



Leonard Stanley C of E Primary School



Writing Rationale

At Leonard Stanley Church of England Primary School we believe in '*Loving and Learning for Life; as Jesus taught us*'. Our curriculum is designed to give every child a life-long love of learning, gain knowledge and acquire skills to ultimately help them to succeed in life beyond Leonard Stanley Primary School. Our school Key Learning Goals, which have strong links with our Christian Values, outline what we want our children to be like when they leave us in Year 6:

- Resilient Readers and Learners
- Constantly Curious
- Respectful Global Citizens
- Confident Advocates for the Environment
- Happy and Active for Life

We create a happy, healthy and safe Christian environment where everyone feels valued and respected and where each pupil is given the opportunity to develop to their full potential through inspiring teaching and a creative, engaging curriculum.

Within the subject, we will explore the different ways in which SMSC can be incorporated. As a church school, spirituality can be recognised and expressed and we will develop the language of OWs, WOWs and NOWs to enable meaningful reflection. We will be alive to the possibilities and opportunities both planned and spontaneous for spiritual growth across the subject. Cultural, Social and Moral aspects of SMSC are explored through classroom discussions and enrichment opportunities.

Please see our Curriculum Policy to read more about our curriculum aims, implementation and impact.

Writing at Leonard Stanley C of E Primary School

Intent: *Why do we teach this? Why do we teach it in the way we do?*

At Leonard Stanley Primary School, we strive to help our children develop into articulate and imaginative communicators who are well-equipped with the basic skills they need to become life-long learners; writing is key in this. We aim for all of our pupils to be able to confidently communicate their knowledge, ideas and emotions through their writing.

We want pupils to have high quality writing opportunities, engage in active and experiential learning and take pride in their outcomes. It is ambitious and empowers our children to become independent and resilient. We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this promotes a love of writing that reaches far beyond the classroom.

We aim for all of our pupils to:

- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- Have an age appropriate understanding of grammar and apply in with various genres
- Develop a genuine love of language and the written word.
- Take pride in the presentation of their writing, in part by developing a good, joined, handwriting style.
- Learn age appropriate spelling rules and create strategies to spell unknown words.

Implementation: *What do we teach? What does this look like?*

The primary aim of our writing curriculum is to foster a love for writing while equipping students with the necessary skills to express themselves coherently and creatively. We follow a progressive model, building on foundational skills from early years to end of Key Stage Two.

Early Years: Preschool and The Reception Year

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and nonfiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The following table shows how we use the Development Matters guidance to plan writing learning opportunities for children in our Early Years setting, so that they are able to achieve the Early Learning Goals that are linked to writing:

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
COM P	- Enjoy listening to longer stories and can remember much of what happens. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Engage in extended conversations about stories, learning new vocabulary.	- Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Listen carefully to rhymes and songs, paying attention to how they sound. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Writi ng	Writing - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. - Write some letters accurately. Physical Development - Use large-muscle movements to wave flags and streamers, paint and make marks. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Shows a preference for a dominant hand.	Writing - Spell words by identifying the sounds and then writing the sound with the letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. - Form lower case and capital letters correctly. - Re-read what they have written to check it makes sense. Physical Development - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop the foundations of a handwriting style which is fast, accurate and efficient.	Writing - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Physical Development Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Com muni cation & Lang uage	Communication & Language - Use a wider range of vocabulary. - Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use longer sentences of four to six words. Expressive Arts and Design - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	- Learn new vocabulary. - Use new vocabulary throughout the day. - Use new vocabulary in different contexts. - Engage in story times. - Learn rhymes, poems and songs. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. Expressive Arts and Design - Develop storylines in their pretend play.	Listening Attention & Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Speaking - Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Expressive Arts and Design Being Imaginative & Expressive - Invent, adapt and recount narratives and stories with their peers and their teacher. - Perform songs, rhymes, poems and stories with others Creating With Materials - Make use of props and materials when role playing characters in narratives and stories.

accomplished writers. Learning to write is closely linked to a child's physical development, so they are encouraged to experience a range of activities that develop their gross and fine motor skills. When they start Reception, children take part in regular phonics and writing lessons, where children learn to write letters, sounds and words. They also learn to write tricky words and eventually sentences that can be read by themselves and others, combining correctly spelt words with phonetically plausible attempts at others. They are provided with a range of stimulating opportunities for child-initiated writing and activities that support physical development and therefore the development of writing skills.

Writing in Key Stage 1 and Key Stage 2

Early in Year 1, children make the transition from being taught writing skills in small groups to whole class writing lessons, in line with the rest of the school. We teach writing as whole class lessons so that all children have access to quality first teaching with the age-related skills and knowledge contained in the National Curriculum.

English knowledge and skills are taught within progressive units of work of varying lengths based around a high-quality text. Teachers ensure that children are able to write for a variety of purposes throughout the year, following the guidance from Michael Tidd:

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

All English units of work are designed to enable a clear and ambitious progression of skills, often based around a high-quality and inspiring texts. We ensure a balance between fiction, non-fiction and poetry. Our Writing units include the following features:

- Begin with a Cold Writing Task (from Year 2), where children produce a piece of independent writing which teachers can use to assess children's starting points or progress across the year – to identify which skills need to be taught within the unit of work.
- A text map is often used and orally rehearsed and learnt off-by-heart by children so that they have a high quality text memorised which then underpins their development of new writing skills. Each text map has been carefully designed by the teacher to include the vocabulary, punctuation, grammar and spelling knowledge that will be acquired by children throughout the unit.

- Have discrete vocabulary, grammar and punctuation lessons within the unit so children have the opportunity to learn and practise new skills prior to completing extended writing tasks.
- Provide opportunities for high quality shared, modelled and guided writing delivered by the class teacher, fine-tuned to cohort, group and individual needs.
- Provide opportunities for extended writing, where children write over a series of days, with focussed teaching and editing opportunities between each session and developing writing stamina.
- Give children the opportunity to plan, edit and improve their work.
- Teach children to use the 'boxing-up the text' strategy to identify underlying text structures which they can use in their own writing.
- Teach children how to create 'writers toolkits' to ensure that their writing includes features from the model texts used.
- The unit ends with a 'Hot Writing Task', where children are given the opportunity to apply the skills they have learnt throughout the unit independently.

Shorter units of work often include some, but not all, of the features of a Talk for Writing unit but enable greater flexibility to adapt to children's learning needs.

Each year group has an English Overview which outlines the units of work and texts covered and ensures sufficient depth and breadth to the English curriculum. The English Subject Leader works alongside teachers to ensure broad and varied coverage across the school.

Children's writing lessons are evidenced in different ways: Learning Journeys in EYFS and English books from Year 1 onwards. In addition to this, children produce a piece of writing each term to be included in their Writing Progress Books, which track each child's writing progress as they move through the school from Reception to Year 6. We agree writing themes in advance so that we can use this particular writing task for moderation purposes too. Evidence of high quality writing for each child is also expected in other curriculum areas, for example Science, RE and History books.

Within lessons, teachers and teaching assistants target support for lower attainers to enable them to achieve at an age-related level wherever possible. All writing may required a level of scaffolding and access to additional support materials such as word banks or a greater level of modelling. Higher attaining writers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

Spelling

In Reception, Year 1 and Year 2, children are taught spelling skills within their daily Twinkl phonics lessons following their phonic level of progression. Year 1 and 2 also have additional spelling and sentence work as the children come in to school. From Year 3 onwards, children have regular spelling sessions each week. In addition to this, spelling skills are taught and embedded during English writing lessons in all year groups.

From Year 3-6, teachers use a Spelling curriculum to ensure all spelling skills and rules outlined in the National Curriculum are taught effectively. Spelling work is recorded in different ways: Learning Journeys are used in EYFS, Phonics folders are used in Year 1.

To ensure writing fluency, we place a high importance on learning how to spell common exception words. In EYFS and KS1 these are called 'common exception words' in line with Twinkl Phonics scheme.

From Year 1 onwards, the tricky words and phonic spellings are sent home weekly on Twinkl bookmarks or as word lists. The children learn these in school and at home with a weekly spelling test at the end of the week.

Teachers and teaching assistants across the school have high expectations for pupils to apply spellings that they have learnt when writing independently in all areas of the curriculum.

Grammar and Punctuation

Pupils are taught discrete punctuation and grammar skills appropriate to their age-related expectations within units of English work, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Handwriting

At Leonard Stanley Primary School, we encourage children to take pride in the presentation of their writing, in part by developing a consistent, joined handwriting style. In EYFS and Year One children print their letters and as they move into Year Two. As they progress in Year Two they have focussed handwriting lessons to help them to form pre-cursive letters, with 'feeder-leader lines', to prepare children for joining their writing at the end of Year 2 and beyond.

Teachers use The Twinkl spelling programme of activities and other high quality resources to teach handwriting discretely and they also reinforce handwriting skills during writing lessons. High standards of handwriting are expected in all curriculum areas.

Children in EYFS and KS1 use pencils to write with and then pens are introduced within year 3 and upwards. We found pens encouraged children to work harder to improve their presentation skills and quality of handwriting in Key Stage Two.

Writing for Enjoyment

At Leonard Stanley Primary School we aim to promote a lifelong love of language and writing. We use every opportunity to share and celebrate good writing. We use house points and Headteacher's Awards to celebrate high quality writing and excellent progress and effort

in writing. We also have a 'WOW Writing' display and have writing displayed in classrooms. We also promote the BBC Radio 2 500 words competition and offer prizes in school.

Assessment and Feedback

To ensure that children remain on track to achieve these goals, we ensure a regular and rigorous teaching, assessment and intervention cycle. This includes:

- We assess predominantly using ongoing formative assessments in class, with teachers giving immediate oral feedback to address any misconceptions that arise. Teachers reflect upon the learning using 'feedback boxes' within the planning, which identify teaching points for the next lesson for the class as a whole, or to identify individuals or groups who require further support.
- A range of effective feedback strategies are used in class, such as quality first teaching, immediate oral feedback, discussion with the class teacher and self and peer assessment.
- Tracking children's attainment and progress within the EYFS using the Early Learning Goals criteria. Boosters and interventions are planned for groups and individuals to help them achieve.
- End of unit Toolkit assessment sheets outline the key learning points for the end of each unit and judgements are made as to whether children have achieved the expected standard for each key learning point.
- Year checklists are also used to show progress against age related expectations for writing. These have been broken into non-negotiables for each term, to improve accuracy of Teacher Assessment judgements. This data is collated and interpreted using 'Insight'. Actions are identified for individuals and key groups – at termly Pupil Progress meetings - in order to raise attainment where appropriate.

Monitoring & Training

- The writing subject leaders attends regular training provided by Gloucestershire LA, which share up-to-date information and good practice. Information is fed back to school staff and actions carried out as a result of the training.
- Regular monitoring activities are carried out by the Writing Subject Leaders, Senior Leadership Team and Governors to ensure that progress and attainment in writing is at least good or better across the school. This is done through pupil conferencing, lesson visits, planning audits, learning walks, book audits, rigorous data analysis and writing moderation.
- Termly moderation ensures progress is monitored within classes and year groups.
- External cluster moderations are also planned to validate assessments and improve accuracy of judgements.

- Staff CPD opportunities are provided when needed. For example, signposting staff to relevant SAS courses available, inviting Lead teachers from County to discuss strategies and improvement ideas.
- A subject action plan is used to identify how to improve the subject; this is reviewed on a termly basis.

Impact: *What will this look like? What will children be able to do before they leave our school?*

By the time children leave Leonard Stanley Primary School they will be confident writers who are able to:

- Use a wide vocabulary
- Have a solid understanding of grammar rules
- Spell words by effectively applying the spelling patterns and rules they learn throughout their time in primary school
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Develop a genuine love of language and the written word
- Take pride in the presentation of their writing, in part by developing a good, joined, handwriting style.
- Achieve age-related expectations in writing at the end of each academic year.
- Be ready for their next phase of education in writing at secondary school by the time they leave Leonard Stanley Primary School.