

Literacy and Handwriting at Co-op Academy Portland

Following advice from Phil Riozzi and other visitors and inspectors, we have identified our focus area for literacy as Transcription. Due to the HUGE improvement in handwriting we have now gained more of an emphasis in composition hence the 3:2 model now.

In order to improve this area and give our children the best possible opportunities to become writers, I have considered an array of advice and research to adapt our literacy curriculum.

The changes are not significant, but I think we will all agree that they will not only enable huge improvements in our transcription outcomes, but will also support improved composition and spelling skills.

Handwriting:

Link to the folder, here you will find all of the resources for your class -

1. High frequency booklets: Whole school High frequency words - Subject Leader - Google Drive
2. Year group common exception words and planning Handwriting - Subject Leader - Google Drive

EYFS & KS1- This will take place in the 45 minutes before phonics in the literacy slot

KS2 - This will take place in your literacy slot

In order to make the very most of our handwriting scheme I have centred the focus around our whole school weakness of both 'high frequency words' and 'common exception words'.

Expectations:

- To be completed x2 days per week

- ALL year groups will practice handwriting in Blue handwriting pen (these have been distributed).
- Children will practice the spelling on the booklet to gain the correct letter formation and then they will produce this word for one line in their handwriting books
- For calm music to be played to encourage children to go slow and think carefully about their letter formation, pen grip and writing posture "chair check" this should be the prompt for children to tuck their chairs in and gain the correct sitting and pencil grip before beginning to write
- If within your literacy counts lesson a child mis-spells one of the previously covered high frequency words they should be required to go back and practice this spelling in their handwriting books
- If a common exception word is spelt incorrectly this should be highlighted in green.
- To introduce single letter formations using the RWI mnemonic Monitoring docs - Subject Leader - Google Drive



Challenge

For the children with correctly formed letters they will then write a sentence with that specific word in on the next line.

Once you have completed the high frequency booklets and you are confident ALL pupils have accomplished correct letter formation, pen grip and writing posture I will then direct you to the next focus point, being common exception words.

Literacy counts:

These lessons are focusing on composition and building up to your 'Big Write'.

Expectations:

- To be completed x3 per week
- 1 big write per half term, this should be clearly identified with one of the big write tick sheets English - Subject Leader - Google Drive
- To record Big writes on the big write tracking grid. Please highlight green when your class has completed their big write. This will help me monitor and support those who need it. Please also feel free to annotate this tracking grid if needed - big write tracker.xlsx - Google Sheets
- Lessons should follow the immerse - analyse -write sequence and build up to your class producing the desired big write outlined in the Literacy counts teaching sequence for your specific book.
- Big writes should be **Independent** and there should be evidence of editing recorded in their book before they publish onto lined paper.