



Subject Rationale: Writing

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. And to be good writers, children must also be good readers. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Curriculum Intent

The Writing curriculum will enable children to learn and practice the key skills and knowledge as set out in the National Curriculum. Through Writing at Calverley Parkside Primary School, pupils will:

- learn to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, make formal presentations, demonstrate to others and participate in debate
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality Writing sequences of learning:

- for our pupils to be confident and caring individuals who are proud of their own uniqueness and successes
- to have an engaging, ambitious and inclusive curriculum which results in happy learners who achieve their potential
- for our pupils to be happy in their learning and set high expectations of themselves
- to prepare our children for modern-day life

The Writing curriculum reflects our school values in the following ways:

Ready:

We are ready to learn and are positive about new challenges - Our Writing lessons are fast paced and regularly involve a high level of challenge so we work on our growth mindset to support children in developing their attitudes to learning. This way they do not fear making mistakes, taking risks and challenging themselves beyond their comfort zones.

We prepare for the future by setting high expectations of ourselves - These fast paced sessions are supportive and result in the children increasing their writing stamina and applying their wealth of grammar, vocabulary and spelling knowledge in context. Continually learning, practicing and refining these skills prepares our children for a lifetime of writing both in Secondary school and beyond.

Respectful:

We always listen when others are talking - During our Writing sessions the children often read their work aloud and ask their peers to give feedback. This is a great opportunity for them to practice their listening skills and demonstrate their respect for their classmates.

Responsible:

We know who to go to for help and support - In our KS1 classrooms we promote '3 B4 me' which encourages the children to check their Brain (think about what they've learnt), ask their Buddy (check with their talk partner or nearest peers) and look at the Board (where they can find supporting visuals, steps and explanations), all before they ask the teacher. In KS2 we use the '5 Bs' which adds 'Book' (checking previous work and supporting materials provided by the teacher) before they check with the 'Boss'.

How is our Writing curriculum implemented?

At Parkside we have adopted Jane Considine's sentence stacking approach to writing from 'The Write Stuff', from Reception all the way up to Year 6. Writing lessons are structured into three smaller learning chunks. Each learning chunk has three distinct parts for a writing lesson; Initiate, Model and Engage. Initiate is a time to inspire pupils. This is short but effective. Model is the bridge between ideas gathering and articulating the thought processes of a writer at work. Engage is the opportunity for pupils to showcase what they can do within particular writing parameters.

A writing unit also features experience days in which the children take part in role play and other immersive activities based around a model text, exciting event or stimulus. Coupled with the sentence stacking and planning lessons, this approach gives children all of the tools and support that they need to draft an effective narrative or non-fiction piece. We then spend time editing this writing using editing stations and peer support. Teachers model this process and provide supporting resources such as word mats in addition to their feedback.

Each half-term, the children publish a piece of their writing which goes into their writing portfolio that follows them on their journey through school. We proudly display examples of this writing in every classroom.

Teachers carefully plan opportunities for the children to write for different purposes and across the curriculum so that they can develop their skills to become well-rounded writers who understand the audience and purpose that they are writing for.

In addition, we teach spelling using Jane Considine's The Spelling Book. This approach focuses on creating spelling investigators who are able to break words down into their correct graphemes, look for patterns, dissect the 'tricky' part of the word and explore hypotheses. The teaching cycle runs across two weeks. In week one, children take part in a long investigation of 30 minutes in which they investigate a hypothesis and learn a whole bank of spellings with a commonality with guidance from the teacher. In the second session of week two, children take part in 'Go Grapheme Grafters' which is split into 3 parts. In part 1, they copy down the 15 target words from the board which have been visible in the classroom for two weeks and discussed in context at different points across the curriculum. Once they've copied them down, they annotate the tricky parts with a partner. In part 2, they participate in a low stakes quiz in which the words are hidden and they must try to spell them correctly. Finally, in the third part, children note down sound associations using what's been discussed over the course of the previous fortnight.

What is the intended impact of Writing?

We aim to equip our children with all of the necessary tools to be confident and eloquent writers. For many children, the art of writing brings up multiple challenges so much of our approach focuses on instilling a positive attitude, providing excellent models and quality feedback and giving children a firm grounding in all aspects of grammar. Our approach builds writing stamina so that our children are able to sustain writing at length. Vocabulary also plays a huge part in both our Writing and Reading curriculum so that our children will be able to write and speak powerfully. New vocabulary and regularly used tier 2 vocabulary is investigated when it is introduced so the children can understand and remember its meaning.

At the end of each half term, teachers assess one of the independent pieces of the children's writing using the

elements of the curriculum that they have taught. These assessments allow teachers to identify whole class gaps to plan for in their next unit of writing but to also plan to plug specific gaps with groups of children and individuals.

Children will regularly review these grids so they can see their progress, achievements and areas for development. Also within writing lessons, we frequently ask children to read their writing aloud to evaluate what they have written. This will often be done alongside a peer and with support from the teacher so they can make edits and assess the effectiveness of their writing as well as knowing which of the success criteria they have achieved.

Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

How is Writing enabled in the Early Years?

In the Early years, we focus on the prime and specific areas to support children's ability and progress in their writing. Communication and Language and Physical Development play an important role in supporting children's ability to articulate their ideas and mark make. They are the key areas of the EYFS curriculum that help children in being able to express themselves and to make those first marks.

To develop their writing skills in the Early years, children have opportunities within the provision and adult-led tasks to express their interest and mark-make. Children also have opportunities inside the classroom and in the outdoor area to develop their gross and fine motor skills.

As children move into the Reception class, they focus more on forming letters and small words that are familiar to them, for example, their name and the names of their family members. They begin to use a preferred hand for writing and develop their pencil grip through a range of fine motor activities including dough disco and by handling tools such as scissors and paint brushes. As children begin to learn new sounds in their phonics, they become more confident in applying the sounds they have learnt in their writing. Throughout the reception year, children learn to construct verbal and written sentences using their phonics knowledge and by forming recognisable letters.

In Reception, we are also using a 3 part lesson model, similar to the 3 chunks we have in KS1 and above. This is an initiate chunk, model chunk and engage chunk. This is where they have an experience or a part of a story is explored and Granny Fantastic makes a visit. The children explore new vocabulary and rehearse using this with her, and then finally they try to write a sentence. There is a much wider range of expectations dependent on the child, some children will be forming letters and some will be writing multiple sentences. At the end of the unit, usually only a week, the children have a go at some independent writing or group writing. Using this approach helps our children to be ready to write in Year 1 and raises expectations for their use of ambitious vocabulary.