



School vision and values

Vision

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

Values

Our school values (kindness, respect, responsibility and aspiration) are an essential point of reference on all of our journeys. British values (democracy, rule of law, liberty and respect) play an equally important role.

Definition of Writing

Effective composition in writing involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar (NC 2014)

Headline rationale for Writing

We have continued to develop our teaching of writing to meet the needs of our pupils. Children come to our school with a lower level of language development and there is a high proportion of Free School Meals and Pupil Premium. We recognise the importance of developing English for children's attainment in later life. We believe in the explicit teaching of written skills (such as grammar and vocabulary) as many of our children arrive without exposure to these areas of literacy. We also believe in making sure experiences in writing are enjoyable and purposeful for our catchment.

Intent in Writing:

UKS2
We intend for children to leave at the end of KS2 with a love of writing and the ability to write for a range of purposes and audiences. Children will be competent in writing accurately and purposefully.

LKS2
We intend for children to leave at the end of LKS2 with a love of writing and the ability to write for different purposes. Children will be able to write accurately and purposefully.

KS1
We intend for children to have a love of writing, write accurately for different genres and begin to have an awareness of the reader.

EYFS
Children are beginning to communicate their ideas and are aware that somebody will read them.

How the whole school 'curriculum statement' intents will be threaded through writing.

1. Underpinning everything is our work on attachment, and social and emotional learning which are integral to all that we do – *In writing we encourage children to think about their reader and other people as they write.*
2. Early reading and language development across the school are core aspects woven through the curriculum – *In writing, our work on vocabulary aids language development.*
3. Teachers plan lessons that inspire and engage, and promote enquiry and imagination so that pupils at all abilities can achieve. We develop curiosity about the world beyond the bay. Progressive subject knowledge and skills are planned to take advantage of local opportunities such as the beach and local artists, as well as national events. We provide opportunities to contribute in the local and global community. – *In writing, there is always a purpose to the final outcome. Writing is often linked to global and local issues, and our wider curriculum.*
4. We support our pupils to develop the skills they need in order to learn for themselves, and to enjoy this learning – *In writing, independence is promoted regardless of ability and enjoyment is promoted through whole school writing initiatives such as 'Big Write' and national writing competitions.*
5. We support our families and staff with their well-being – *In writing, we have designed ways to maximise impact and minimise staff workload as much as possible such as smart marking, shared planning and a pre-planned scheme where possible.*

Best practice in teaching and learning

1. Coverage - Teachers ensure that the National Curriculum 2014 is taught and applied.
2. Inclusion - Teachers are responsible to meet the needs of all learners through their teaching of writing.
3. Planning outcomes - Teachers plan purposeful outcomes that engage interest in children.
4. Planning sequence - Children move through stages in the sequence of writing (mapping out the story, following small learning chunks, leading up to a big write)
5. Success criteria – Children use their criteria to aid them in their planning and editing.
6. Feedback - Feedback is timely and purposeful.

Assessment

Assessment is an integral part of the teaching and learning cycle and will be used as a tool to adjust teaching to meet the needs of each pupil. As a school, we are using the Babcock assessment grids. A link to these can be found here:

<https://drive.google.com/drive/folders/1pACRh5MVxRBv2IA2SroazF2bjAjY9hWj>

In writing:

1. End of unit tasks are marked in depth by teacher and celebrate success with the child – any next steps will be conferenced with the child.
2. The teacher collates strengths and weaknesses and uses this to inform their planning
3. There will be opportunities for pupils to edit their writing during the learning sequence and greater independence in editing writing will be evident as the year progresses.
4. At the end of the sequence, pupils complete a final outcome task with opportunities for choice.
5. Revisiting previous learning is an important aspect to include in this cycle; this is done through writing in other subjects.
6. Teachers assess three pieces of learning each year and use moderation to help assess the children accurately.

Progression of skills

Please see the writing progression documents for:

- Key Objectives progression.
- Non- Key objectives progression.
- Spelling progression – this will be updated following a new initiative and trial December 2022

Link here: staff shared – curriculum leadership – writing – progression maps

https://drive.google.com/drive/folders/1zwW8aFsb_c1Lyc3_WWzeq4rw7xkNWUkB

Planning

Please see Foundation and KS1 long term planning here:

https://drive.google.com/drive/folders/1O3JP-TCsLd6u0bppPOQCyEmtE6F1_vmJ?usp=sharing

Please see KS2 long term planning here:

https://drive.google.com/drive/folders/1h_eWCJZEiuA3rKo7MFv6EHs0pgQsA5iu?usp=sharing

Please see Foundation and KS1 medium term planning here:

<https://drive.google.com/drive/folders/1WzYNqYYR7tQmBlyOdAk6JQR08qp5-fmE?usp=sharing>

Please see KS2 medium term planning here:

<https://drive.google.com/drive/folders/1L9jtwxi7LQ2bE0lh8G2e8oWBbK79Sc5b?usp=sharing>

Please see an example of an area plan here:

Composition

We believe that it is important that children understand the purpose of what they are writing and who they are writing for. For this reason, children discuss the roles of writer and reader throughout their units of work.

The children are taught to write for different purposes increasingly across the school, and learn to write different genres within these purposes. Children consider what makes a text more effective for a reader, and this is key to their written work.

The school has recently adopted an experience based and small 'chunk' based approach – The Write Stuff – that gives the children new experiences that are directly linked to their writing. This enriches their writing and gives the children more confidence with what they are writing. We began this scheme in September 2021 and have since adapted it further to meet our needs as a school.

The Write Stuff utilises new and exciting Writing stimulus, ranging from Poetry to video shorts. Each unit of work teaches a range of new grammatical tools and writing styles. The teacher and the children work as a team to create a scaffolded and aspirational piece of work for the children to aim towards, setting our expectations high. The scheme introduces the children to rich and advanced vocabulary. Our SEN children will have visual stimulus and 'Goldilocks' words – words that are in their ZPD – pre-printed for them to ensure that they can access the lesson and that they feel included.

We adapted the original The Write Stuff schemes to allow the children to have greater independence with their writing and to provide more independent writing opportunities, whilst still maintaining the key aspects such as scaffolding, experiences and vocabulary immersion. We will also focus on Writing across other areas in order to apply what we have learned to other subjects.

To further extend the children to attain Greater Depth, we provide opportunities for children to shape their writing through greater elements of choice. We are looking into this in more depth and will have a clear-cut way to do this for all staff to follow.

Writing across the curriculum

As a school, we recognised the need for children to apply their taught skills from Writing to all areas of the curriculum. Therefore, following our new and updated rolling curriculum plan, Teachers will ensure that they are clearly teaching a Writing lesson that links to their current focus topic.

For example, if the children were focusing on Science, it would be beneficial for them to create a non-fiction or informative piece to link alongside their topic.

This will reiterate to the children the purpose and uses of writing as a skill.

Grammar and punctuation

The Write Stuff adopts a very aspirational approach to grammar. Often times, expectations are incredibly high in the unit plans. As we have only just started rolling this out, we are currently teaching Grammar explicitly once a week, following the Twinkl Grammar overview. In time, we will follow the 'slowly drip fed' approach, whereby the children are exposed to a high level of grammar consistently from a young age and therefore acquire the skills in practice over the years.

Link to the Yearly Grammar Overviews can be found here:

https://drive.google.com/drive/folders/1bQ_Je6IEyK2mIOYjudGVBYUs9Qt2qZ6s

Vocabulary

Children at our school are not always exposed to the high levels of vocabulary and that makes a significant difference to their academic achievement. For this reason, we seek to provide vocabulary rich environments in school with high expectations of children's word choice. The promotion and use of accurate and rich cross-curricular vocabulary across the school is planned. Teachers intend to expose all children to a high level of vocabulary through regularly revisiting ambitious texts and writer talk is encouraged.

Spelling

We believe that spelling is an on-going area for development for our school. Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Currently, we are trialling a new spelling scheme in Years 5 and 2, hopefully this will be rolled out by the end of Autumn 1. This will ensure consistency throughout the school.

Handwriting

We believe that handwriting reflects children's attitude towards their learning and should be a high standard in all books across the curriculum. Handwriting is taught discretely and explicitly through the 'Pen Pal's' handwriting scheme. It is promoted in the school through 'Handwriting Hero' rewards in class and at the end of every half term. Children who meet the expectations for their year group are awarded a pen licence in KS2.

Classroom environments

English is taught in whole class sessions and all children are able to access the lesson regardless of ability. Scaffolding and access to additional resources are provided when needed, including: displaying an example on the learning wall; wonderful words wall; word mats; inclusive scaffolding that enables them to participate within the lesson. The Writing Rainbow should be displayed so that it can be referenced throughout the lesson to embed the symbols.

Process

We believe it is important that children have a purpose for their writing. For this reason, at the end of a unit, we aim for the final piece of writing to be purposeful and encourage children to consider their reader during this time (ie. they are not always writing for the teacher). At the end of each unit, children perform a final write. During this time, they have opportunity to plan, draft, edit and write up in neat. Opportunities to practise some of these skills are often presented throughout writing units.