



Writing at Ling Moor Primary Academy

Wisdom, Curiosity, Generosity, Courage, Passion

EMPOWERING POTENTIAL



LING MOOR
A PRIORY ACADEMY



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This document is stored on the shared drive and will be reviewed and updated each September. While providing a checklist of expectations, ideas and best practice elements may change with different cohorts and as new ideas develop.

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Intent

The curriculum at Ling Moor Primary Academy is aligned to the vision of the Priory Federation of Academies and driven by our passion to empower potential, in order to improve the life chances of pupils so they become citizens of the world.

It is designed to encourage the development of the Priory values: wisdom, curiosity, generosity, courage and passion alongside meeting the specific needs of our community. Pupils study the full curriculum as exemplified by the National Curriculum. The curriculum at Ling Moor is designed to ensure that all children have the academic and social aspiration to be true citizens of the world. Key drivers of the curriculum are aspiration, academic opportunity, appreciation of diversity and understanding of their impact upon the world.

There are four clear strands to our curriculum:

- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. *They have curiosity, courage and passion.*
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. *They are generous.*
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. *They have curiosity and wisdom.*
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. *They have curiosity and wisdom.*

Our English curriculum ensures that children are able to write with fluency and accuracy. They will have confidence to use high level vocabulary, to write efficiently for a range of purposes and audiences. They will feel confident in using their writing to communicate with others engaging them with their creativity and understanding of being an author.

They will have:

- An understanding of the important concepts and an ability to make connections within reading
- A broad range of skills in reading comprehension and word reading
- An ability to decode words phonetically and to apply this knowledge to their reading
- The skills and knowledge to read with fluency, stamina, expression
- The skills to speak fluently and confidently using a wide range of vocabulary
- A commitment and passion for reading
- An ability to use writing to successfully express thoughts, feelings, create images, tell stories and articulate knowledge.
- Opportunities to write for a range of purposes



- Publish and take pride in their writing

At Ling Moor Primary Academy all of our children are readers and authors. We have a very strongly held view that the vast majority of our children are able to grasp the English concepts applicable to their year group and that they should all regularly have the opportunity to apply these through reading and writing in different contexts.

All children will develop fluency in reading and writing and a deepened understanding of comprehension skills. They will use these skills to understand and enjoy complex texts and to transfer elements of these texts into their writing. They will have the opportunity to experiment with a range of genres, represent their thoughts and ideas using a range of text types.

**Clearly planned intervention takes place to support the needs of children who have clearly identified and significant learning needs. This may include focussed work that enables children to access English via life skills – Cooking – reading instructions / Writing letters/ Speaking and Listening etc*



At Ling Moor we strive to teach English using many of the key themes of recommendations from the EEF.



English at Ling Moor

- ✓ English is at the heart of the curriculum at Ling Moor: we know that for children to thrive they must be able to read and write.
- ✓ All pupils are encouraged by the belief that by working hard at English, they can succeed.
- ✓ Reading and writing are taught through a gradual release of responsibility.
- ✓ The curriculum at Ling Moor Primary Academy is aligned to the vision of the Priory Federation of Academies and driven by our passion to empower potential, in order to improve the life chances of pupils so they become citizens of the world.

Writing

- ✓ Research shows that extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- ✓ Spellings are explicitly taught and diagnostic assessment is used to focus effort on the spellings that pupils are finding difficult.
- ✓ Pupils practise sentence-combining and other sentence construction techniques.
- ✓ Writing strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.

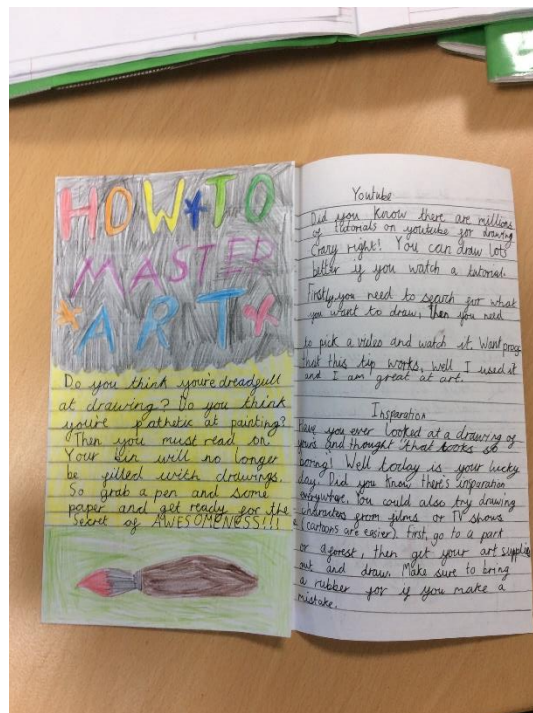
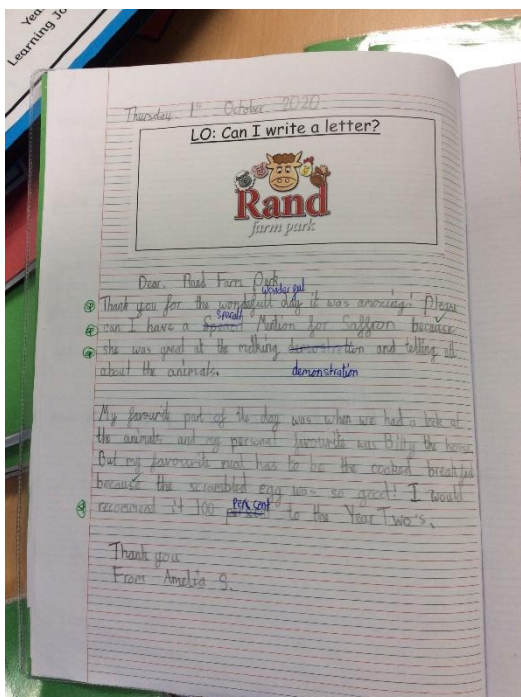


Implementation

Writing

Purpose and Audience

Children should have a reason to write and someone to write for, therefore creating meaningful writing opportunities. This will usually be linked to a stimulus such as a story, novel or visual literacy, other significant events (e.g. writing a programme for a school play) or in response to an external event that deeply engages the children (e.g. a persuasive letter regarding plastic pollution).



Sharing

At Ling Moor, children understand that their writing is purposeful. Children enjoy writing and know that their work is valued when it is read by their teacher or peers. Where applicable, teachers will plan time for children to formally publish their writing for a real-life purpose and audience e.g. a newsletter, display, write to significant people, competitions, class books etc.



Writing - The Writing Process in Key Stage 1 and Key Stage

2:

Teachers in Years 1-5 use the following Talk for Writing cycle as a guide when planning a unit of work. Some sections (e.g. speaking and listening) will run throughout the unit and others may be repeated or form mini cycles if appropriate. Some elements may be changed depending on the particular cohort of children and unit of writing being taught, e.g. some year groups may prefer using a story mountain instead of a boxing-up grid. Teachers will use their professional judgement when making adaptations. Year 6 teachers use some elements of this cycle when appropriate for specific units of learning.

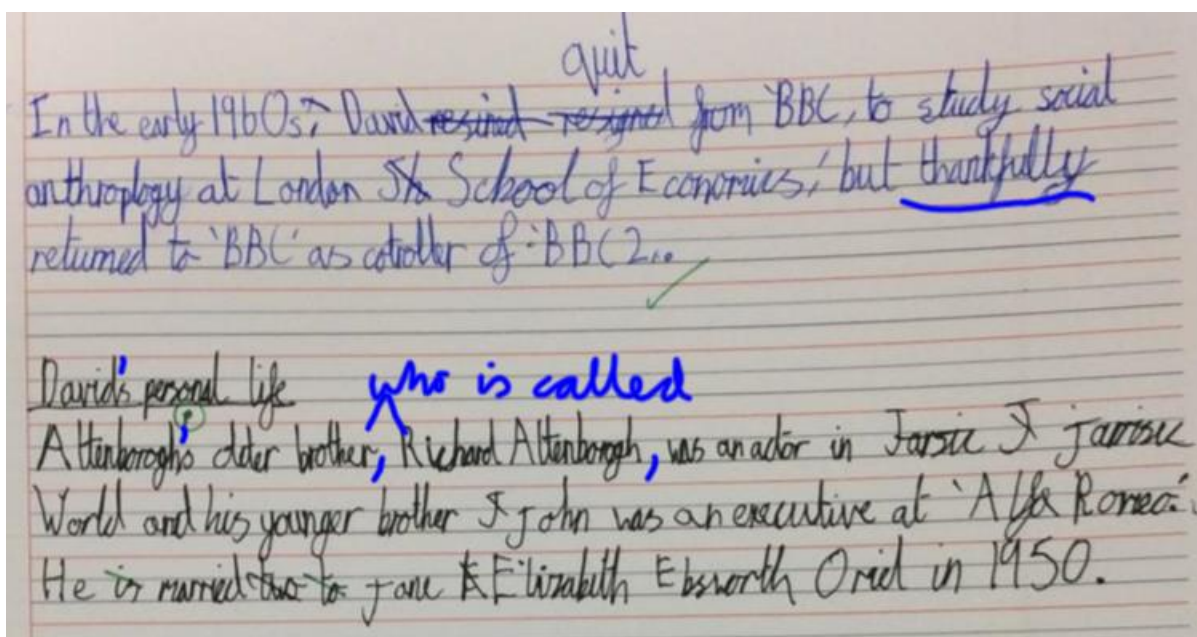
	<u>The underpinning process</u>	<u>Essential features</u>
<u>Imitation</u>	<ul style="list-style-type: none">• Hook to interest pupils• Warm up topic, words, phrases & display• If appropriate, internalise model text/process• Read as a reader to ensure comprehension• Read as a writer: Box-up structure, analyse ingredients	<ul style="list-style-type: none">• Activities that involve pupils saying the words and phrases in context; display• Daily spelling, punctuation, grammar and sentence activities as appropriate• Text map and actions as appropriate• Book talk approach to encourage open discussion
<u>Innovation</u>	<ul style="list-style-type: none">• Co-construct toolkit & display• Show class how to innovate on model• Pupils produce own version• Share with partner• Teacher assesses• Focused teaching based on assessment	<ul style="list-style-type: none">• Focus on techniques not grammar features• Shared planning & writing & model how to talk about the ingredients; all views valid• Increasingly model how to move away from the model• Provide a range of different models; support visually• Use toolkit as model of key ingredients• Provide feedback and improvement



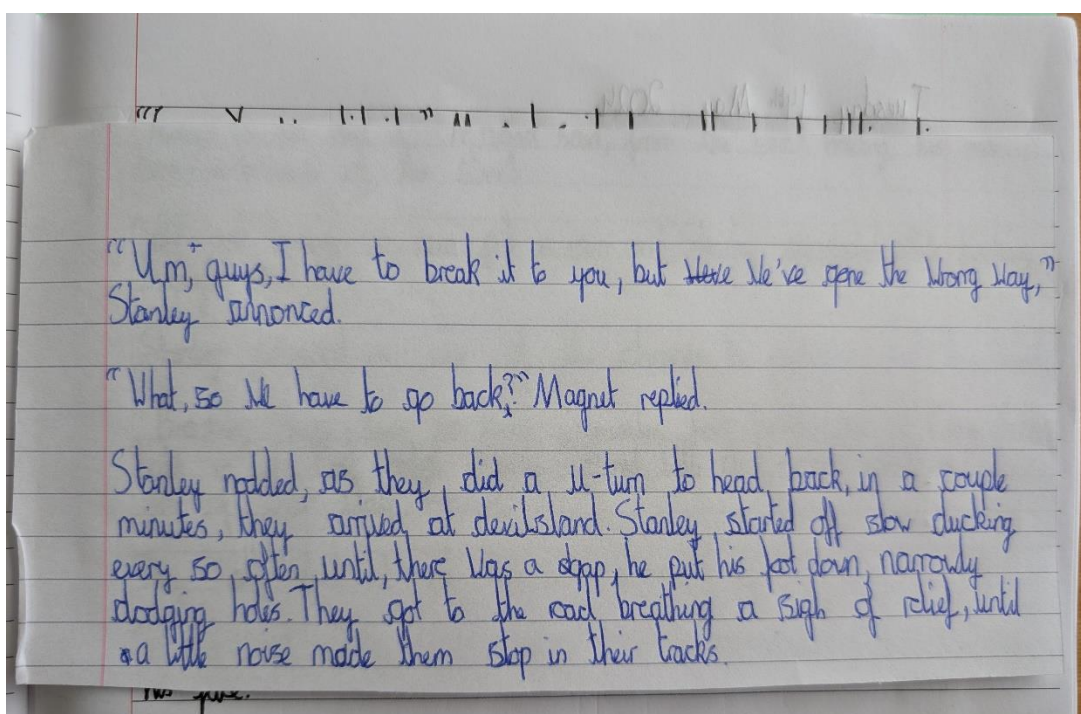
Revising and editing

- Children are always encouraged to reflect on their work and make improvements. Time is planned for thorough revising and editing of writing in every writing cycle. Children should use blue pen to make additions and changes for the following purposes:
- Accuracy of spellings, grammar and punctuation (editing)
- Compositional improvements – linked to success criteria (revising)

The amount of revising and editing is dependent on year group and ability. Some children will focus on a particular section of writing and others on the whole piece. Aids such as editing flaps can be used to support this part of the process. Children need to be explicitly taught the skills of revising and editing which will be done through teacher modelling.



Teacher modelled whole-class revising and editing .



Editing flap used in Key Stage Two.



Assessment

In EYFS, teachers will make ongoing assessments using the ages and stages in Development Matters. This will be through guided skills writing sessions and observing children in their play within the environment. The assessment is based on a best fit approach as advised in Development Matters.

In Year 1, ongoing assessments will be made through marking and feedback to inform planning. Teachers will record progress (e.g. emerging, developing, secure, exceeding) against the objectives taught in each term on the Assessment Frameworks. Group targets will be set based on children's progress against the writing objectives e.g. to leave finger spaces.

In Year 2, ongoing assessments will be made through marking and feedback to inform planning. Teachers will record progress (e.g. emerging, developing, secure, exceeding) against the objectives taught in each term on the Assessment Frameworks. Writing assessments will then be formally recorded onto the relevant Scholarpack check point each term. Group targets will be set based on children's progress against the writing objectives e.g. to use conjunctions. During the Spring term, children will also be assessed against the KS1 Writing Teacher Assessment Framework.

In Year 3 and 4, ongoing assessments are made through marking and feedback to inform planning. Teachers will record progress (e.g. emerging, developing, secure, exceeding) against the objectives taught in each term on the Assessment Frameworks. Writing assessments will then be formally recorded onto the relevant Scholarpack check point each term.

In Year 5 and 6, ongoing assessments are made through marking and feedback to inform planning. Teachers will record progress (e.g. emerging, developing, secure, exceeding) against the objectives taught in each term on the Assessment Frameworks. Writing assessments will then be formally recorded onto the relevant Scholarpack check point each term.

Assessment & Reporting

As the pupils progress through the school, their Literacy work will be assessed based on their progress throughout the year.

Across all year groups the pupils are assessed as:

Exceeding

Secure

Developing secure

Emerging

Assessment are reported on Scholarpack by the class teachers in December, April and June and these assessments are shared with parents in the form of a termly report card. Key targets/ expectations at each assessment band are also shared with the report cards.



Additional assessment grids (see appendix 1) are available for teachers to use to support their judgements, but in most cases there is no requirement that they must be completed.

Writing	Current Attainment		Definition	Expected Attainment (based on end of KS1 Results)
	Exceeding		<p>Working beyond the age appropriate expectations for this point in the academic year.</p> <p>Expected to achieve highly on age appropriate tasks in the majority of lessons and to progress further by going deeper within the content of their year group.</p> <p><i>Aiming to achieve beyond the expected standard by the end of the key stage</i></p>	
	Secure	✓	<p>Working at the age appropriate expectations for this point in the academic year.</p> <p>Expected to achieve well in the majority of lessons and progress in line with expectations.</p> <p><i>Likely to achieve the expected standard by the end of the key stage</i></p>	✓
	Developing Secure		<p>Working just below the age appropriate expectations for this point in the academic year.</p> <p>Will be monitored more closely by academy staff and considered for extra interventions.</p> <p><i>Aiming to achieve the expected standard by the end of the key stage</i></p>	
	Emerging		<p>Working below the age appropriate expectations for this point in the academic year.</p> <p>Likely to be receiving specialist SEND support.</p> <p><i>Likely to be working towards the expected standard by the end of the key stage</i></p>	
	To help improve my writing I need to...			



Spelling

In Years 2 to 6, spelling patterns are taught explicitly using resources from *Spelling Shed*. The spelling lessons start with the revision of previously taught words. These words are revised four times, with the gap between each revision increasing each time. After this revision, the second part of the lesson focuses on the new weekly spelling pattern.



Key principles of the approach to spelling:

- Children to be taught strategies to independently learn spellings;
- Spelling sessions to incorporate the teaching and revision of common exception words/statutory words and spelling rule/pattern words;
- Spellings to be taught then revised, with increasing amounts of time between revision sessions;
- Some spellings from previous year groups to be revised;
- Children to know and have ownership of learning spellings they find tricky;
- Low-stakes testing to be used;
- Ongoing informal assessments to be used. Spelling errors to be analysed and specific support provided;
- Appropriate vocabulary to be taught, used and applied (e.g. prefix, suffix, root word, homophone);
- Spelling sessions to incorporate discussion around morphology (analysing the structure of words and parts of words e.g. prefixes, suffixes, root words) and etymology (the origin and history of words);
- Children to be given opportunities to apply their learning about rules/patterns to unknown words;
- Use of *Spelling Shed* online games for children to practise their spelling and revision words at home.

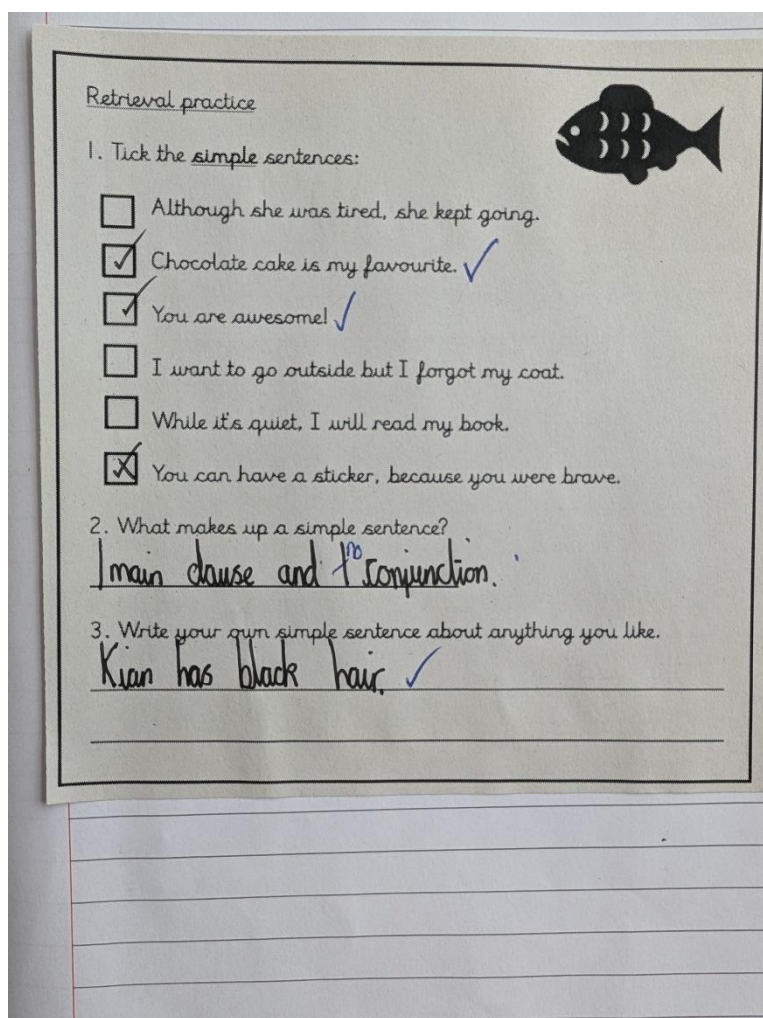


Grammar and Punctuation

The objectives for grammar and punctuation will be taught as part of the writing cycle, for example in sentence level work and shared writing.

Retrieval practice

Children in Years 2-6 start each lesson with retrieval practice which allows children to revise previously taught spelling, grammar and punctuation rules.



Year 5 Retrieval Practice

Assessment

Y2 – Use optional GPS test. Optional spelling tests each big term for the spelling patterns covered so far.

Y3, Y4, Y5 – Teacher assessment throughout each term. Standardised GPS assessments each big term.

Y6 – Teacher assessment throughout each term, SATs GPS past papers throughout the year and formal SATs GPS test.



Handwriting

At Ling Moor Primary Academy, we are very proud of our pupils' handwriting and take particular care in our cursive handwriting style. We use *Read Write Inc's* resources as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Aims

Handwriting is a taught skill that develops at different rates for different children. All teachers have high expectations for handwriting across the curriculum. Our school uses *Read Write Inc Handwriting* to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole-body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Progression of skills

Read Write Inc (supplemented by PenPals for Handwriting in EYFS) enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS- using PenPals).
- Correct letter formation is taught, practised, applied and consolidated (EYFS/ Y1).
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2/Y3)
- As children practise joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).

In using *Read Write Inc*, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.

Handwriting tools

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS.



- Whiteboard pens throughout the school.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing in KS1.
- A handwriting pen for when they sustain a good level of presentation.

Handwriting is practised on lined paper so that children quickly learn about letter orientation including ascenders and descenders. As children's fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

Equality of opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their individual action plans.



Oracy

At Ling Moor, we are passionate about Oracy and see it as vital in ensuring that children grow up to become lifelong learners. Oracy should be at the heart of the curriculum; children should be given ample opportunities to articulate their ideas and rehearse sentence construction. During their time at Ling Moor, children will be equipped with the skills to enable them to communicate effectively and confidently discuss and debate with their peers both in and out of the classroom. Objectives from the National Curriculum should be covered and elements of the *Talk for Writing* process used. For some children, specific intervention will be used to support them in articulating their thoughts.

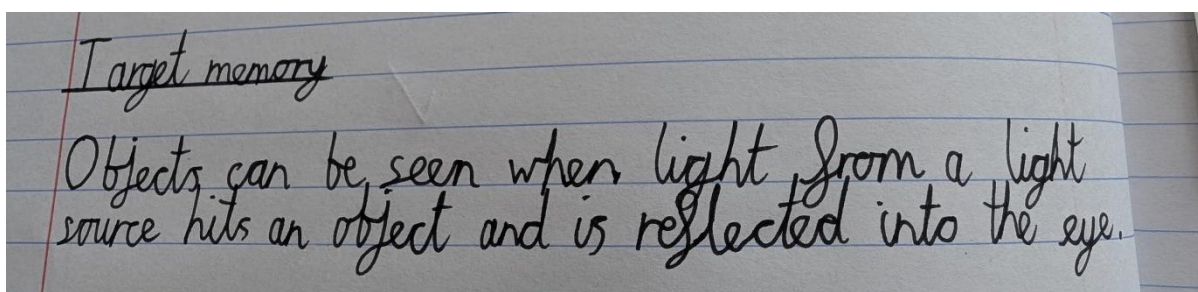
Progression in Oracy is mapped out for the whole school. Here, teachers will find teaching ideas and opportunities for children to practise Oracy skills across the curriculum.



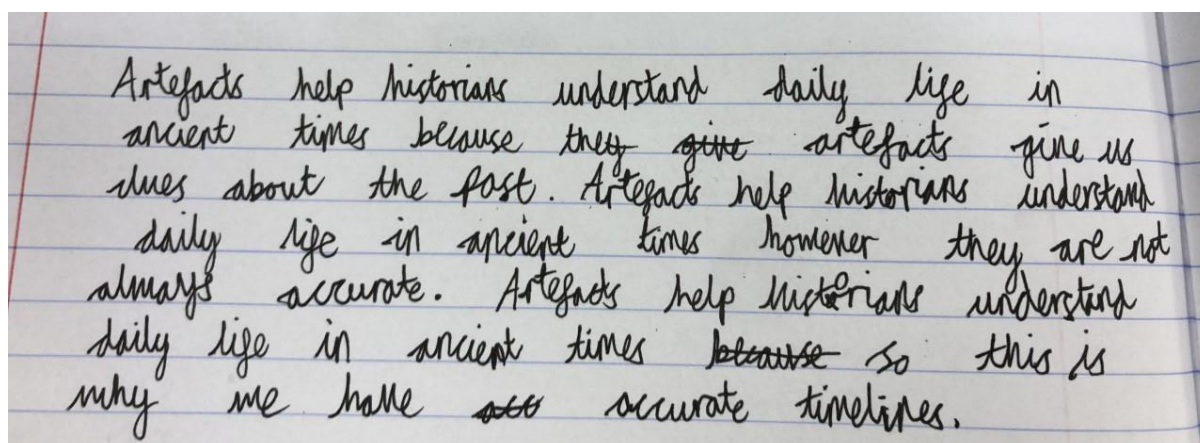
Writing across the curriculum

At Ling Moor, we believe that children should have ample opportunities to practise writing in all areas of their learning. With this in mind, we are using elements of Chris Quigley's *Writing to Learn* to support pupils with their cross-curricular writing:

- Children should have opportunities to summarise their learning in a clear and concise 'Target Memory'. This is a grammatically accurate sentence acting as their 'key takeaway' from the lesson. As the children get older, they may develop this 'Target Memory' as a whole class or independently, rather than solely be led by the teacher. For some year groups, this may build up to longer sentences or paragraphs as they gain further confidence.
- Sentence stems using a range of challenging conjunctions can be used to encourage our pupils to think more deeply about a particular concept that has been taught.
- Opportunities to apply their grammar and punctuation knowledge within a different curriculum area (e.g. semicolons used in D.T., noun phrases in Science).
- Retrieval practice in the context of topics, e.g. identify which of these is a sentence.
- Opportunities to think through editing in order to craft excellent sentences.
- Transferring subject knowledge into a narrative context (Literacy lessons).



A 'Target Memory' in Y6 Science



Sentence stems to deepen thinking in Y5 History



Online resources and subscriptions

Literacy Shed Plus

Lots of videos to inspire writing. Also useful for VIPERS book resources and sentence-level work.

<https://www.literacyledplus.com/en-gb>



EdShed

Useful for spelling games and setting homework assignments.

<https://www.edshed.com/>



Talk for Writing

Lots of resources to support Talk for Writing teaching.

<https://www.talk4writing.com/>



Voice21 Oracy

A useful twitter page for Oracy and Speaking and Listening ideas

<https://twitter.com/voice21oracy>





Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more fluent, confident readers and writers. In 2025, 93% of children achieved the expected standard or above at the end of KS2 for both Writing and Grammar, Punctuation and Spelling.

We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

