



## English - Writing

### Intent

We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading, as the text that we use in writing lessons, where possible, is based on the spine text of our Destination Reader or class reader, in Year 1 upwards.

Our aim is to provide children with key transferrable writing skills to build on, year on year: the consolidation of fine motor skills and phonic strategies are developed and applied in FSU and KS1 then securing accuracy and confidence with independent pieces is of priority in KS2. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Our intentions in writing are for children to:

- Write for an authentic purpose
- Recognise and communicate to an audience
- See themselves as real writers
- Take ownership of their writing
- See writing as interesting and enjoyable
- Talk about and plan their writing
- Evaluate, revise and edit their own work and offer feedback to their peers
- Deconstruct a wide variety of model texts
- Use higher level vocabulary
- Take pride in their work and presentation, including their handwriting
- Use their phonics and learnt spelling rules.

### Implementation

Teaching children to write for a range of purposes and audiences should be exciting and engaging, especially as our children are provided with a range of engaging hooks to capture their imagination. The children are given varied reasons for writing and we believe that this not only produces higher quality outcomes but allows our learners to apply their skills to a range of different contexts. By immersing children in different forms of writing, they will learn to analyse, plan, imitate, innovate and invent their own.

Writing and reading are closely linked and we ensure that children are reading daily in order to build on their knowledge of different types of writing and develop their vocabulary. All classes use a Talk4Writing structure to plan writing units which encourages oracy – discussion, questioning, imitating and learning texts along with story maps and actions.

Teachers demonstrate high quality modelling within English lessons to include the key elements to successfully meet the purpose of writing. Teachers model the practising of these features and children then apply them to their own writing. A model text is used as an example of how to be successful at the start of each unit of work. Children are encouraged to use this as a structure but also innovate and then invent their own. They do this through the use of a story map and then a boxing-up sheet used within each unit. Teachers ensure that the standard of writing in the model text reflects the age-related expectations for each year group.

Children are encouraged to deconstruct texts and identify key features for specific writing forms. Children are expected to transfer their key topic knowledge and vocabulary into their writing as well as applying their phonic, spelling, grammar and punctuation knowledge into their topic work. We encourage the high standards for writing in English lessons to be evident within the work across the curriculum.

StGBS ensures that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this in purple pen. When appropriate, learners are given next steps and scaffolds and challenges are put in place for those children working below or above age-related outcomes.

Children who are identified as not achieving age-related outcomes and/or those on the SEN register may be assessed against the outcomes for the year group below. Daily interventions/support may be put in place in order to accelerate the writing progress. The nature of the intervention will be decided by the teacher and the SENCO. Support in class may include small group work with an adult during lessons to model key skills, scaffolds created by the teacher to assist with completion of work and word banks/sentence openers/phonics mats to assist the child when writing.

A high standard of handwriting is modelled across the school and children are encouraged to imitate this. In Year 2 and KS2 handwriting is joined, cursive and practised regularly. In Reception and Year 1 the children learn how to form letters in a ball and stick printed style to reflect the texts that they see when reading. We continually develop gross and fine motor skills in order to enable stability and strength needed for handwriting in FSU and KS1. This continues as needed in KS2 through targeted intervention.

In FSU, a range of gross and fine motor activities are planned to support young children in becoming controlled writers. Alongside these activities, children are provided with child-initiated time to allow opportunities to embed these taught skills. Children are taught to form letters, using rhymes and mnemonics. Handwriting is explicitly taught through phonics, where children learn what the grapheme looks like and words which contain the sound. These skills are then applied through a range of writing opportunities across the year, enabling children to write labels, captions and then simple sentences in a clearly formed print. In KS1, the children build on the skills taught in year R and use their phonics to write a greater range of words and complexity of sentences. Children develop their basic skills and extend this to all forms of writing for different purposes.

## **Impact**

The impact on our children is that they have the knowledge and skills to be able to write accurately for a purpose and audience. With the established pedagogy of Talk for Writing being embedded across the school, by the end of KS2, children have developed the ability to maintain sustained writing and are able to manipulate language, grammar and punctuation to create effect. All aspects of English are an integral part of the curriculum and these skills are effectively transferred into other curriculum areas.

Assessment in writing is ongoing and teachers carry out in-depth assessments of children's writing at the end of each unit. Success criteria are generated and shared, which are specific to the writing form and age of the learners. Teachers and children assess against these. From Year 1, once a term, independent writing is moderated and teachers tick the age-related outcomes children have achieved.

Children's independent written work is moderated at the end of KS1 and 2 by the whole school and every 4 years (minimum) by an external LEA moderating team. There are termly opportunities for inter-school moderation of writing for Year 2 and 6. Reception writing is moderated with our Year 1 team to enable robust profile assessments.

From Spring Year 1, children are tested termly on spelling, grammar and punctuation knowledge (NFER) and this data is used to inform next steps for writing and intervention groups. In Year 6 children have a formal SAT on spelling and grammar which is externally marked.

Educater is used to analyse gaps in children's knowledge and gain an overview of specific groups of children across school from year 1.

Progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring will include: regular book looks, standardisation PDMs, lesson observations, looking at data on Educater and regular learning walks.

The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.