antisocial, anticlockwise)

aqu – water (e.g. aquarium, aquatic, aqueduct)

astro – star (e.g. astronaut, astronomer, asterisk)

aud – hear (e.g. audible, audio, audience)

auto – self (e.g. automatic, autograph, automobile)

bi – two, twice (e.g. bicycle, binoculars, biped)

bibl – book (e.g. bible, bibliography, bibliophile)

bio – life (e.g. biology, biography, biosphere)

cept/capt – hold, take (e.g. intercept, receipt, captivate)

carn – flesh (e.g. carnivore, carnal, incarnate)

cent – hundred (e.g. century, centipede, centimetre)

cert – sure (e.g. certain, certificate, ascertain)

chrono – time (e.g. chronological, chronometer, chronic)

cide/cise – cut, kill (e.g. homicide, incisor, excise)

claim/clam – speak out (e.g. clamour, exclamation, proclamation)

clar – clear (e.g. clarity, declare, clarify)

clud/clus – close (e.g. exclude, conclude, seclude)

cline – lean (e.g. incline, recline, inclination)

co – together (e.g. cooperate, co-author, coexist)

com – together (e.g. community, communicate, composition)

cogn – know (e.g. recognise, cognition, incognito)

con – with (e.g. concur, convention, contemporary)

contra – against (e.g. contradict, contrary, controversy)

corp – body (e.g. corpse, corporation, corporal)

cosm – universe (e.g. cosmos, cosmic, microcosm)

Year 4

cycl – circle (e.g. bicycle, cyclone, tricycle)
de – reduce (e.g. decelerate, dethrone, debug)
dec – ten (e.g. decade, decathlon, December)
demo – people (e.g. democracy, epidemic, demonstrate)
dent – teeth (e.g. dentist, dentures, trident)
dis – away (e.g. disappear, disagree, disqualify)
dict – speak (e.g. dictionary, contradict, prediction)
domin – master (e.g. dominate, dominion, domineering)
don – give (e.g. donate, donor, pardon)
du – two (e.g. duo, duet, duplicate)
dur – last (e.g. durable, endure, duration)
dyn – power (e.g. dynamite, dynamic, dynamo)
equ – equal (e.g. equal, equidistant, equator)
ex – out (e.g. exhale, exclude, exclaim)
extr – beyond (e.g. extraordinary, extra-terrestrial, extrovert)
fer – carry (e.g. ferry, transfer, refer)

fid – faith (e.g. confide, confident, fidelity)
flect/flex – bend (e.g. inflect, reflect, flexible)
fore – in front of (e.g. forefather, forecast, forebode)
form – shape (e.g. deform, reform, uniform)
fug – run away (e.g. refugee, refuge, fugitive)
gen – birth (e.g. genesis, generate, genetic)
geo – earth (e.g. geography, geology, geometry)
gon – angle (e.g. polygon, diagonal, hexagon)
graph – writing (e.g. autograph, biography, graphics)
herb – plant (e.g. herbal, herbivore, herbicide)
hydro – water (hydrate, dehydrate, hydrogen)
in/il/im/ir – not, without (e.g. impossible, inappropriate, illegal, irrational)
inter – between (e.g. international, intercept, intersection)
ject – throw (e.g. project, reject, eject)
jud – law (e.g. judge, judiciary, prejudice)
kilo – thousand (e.g. kilogram, kilometre, kilowatt)
lab – work (e.g. laboratory, labour, collaborate)

Year 5

liber – free (e.g. liberate, liberty, liberal)

loc - place (e.g. location, dislocate, relocate)

log – word (e.g. catalogue, analogy, dialogue)

lun – moon (e.g. lunar, lunatic, lunacy)

magna – great, large (e.g. magnify, magnificent, magnate)

mal – bad (e.g. malnourished, malfunction, malicious)

mand – order (e.g. command, demand, mandatory)

mar – sea (e.g. marine, submarine, maritime)

mater – mother (e.g. maternal, maternity, matriarch)

max – greatest (e.g. maximum, maximise, maximal)

medi – middle (e.g. mediocre, medium, medieval)

memor – remember (e.g. commemorate, memory, memorial)

micro – very small (e.g. microchip, microscope, microbe)

mid – middle (e.g. midriff, mid-air, midday)

milli – thousandth (e.g. millimetre, millilitre, millipede)

mini – small (e.g. miniature, minuscule, minimum)

mis – wrong (e.g. misbehave, misprint, mistake)

mono – one (monologue, monochrome, monotheism)

mort – death (e.g. mortal, immortal, mortician)

nat – birth (e.g. nativity, natural, innate)

neg – no (e.g. negate, negative, renege)

nom – name (e.g. nominate, denominator, nomination)

non – not (e.g. nonsense, nonfiction, nondescript)

nov – new (e.g. novelty, innovate, novice)

numer – number (e.g. numerous, numerator, enumerate)

oct – eight (e.g. octopus, octagon, octogenarian)

omni – all (e.g. omnipotent, omniscient, omnivore)

para – beside (e.g. parallel, parasite, parachute)

path – feeling (e.g. empathy, sympathy, antipathy)

ped – foot (e.g. pedestal, pedal, pedestrian)

pel – force (e.g. compel, expel, repel)

pent – five (e.g. pentagon, pentathlon, pentagram)

per – throughout (e.g. permanent, perennial, persist)

phon – sound (e.g. microphone, telephone, cacophony)

Year 6

photo – light (e.g. photograph, photogenic, photon)

poli – city (e.g. police, politics, metropolis)

poly – many (e.g. polygon, polymer, polytheism)

pop – people (e.g. popular, population, populace)

port – carry (e.g. portable, export, import)

pos – put (e.g. expose, dispose, deposit)

post – after (e.g. postpone, posthumous, postscript)

pre – before (e.g. prepare, prediction, preclude)

pro – before (e.g. prognosis, prophet, prologue)

pul – urge (e.g. compulsion, expulsion, impulsive)

quad – four (e.g. quadrilateral, quad bike, quadruped)

quart – fourth (e.g. quarter, quart, quartet)

re – again (e.g. rebound, rewind, reaction)

reg – rule (e.g. regulate, regal, regent)

rupt – break (e.g. bankrupt, corrupt, interrupt)

scend – climb (e.g. descend, ascend, crescendo)

sci – know (e.g. conscience, conscious, science)

scope – see (e.g. telescope, microscope, periscope)

scribe/scrip – write (e.g. describe, inscribe, script)

sect – cut (e.g. dissect, bisect, section)

sed/sid – sit (e.g. sediment, sedentary, preside)

serv – keep (e.g. preserve, conserve, reserve)

sol – alone (e.g. solo, desolate, solitary)

spec – look (e.g. spectator, spectacle, inspect)

sta – stand (e.g. stagnant, stationary, stable)

struct – build (e.g. construct, destruction, structure)

sub – below (e.g. submarine, submerge, substandard)

super – higher (e.g. superior, supersonic, supernatural)

tact – touch (e.g. intact, contact, tactile)

tele – far (e.g. telescope, television, telephone)

terr – land (e.g. terrain, territory, extraterrestrial)

tract – pull (e.g. contract, retract, tractor)

trans – across (e.g. transfer, transport, transparent)

tri – three (e.g. triangle, tricycle, tripod)

un – not (e.g. undone, unfair, unfriendly)

uni – one (e.g. unison, unicycle, universe)

vac – empty (e.g. vacuum, evacuate, vacant)

ver – truth (e.g. verify, verdict, aver)

verb – word (e.g. adverb, verbal, proverb)

vers/vert – turn (e.g. introvert, extrovert, reverse)

vid – see (e.g. video, evidence, provide)



4. Transcription

Writing Transcription (Spelling)

At Bowling Park, the teaching of spelling starts with our Little Wandle SSP. After children have complete the Little Wandle 'Bridge to Spelling' programme in Y2, they progress to the Spelling Shed scheme.

Each week, a main objective from the National Curriculum appendix for spelling is covered.

As research suggests that simply using the 'look-say-cover-write-check' in isolation is ineffective, the following structure is followed:

1. Children are acquainted with the words of the week. There is an explanation of the spelling pattern(s) and how the words are linked.
2. Aspects such as the number of syllables, tricky sounds and the morphology of the words are examined.
3. Independent and group activities are completed to practise the spelling pattern. These include: sorting, syllable maps, segmenting, Elkonin boxes, alphabetising, cloze sentences, choosing the correct spelling, morphology and etymology.

We have high expectations of spelling; feedback is provided around incorrect spellings in writing across the curriculum.

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



Spelling Shed 

Writing Transcription (Handwriting)

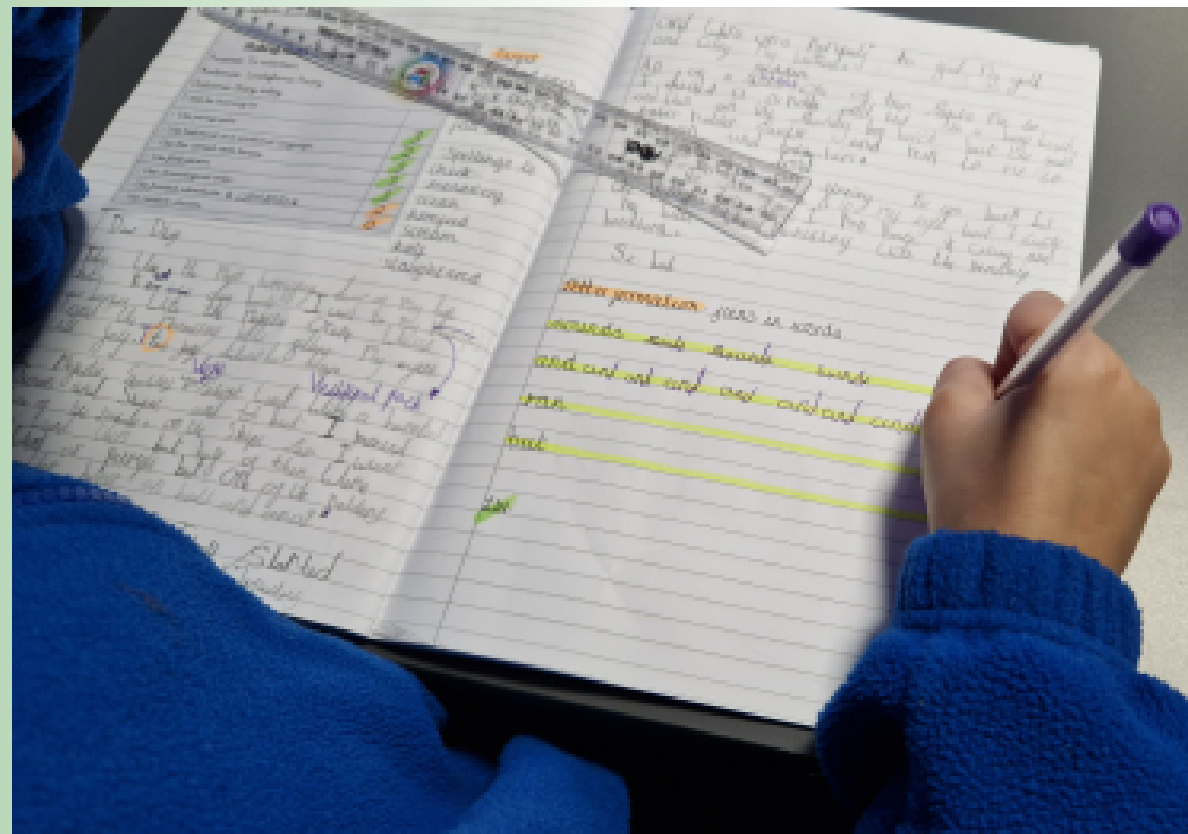
Fluent handwriting is necessary to reduce cognitive load to enable children to focus on other aspects of their writing.

At Bowling Park, we use the 'Penpals for Handwriting' scheme which ensures a coherent whole-school approach to driving up handwriting standards.

Penpals leads children through five distinct stages:

1. Physical preparation for handwriting (EYFS)
2. Securing correct letter formation (EYFS - KS1)
3. Beginning to join (KS1 - LKS2)
4. Securing the joins (LKS2)
5. Speed, fluency, developing a personal style (UKS2)

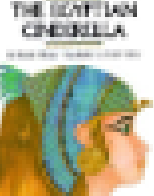
The scheme does not follow the 'satpin' order of letters; instead letters are grouped into families based on their shape. Therefore, children in Reception only start the letter formation stage of the programme in Term 2.





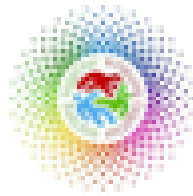
4. Assessment

Writing Assessment



THE EGYPTIAN CINDERELLA

Writing Progress Grid
 Egyptian Fairy Tale
 Purpose: To entertain
 Audience: Students at Bowling Park
 Outcome: A fairy tale



Grammar and Punctuation		
- Use adverbials (varying the position in the sentence)		
- Use a range of subordinating and co-ordinating conjunctions		
- Use embedded relative clauses (including parenthesis)		
- Use accurate punctuation		
- Use dialogue to convey character and advance the action		
Genre		
- Use setting description		
- Use character description (including show don't tell)		
- Use figurative language		
- Use key elements of fairy tales (story language e.g. In a land far away, protagonist, antagonist, magic, conflict/problem, resolution)		

Vocabulary		
plagued	predicament	destination
seized	opportunity	ceaselessly
summoned	garments	despondent
captivated	haste	exquisite
consumed	plight	ardently
sought	interaction	bereft
declared	security	besotted
confined	voyage	entirely

Spellings		
ancient	disastrous	opportunity
desperate	immediately	persuaded
determined	interrupted	suggested

My writing target:

Assessment for Learning

AfL is responsive to learners' needs 'in the moment'. In writing lessons, teachers clearly share learning intentions, clarifying students' understanding through questioning. The gradual release model is used to model writing. This allows teachers to question and circulate the room in order to check understanding and provide feedback or support.

Formative Assessment

Throughout each unit of work, teachers assess children's understanding of the learning in the lesson. Based on this, they provide feedback (written or verbal and individual, group or whole class) and adapt lessons accordingly, providing scaffolding, further direct instruction or stretch and challenge.

Summative Assessment

Over the course of the year, children will typically produce around 12 'big writes'. These pieces of writing are the culmination of the skills and knowledge gained during the learning sequence. These pieces of writing are assessed using the AP assessment grids with the overall judgement being added to the writing portfolio. These assessments are tracked against age related expectations and discussed in termly pupil progress meetings with the deputy headteacher where interventions are planned to close the gap.