



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.

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, draft, write and edit 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. Short grammar and punctuation sessions are timetabled in at the start of each lesson; these are progressive based on the age of pupils and point in the academic year but also link to the type of writing focused on in the unit.

All classes use an I do, We do, You do approach to writing, to ensure children clearly understand the structure and can practice the tone, sentence forms and vocabulary choices, appropriate to each piece. A model text or WAGOLL is used as an example at the start of each unit of work and children are encouraged to deconstruct these and identify key features of specific writing forms. Teachers demonstrate high quality modelling within English lessons to include the key elements to successfully meet the purpose of writing which children then apply in their own writing. 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 are given time to conference children in small groups or 1:1 and time is given within the writing process to edit and respond in purple pen.

Children who are identified as below WTS outcomes for their phase and/or those on the SEN register are assessed using the Pre-Key Stage documents where required. 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. Writing conferencing with the class teacher outside of the lesson may also be used.

A high standard of handwriting is modelled across the school and children are encouraged to imitate this. In Yr 2 and KS2 handwriting is joined, cursive and practised regularly. In YrR and Yr1 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 YrR 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. Drawing club is the approach we use in Reception in our school to teach writing. It was created by a practitioner called Greg Bottrill and it brings the magic of story into the classroom. It is a way to share skills including fine motor, maths, early writing, vocabulary and most importantly, imagination and excitement! At the beginning of each week, we use a new quality text to grab the interest of the children. This could be a written text, a cartoon or a short film. When we use a book, we read the story and talk about the front cover, the title and make predictions about what the story could be about. We talk about the beginning, middle and end and we may sequence events to help them to familiarise themselves with what happens. The texts we use will link to our topic whenever appropriate.

Spelling is taught through the ELS phonics and spelling program in YrR and KS1 and Essential Spelling and Word Knowledge from Yr3 – Yr6.

Impact

The impact on our children is that they have the knowledge and skills to be able to write accurately for a purpose and an audience. With a sharp focus and regular revisiting of grammar, punctuation and sentence construction from Y1 – 6, 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, writing across each unit is moderated and teachers tick the age-related outcomes children have achieved.
- Children's independent written work is moderated at the end of KS 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 6.
- Reception writing is moderated with our SLT to enable robust profile assessments.
- In Year 6 children have a half termly SAT practice for Spelling, Punctuation and Grammar and a formal SAT in the summer term which is externally marked.
- Track is used to analyse gaps in children's knowledge and gain an overview of specific groups of children across school from Yr1.
- 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 O Track 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.