

Subject on a page

Writing

'English' has a pre-eminent place in education and in society. A high-quality education in English will teach our pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening allow others to communicate with them.

INTENT



Provide children with key, transferrable writing skills to build on 'year on year', that can be used throughout each phase of their education and prepare them for life beyond Grace Mary.



Provide the children with varied reasons for writing and believe that this not only produces higher quality writing, but allows our learners to apply their skills to a range of different contexts.



Enable children to write in a range of subject areas (including Science, Humanities and RE) which will prepare our children for high school and the more in-depth approach to analysing, planning and innovating their writing.



Allow all learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this.

IMPLEMENTATION

-How do we achieve our aims?

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. Our writing curriculum at Grace Mary acknowledges that this requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Oracy

Oracy is prioritised in our writing sessions in order to build vocabulary for all learners and increase understanding of trickier texts used across our curriculum. Discussion, questioning and *learning* texts with actions all increase understanding and prepare our children with the tools they need in order to be successful in their writing.

Handwriting

A high standard of handwriting is modelled by all members of our school and children are encouraged to imitate this wherever possible. Handwriting is taught using the *Kinetic Letters scheme* and practised regularly - integrated into our daily practice and our environment. High levels of presentation are expected to be evidenced throughout all work produced throughout every school day.

Spelling

We implement the 'Sounds & Syllables' programme, which is a programme that teaches all children in a simple but logical way how English spelling actually works. The founding concept behind this strategy is the understanding that every word in the English language, from the simplest to the most complex are constructed in exactly the same way. Each word is a collection of spellings, each of which represents a speech sound. These sound-spelling matches are clustered into syllables. It is from this founding concept that the logic of English spelling unfolds.

SPaG

SPaG tricks is a learning journey, a week-long teaching sequence designed at Grace Mary to submerge the pupils in a particular SPaG objective for their year group. Our weekly PaG sessions comprise of a build-up, that consists of carefully planned models and definitions that support and familiarise the children with SPaG expectations for their year group. To ensure frequent, timely introduction and revisiting of concepts, we expose the children to regular retrieval tasks (called blueys) which revise previously taught content – categorised under word level, sentence level, punctuation and grammar.

IMPLEMENTATION (continued)

4As

Assess- This stage is where children will be exposed to a high-quality fiction or non-fiction text (WAGOLL). Teachers will use a range of activities during reading sessions to ensure that the children become familiar with the text on a deeper level.

Acquire- Throughout the 'Acquire' stage of our Writing journey, children follow a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing.

Apply- This stage is where the children apply all of the techniques, elements and skills acquired during the first two stages to initially draft and then publish a piece of writing. It will be expected that there is a heavy focus on the vocabulary that the children are using.

Advance- Peer and self-assessment strategies will be employed by the children at this stage in their learning. Children will be given a success criterion with relevant genre features to assess against.

Cross- Curricular Writing

We intend to develop writing as a transferrable skill across all subjects taught in the curriculum and therefore immerse children in learning across our foundation subjects and encourage cross-curricular links. Our aim is to provide engaging writing hooks that are linked to each termly topic to give children an audience and purpose for writing. Pupils are expected to transfer their key topic knowledge and vocabulary into their writing.

Early writing

In Early Years, a strategy to develop physical skills has been integrated into our daily practices in order to begin the process of 'learning to write'. Pupils are supported whilst writing sentences, completing our RWI Phonics programme, where they progress from word level to composing short sentences using their RWI text as a guide and/or stimulus.

Upon completion of our RWI phonics programme, the children then begin to write short compositions, supported by Talk for Writing.

Assessment

At the end of each half term, our staff members perform comparative judgements on either each class's most recent piece of writing, or at the end of each term, a stand-alone piece inspired by or closely linked to their wider-curriculum topic.

These comparative judgements offer a way of assessing writing which, as its name suggests, does not involve difficult absolute judgements, and which also reduces reliance on prose descriptors. Instead of markers grading one essay at a time, comparative judgement requires the teacher to look at a pair of writes, and to judge which one is better. The judgement they make is a holistic one about the overall quality of the writing. It is not guided by a rubric and can be completed fairly quickly.

IMPACT

-How will we know we have achieved our aims?



Children are able to apply their knowledge of the writing rainbow to all pieces of writing, composed with high expectations of presentation, spelling and sentence structure.



Children have the ability and confidence to use writing techniques independently and show resilience when applying elements of the writing rainbow.



Children hold high expectations of their writing across all areas of the curriculum and use writing as a key communication tool to demonstrate knowledge.



Our children enjoy writing and are engaged, with all pupils challenged to their full potential.