

### 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 and shared planning. Please refer to our T&L policy to see our approach to home learning.*

### 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 (familiarisation with the text, learning the key skills, application and synthesis, final write).
5. Success criteria – The writing toolkit is not limiting for children.
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.

In writing:

1. End of unit tasks are marked in depth and used to generate next steps.
2. Teachers may use an elicitation task that elicits further formative assessments to add to the above information.
3. Strengths and weaknesses are collated by the teacher.
4. Teaching tool kits, levels of challenge and learning opportunities are informed by national curriculum expectation as well as the above assessments.
5. 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.
6. At the end of the sequence, pupils complete a final outcome task with opportunities for choice.
7. Revisiting previous learning is an important aspect to include in this cycle, this is done through writing in other subjects.

### Progression of skills

Please see the writing progression documents for:

- Key Objectives progression.
- Non- Key objectives progression.
- Spelling progression
- Greater Depth Progression

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

[https://drive.google.com/drive/folders/1zwW8aFsb\\_cILyc3\\_WWzeg4rw7xkNWUkB?usp=sharing](https://drive.google.com/drive/folders/1zwW8aFsb_cILyc3_WWzeg4rw7xkNWUkB?usp=sharing)

### Writing Curriculum Map

Please see the writing long term plan here (working document)

staff shared – curriculum leadership – writing – long term overviews

<https://drive.google.com/drive/folders/1qfEKDY1FOOnXPve0jlbvpQzexwc1-qkgR?usp=sharing>

### Planning

Please see Foundation and KS1 long term planning here:

[https://drive.google.com/drive/folders/1O3JP-TCsLd6u0bppP0QCyEmtE6F1\\_vmJ?usp=sharing](https://drive.google.com/drive/folders/1O3JP-TCsLd6u0bppP0QCyEmtE6F1_vmJ?usp=sharing)

Please see KS2 long term planning here:

[https://drive.google.com/drive/folders/1h\\_eWCJZEiuA3rKo7MFv6EHs0pgQsA5iu?usp=sharing](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/1WzYNqYYR7tQmBlyOdAk6JQrO8qp5-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 piece more effective for a reader, and this is key to their written work.

The school utilises the Tool Kit approach in order to prevent skills (or 'tools') that will help children to write an effective piece of work. These skills are selected by the teacher based on what they feel their class need to develop further. For example, a teacher may be aware that their children need to work on grammatical elements such as expanded noun phrases and will plan a narrative unit where children will focus on character description in order to develop this.

Please refer to Teaching and Learning policy to see how the Tool Kit sequence works.

In 2019, we recognised that opportunities for writing were sometimes not open enough for children to communicate their ideas fully. We have led CPD on providing opportunities for greater independence in writing. We intend for Autumn Term to provide more direction for children in what to write, moving to an increasingly open-ended approach over the year.

To further extend children to attain Greater Depth, we provide opportunities for children to shape their writing through greater elements of choice.

In 2019-20, the school recognised the need to develop the strand of cohesion within writing cohesion across KS2, and is currently working on improving this.

### Writing across the curriculum

To make writing more purposeful for children, we establish organic curriculum links frequently in units. For example, children may draw on their historical knowledge when writing a diary, or utilise their studies in geography when writing in persuasive arguments.

However, this is the wider curriculum supporting writing; we have recognised the need to ensure writing supports the wider curriculum.

We have also raised an expectation for writing in other subjects, and for classes to produce at least one piece of writing from another subject each half-term.

### Grammar and punctuation

We believe that grammar and punctuation are best taught contextually to provide a purposeful understanding for our pupils. For this reason, teachers use the Tool Kit approach to directly target key objectives (As taken from the national curriculum) relevant to each year group. Work in this area has led to a significant increase of children attaining above ARE at the end of KS2 VGAPS SATS. However, we recognise the gaps presented for our lowest 20% and are seeking ways in supporting those children.

### 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 following the Babcock spelling programme. Children learn spellings fortnightly and are given a spelling test at the end of those two weeks. Spelling is promoted in the school through spelling awards.

### 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 the current toolkit on the learning wall; wonderful words wall; word mats (based on individual targets for that child) and previous learning wall displays are available for the children to access which supports the retention of key skills previously learned.

### 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 a unit, children perform a final write. During this time, they have opportunity to plan, draft, edit and redraft. Opportunities to practise some of these skills are often presented throughout writing units.