

Writing



IN A NUTSHELL



Writing Intention

At King's Stanley Primary School Our intention is that children learn to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Through our English curriculum, they acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. We understand the importance of children being skilled at planning, revising and evaluating their writing. To be able to do this effectively, children will focus on developing effective transcription (spelling and handwriting) and effective composition (articulating ideas and structuring them). We intend for pupils to leave school being able to use fluent, legible and cursive handwriting.

Implementation

We use 'Talk for Writing' as our main approach for the teaching of writing from KS1. This ensures the teaching of writing is systemic across the school. This framework enables children to develop confidence in the writing process, from learning a model text to their own independent work and applying the concepts taught in their own writing. The Talk for Writing process has three main stages: imitate – getting to know the text, innovate – creating a new version/hugging closely to the modelled text and independent application where the children create their own texts. Short Burst writing is also used as a method to enhance the children's writing experiences.

In Reception, early writing is taught using the Drawing Club approach, which encompasses early mark making through to sentence writing. As soon as the children begin phonics they are taught the letter formations. This begins with writing (whether with a writing tool or in the air) CVC words and then moving onto short sentences using the sounds they have been taught. The children also learn to rehearse and begin to write simple stories using the Talk for Writing approach towards the end of reception. They are encouraged to write independently in their continuous provision.

This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have access to sound mats, when they are writing, whether this is with the teacher, in continuous provision or independently.

This support continues with sound mats / 'grow the code' being used to support children with their phoneme / grapheme correspondence.

A whole school writing overview ensures the children are taught a range of fiction, non-fiction and poetry texts throughout the school. Our writing toolkit ensures that text structure, sentence construction, word structure, language, punctuation and the correct terminology progress appropriately through the school.

Spelling, Grammar and Handwriting

All classes have termly buzz words based on HFW/CEW/NC Spelling Statutory Appendix. Year One children are introduced to spellings through a range of practical tasks based on their Buzz Words. Year Two use the LW spelling scheme. Spellings are taught from Y3 – Y6 using the 'Twinkl' spelling scheme.

Grammar is taught through the model text, but also through discrete lessons, particularly in Year Six. Our toolkit ensures progression and use of the correct grammatical terms in each year group. Any areas of weakness that are identified as a result of independent writing, are taught as part of the modelled text, or through grammar starters and discrete lessons where appropriate.

Presentation and handwriting are important in our school. Children are encouraged to take pride in their presentation. Children begin to learn a pre-cursive script in Reception and Year 1 following on to using 'feeder leader lines' in Year 2 and joining later in the year. Most children will use triangular pens by the end of Year 4. Some children throughout the school will need extra work on handwriting. This begins in Reception where a fine motor skills group may be run by a teaching assistant where needed and continues throughout the school as required.

Assessment

We use our marking and feedback to assess written work throughout the unit. This informs our day to day planning and identifies spelling, vocabulary and grammar targets for individuals, group or whole class. Where appropriate, we provide opportunities for peer marking and assessment within lessons. After the teaching of a block, teachers assess the Hot Task (independent writing). Teachers assess children against year group expectations. It is expected that teachers will complete this three times a year. In Year Six and Year Two the end of KS frameworks are also used to assess writing. Data is put on INSIGHT, where teachers and the SLT monitor progress and attainment.

Monitoring and Impact

We monitor writing through book looks, (as SL and in SLT), INSIGHT tracking and moderation across schools. We complete regular checks to assure the Talk for Writing process is being taught. We look at the quality of writing in English and cross – curricular books through learning walks, drop ins, pupil conferencing and book looks. The SL ensures that a range of poetry and narrative genres are being taught and planned for and that the application of non-fiction is covered both in English and cross-curricular areas. This ensures the children are given a variety of contexts in which to apply their skills.