



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 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.

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.

EYES

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

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 - TWS is to be followed with fidelity, i.e. chotting, KCO, initiate etc
5. Success criteria – Children use their POW to aid them in their planning and editing.
6. Feedback - Feedback is instant and verbal, in the moment (live marking). Use of POW to help with individual targets.

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 publishing on the school media pages, in house writing competition and contacting authors.* 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 live marking, shared planning and a pre-planned scheme consistently.*

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 not needed to be marked in depth by teacher due to live marking – any next steps will be conferenced with the child.
2. The teacher collates strengths and weaknesses and uses this to inform their gaps.
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. Pupils and teachers will use the POW (ks2) to assist the tracking and moderation of their writing. Use of EGG sheets to be used as and when during any writing moments.

Progression of skills

Please see the writing progression documents for:

- Key Objectives progression.
- Non- Key objectives progression.
- Spelling progression- RWI spelling scheme to be followed by each year group

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

https://drive.google.com/drive/folders/1zwW8aFsb_cILyc3_WWzeq4rw7xkNWUkB

[Read Write Inc. Spelling | Oxford Owl](#)

Planning

Please see Foundation and KS1 long term planning here:

https://drive.google.com/drive/folders/1I55f4GbBpHm0OHMwmk947yqexwmXYD1k?usp=drive_link

Please see KS2 long term planning here:

https://drive.google.com/drive/folders/1I55f4GbBpHm0OHMwmk947yqexwmXYD1k?usp=drive_link

Please see Foundation and KS1 medium term planning here:

https://drive.google.com/drive/folders/1xAxo8GYfi56B4NlcrXIHWMsuSDpU_ahc?usp=drive_link

Please see KS2 medium term planning here:

https://drive.google.com/drive/folders/1xAxo8GYfi56B4NlcrXIHWMsuSDpU_ahc?usp=drive_link

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 adopts 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 follow it with fidelity.

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. All children, including SEN, are exposed to rich, varied vocabulary through class discussion.

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

Children will use their writing skills learnt from TWS and carry these across to all subjects and to write for a variety of purposes.

Grammar and punctuation

The Write Stuff utilises a 'slowly drip fed' approach whereby the children are exposed to a high level of grammar within their Writing lessons from a young age and therefore will acquire these through practice over time. In Years 5 & 6, the children will complete weekly Grammar lessons in preparation for the KS2 SATs.

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 in a consistent approach and so have recently taken on the RWI spelling scheme. This considers all of the previous learning from KS1 for the children in KS2. This will be taught daily by all year groups and assessed termly.

Handwriting

We will use the website, 'Teach Handwriting', as a general approach to demonstrate letter formation and joins. Teacher modelling good handwriting is also to be applied as much as possible.

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 the opportunity to plan, draft, edit and write up neatly.

Opportunities to practise some of these skills are often presented throughout writing units.