

Transcription Policy

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Writing also depends on fluent, legible and, eventually, speedy handwriting. *NC 2014*

Handwriting

- Teachers follow school's handwriting scheme which shows letters in their 'family' groups and covers all of the different types of joins.
- Handwriting is taught discretely: daily for short lessons in EYFS and Y1; daily short lessons in Y2 moving to slightly longer lessons 3x a week; three lessons a week in LKS2 and two lessons in UKS2 to begin with. Letter formation is then personal to children/the class, and taught as and when. Some children require letter formation as an intervention. To keep standards and expectations high, children in UKS2 practise letter formation/particular joins/heights/shapes/sizes at the starts of some lessons across the curriculum.
- Correct pencil grip is a priority and practised in Early Years, continuing into KS1.
- Children in EYFS and Year 1 write in print with no leading or exit strokes. At an appropriate time in Year 2, cursive handwriting is taught.
- Handwriting practice takes place in English books - at the front.
- Teachers use the Handwriting Repeater to model letter formation.
- Gold stars are awarded to children from EYFS to Y6. In EYFS, they are for correct pencil grip and fine motor skills, progressing to correct letter formation. From Y1-6, they are awarded for application of taught handwriting to writing across the curriculum.
- Verbal feedback is provided and mistakes addressed not only in subsequent handwriting lessons, but also in children's books across the curriculum. Teachers identify errors and children correct them.
- **Teachers and TAs are relentless in their expectations for handwriting and presentation.**

Pencil and Pen

- Pencil is used in KS1.
- In KS2, a staggered approach to transitioning to writing in pen is in place for ALL children:
 - Year 3 - short pieces in English books (the number of pieces is at the teacher's discretion) and a non-core subject (consistent across both classes)
 - Year 4 - short pieces in English books (guidance as above), one extended piece every half term, Science books and a non-core subject (consistent across both classes)

Year 5 - short pieces in English books (guidance as above), one extended piece every half term, Science books and two non-core subjects (consistent across both classes)
Year 6 - all writing across the curriculum to be written in pen

Spelling

- Teachers teach the National Curriculum Programmes of Study.
- Spelling objectives are taught discretely at least twice a week and five times over a fortnight.
- Spelling objectives are taught through RWI in Reception and KS1. In Year 2, spelling objectives are taught discretely once children finish RWI.
- Younger children practise segmenting spoken words into their individual sounds and choose which letter or letters to represent each one. Teachers and TAs model and encourage this.
- Teachers use Rising Stars for planning and resources; these resources are adapted to the needs of the children.
- Teachers follow the Medium Term Plans set out on Rising Stars to ensure coverage of the objectives.
- Seesaw is used to record practical spelling lessons.
- Spelling rules are recorded in English books in thoughtful ways, ensuring children can discuss and refer back to them to apply to their writing.
- When encoding (segmenting to spell), teachers model and encourage how to read a word back to check their accuracy.
- Statutory word lists and High Frequency Words are available to children as laminated mats.
- Children edit their writing and work with their peers, carefully checking for spelling errors.
- Common spelling errors are identified through marking and children should then write them out three times the next time they see their book.
- Teachers in KS1 set tricky words that have been taught for weekly spelling practice at home.
- KS2 teachers set words that directly link to a taught spelling rule for weekly spelling practice at home.
- **Teachers and TAs are relentless when identifying spelling errors.**

Monitoring

The English Lead and members of SLT will carry out a variety of monitoring in the forms of: learning walks, book looks, pupil voice, planning and children's books.

Teachers must regularly check that transcription is improving and encourage children to evaluate their and others' handwriting and spelling, discussing strengths and areas for improvement. This evaluation must inform future planning.