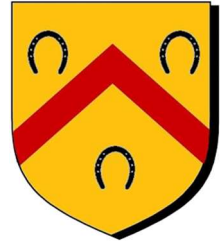


Writing



Writing Intent

At The Pochin Primary School we love to write and we plan our lessons based around our topic areas and high quality texts. Our writing curriculum is rich and varied throughout the school and extends beyond English into other curriculum subjects such as history, geography, religious education and science. Our curriculum is designed to enable children to learn key skills, practise, consolidate and apply them and then master them across different genres of writing. Grammar and spelling are an integral part of our curriculum. Where possible children learn these skills in a context so that they understand how it relates to real life too.

Implementation

Our writing lessons include activities such as role play and drama, hot seating, discussion and debate, listening to and retelling good quality texts, researching, annotating and editing, talking and drawing and writing! We teach all the key areas but we keep it fun and lively as we aspire for all our children to have a love of writing.

We encourage the children to write for a purpose (why are the children writing this particular piece) and an audience (who they are writing for).

Purposes for writing include:

- To entertain
- To inform
- To instruct
- To persuade
- To recount
- To explain
- To report

At the start of a unit of writing teachers and children will take part in a diagnostic task in order to ascertain what the next steps are for pupils. During this phase of learning, the children will compare the same piece of text in different presentational forms, sequence a piece of writing in a concept task or write a short extract following teacher input.

Next, children will look at modelled texts to analyse the presentational, grammatical and language features as an aid to support their own writing. This gives the children the opportunity to identify elements of writing that they would like to use in their own work.

Lessons are planned based on what the children already know and what they need to work on in order to progress in writing. This will largely focus on the grammar and punctuation that they will need to apply in their independent writing.

Teacher modelling of the writing and editing process is paramount. Prior to writing their own independent piece of writing, the teacher will model applying the taught skills in a whole piece of writing. Children will then have the opportunity to work in pairs to create a piece of writing. Finally, the children will write an independent piece to showcase what they have learnt over the unit of work. This will incorporate editing, redrafting and improving their work before they finally publish their work for their chosen audience.

Daily Spelling, Punctuation and Grammar Practise

The children in Key Stage 2 have the opportunity to practise their weekly spellings on a daily basis. All children will have teacher input to develop pupils' understanding of etymology and morphology as well as focused spelling patterns. The school use Oxford Owl spellings and children will have weekly input and activities to apply their knowledge.

In addition to learning grammar and punctuation within our purposes for writing, the children will have a short daily task based on The Place Value of Grammar and Punctuation to ensure that the foundations of grammatical knowledge are secure.

Daily Handwriting Practise

All classes deliver a short handwriting session at the start of an English lesson with the aim to support the children with their speed and stamina for writing.

The school follows a progression based on the Nelson Handwriting scheme and secures children's knowledge of correctly forming letters, accurate use of size and height, control of ascenders and descenders and how to join accurately.

In Key Stage 1, the letter patterns and joins consolidate the work that the children will have completed in the Read Write Inc. phonics lessons.

In addition, as the children progress through school they will look at the different styles of handwriting for different purposes e.g. printing for captions.

Impact

The writing curriculum is evaluated through:

- Formative assessment - High quality verbal and written feedback given to our children throughout the lesson.
- Regular subject monitoring, which includes book scrutiny, learning walks, lesson 'drop-ins' and pupil voice which are timetabled throughout the year.
- Analysis of summative assessments.
- Regular writing moderation - within year groups, across year groups, within our trust.

