

Pathways to Write

Plantation Primary School

 Writing at KS2

Interventions

Read, Write, Inc. Spelling Programme

Assessment

Handwriting

Children in KS2 learn to spell using the RWI Spelling Programme. There are five, twenty-minute sessions per week, which take place outside of the English lesson. A new spelling rule/pattern is learnt each week and all activities in school and at home will follow this focus. Children will complete school activities in the Practice Book linked to their year group’s spelling curriculum.

There will be no weekly spelling test, instead children will use their school planner, which they take home each day, to note down any tricky spellings There is also an Extra Practice Zone on [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) for children to access at home.

Any children that are working below the spelling expectations for their year group will receive additional RWI intervention in school and will therefore focus on a different spelling rule/pattern to his/her peers.

Assessment is used to inform the planning and teaching of writing. Extended pieces of writing are formatively assessed throughout each term using Pathways to Write mark-sheets. Termly **Testbase** assessments are also used to track Grammar, Punctuation and Spelling (GaPS). Pupil Progress Meetings are then used to identify children for additional writing support. Children will also sit National Assessments at the end of Y6.

**Top Tips for writing at home with your child:**

-Make writing fun by using your child’s hobbies or interests.

-Provide children with different authentic writing opportunities e.g. writing to a family member, writing a football match report or writing a shopping list.

-Be a writing role model.

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Handwriting lessons take place explicitly once a week during an English lesson. Lessons follow the school’s Handwriting Programme of Study and words/sentences practised, link to the key text the children are reading at the time. Once the class teacher is satisfied that presentation of handwriting is of a high enough standard, children will be given a pen licence from Year 4 upwards.

Our broad and balanced curriculum provides many writing opportunities across a variety of subjects.

A large focus is placed on the subject specific vocabulary learnt in our foundation subjects and children are encouraged to apply this vocabulary to their own writing and speaking and listening activities.

We follow a Mastery approach to English through the programme ‘Pathways to Write.’ Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children’s vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

The following writing interventions are used by both teachers and Learning Support Assistants on a daily basis: **IDL** (Literacy Programme software to support dyslexic children); **Read, Write Inc. Phonics**; **RWI** **Fast Track Tutoring Programme and Handwriting support.**

Writing at home

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Writing across the Curriculum

Computing