



Caldew Lea Primary School Policy for teaching Writing

At Caldew Lea Primary School, writing is a crucial part of our curriculum. The intent of our writing curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We believe in providing children with a varied, engaging and enriching curriculum and we are committed to using high quality texts as a 'hook' to get children excited about writing. We promote a language rich environment to widen the vocabulary of all children at Caldew Lea Primary School. Providing children with real life opportunities and a clear audience gives children a purpose to their writing, which in turn helps them to be successful. We are committed to developing independent, confident and creative writers.

Children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. Our intention is for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent and legible handwriting.

In line with the National Curriculum (2014), our overall intent focuses on all pupils being able to:

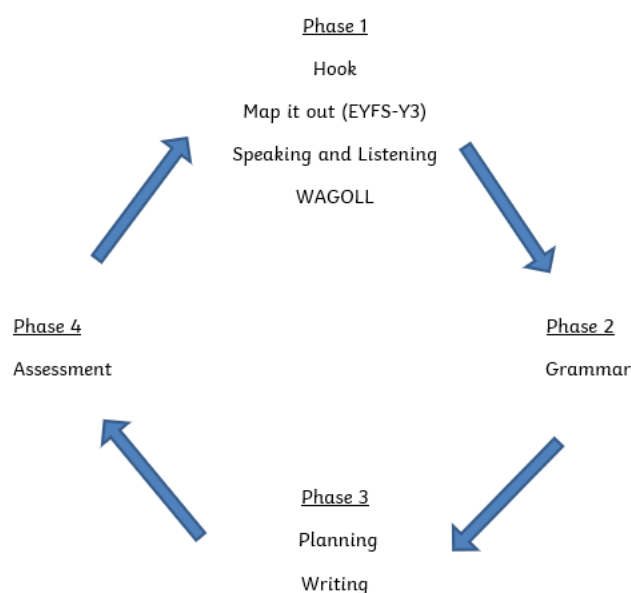
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

- **In Early Years Foundation Stage**

During the EYFS, there is a strong focus on mark making to teach early writing. Children mark make and practise writing using a range of writing materials to help develop their hand-eye coordination and build up the muscles and control in their hands. The early learning goals for 'Physical Development' and 'Writing' indicate what children should know, understand and be able to do by the end of Reception year and it is taught through both adult led activities and through a play-based curriculum. In EYFS, children are taught letter formations linked to their phonic sessions. Children begin by writing graphemes, then CVC words, moving onto short sentences using the sounds they have been taught. Writing opportunities are provided in all continuous provision areas across the curriculum to encourage writing for a range of purposes.

- This process continues into Year 1, where children are encouraged to use the sounds they have been taught. The children have access to sound mats and high frequency word mats when they are writing, whether this is with the teacher, in continuous provision or when writing independently.
- From year 1 to year 6, teachers use long term plans to map out opportunities for different writing outcomes, to make sure a wide range of appropriate high quality texts are covered and to ensure we have progression throughout school. Teachers will include opportunities for real life, meaningful writing and writing linked to other subjects too.
- All teachers plan a sequence of lessons using the agreed format



- After teaching a sequence of lessons for an intended writing outcome and completing a final piece of writing, children will then complete an assessment piece, which will be an independent write of the same text type. This will allow teachers to identify both progress and areas for development and use this information to inform their future planning.
- Teachers use writing assessment grids linked to the National Curriculum to assess writing. It is expected that teachers will moderate across year groups and moderate as a whole school.
- Timely intervention is planned for those children who are working below expected levels as soon as needs are identified.

- We have a strong focus on vocabulary. We are aware that the vocabulary deficit that most of our children have needs to be addressed as a priority. In order to do this and to support the teaching of new and adventurous vocabulary, all year groups have access to high quality reading lists. This ensures that all children are regularly read to in class and high-quality texts are used. We also have a strong emphasis on a language rich environment across school.
- We use Spelling Shed programme so that there is continuity of teaching from the phonics into spelling sessions. All classes across school have access to sound mats and high frequency word mats in their classroom. This ensures consistency of resources that children are familiar with across school.
- Well-linked grammar objectives are planned for and taught within the sequence of English lessons. Discrete grammar lessons can be used within the sequence if this meets the needs of the children, usually the first time they are exposed to a grammar rule. By using the grammar within their writing, it gives purpose and meaning for the children.
- There is an expectation that all use of grammar is accurate, including staff. To ensure progression in grammar skills, all teachers have been given grammar objectives within the long-term plans, on which they highlight the grammar skills that have been taught. Any areas of weakness that are identified as a result of independent writing, are taught as part of the modelled text.
- Writing across the curriculum is taught by immersing children with good examples of a text type, identifying and teaching the features in the specific text type that is needed and ensuring the audience and purpose are made explicit to children. The children then use this knowledge as a scaffold to write.
- We want to develop creative writers as well as technical writers so staff will use a range of stimuli to engage and excite children. We begin a sequence of lessons with a 'hook' to interest children. This could be a high-quality text, video clip, artefact, scenario in class or around school or real-life experiences to name only a few. We will use opportunities to make links with all areas of the curriculum.

Impact

This approach to the teaching and learning of writing at Caldew Lea Primary School, means our children will be enthusiastic, motivated and confident writers

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- The % of pupils working at ARE within each year group will show an upward trend
- The % of pupils working at Greater Depth within each year group will show an upward trend
- There will be no significant gaps in the progress of different groups of pupils