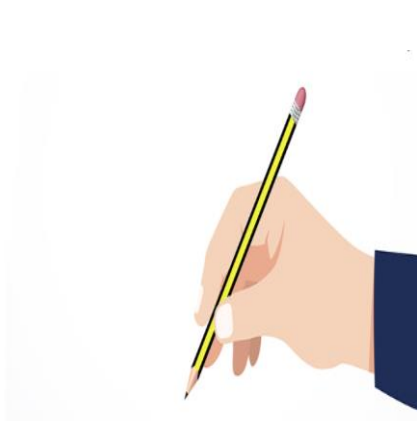


# Moorside Primary School

## Writing



**Intent, Implementation, Impact**



## **Intent**

At Moorside Primary School, we want all of our children to be able to confidently communicate their knowledge, ideas and emotions through their writing and reach their full potential. Having competent writing skills is vital for children to be successful learners and will support their future learning, careers and lifestyle. We endeavour to guide and nurture each individual on their own personal journeys to becoming successful writers and we provide exciting writing opportunities and experiences that engage and enhance all children. Our aim is to deliver a broad and balanced English programme using learning intentions from the National Curriculum 2014 which determines the skills that each year group and Key Stage must cover. We plan a progressive curriculum to build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential.

The aims of teaching writing in our school are to develop children who:

- show high levels of achievement and exhibit very positive attitudes towards writing;
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing
- apply their phonetical and spelling knowledge in their writing
- apply high standards of writing in all areas of the curriculum.

By the end of Year Six we intend our children to have developed a love of writing who are able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and whom confidently use the essential skills of grammar, punctuation and spelling.

## **Implementation**

At Moorside, each class studies a different high-quality text, we passionately believe that reading and writing are inextricably linked therefore studying the text in both reading and writing sessions encourages children to make links and become empathetic and ambitious writers. Through the writing process, children will acquire and learn the skills to plan, write and refine their work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing. Within each genre of writing covered, sequenced lessons ensure that prior learning is checked and built upon and that National Curriculum intentions are taught through a combination of approaches such as guided writing, shared writing and independent writing.

Long, medium and short term planning ensures that a variety of genres are progressively taught and built upon both throughout the year and throughout the school. Learning intentions taught are in sequential order with opportunities given for repetition. For children to learn more, remember more and apply techniques independently, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of skills are built into lessons. Through revisiting and consolidating writing skills, our curriculum and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and explicit teaching of key vocabulary is built into each lesson. This vocabulary is then included in our vocabulary displays and additional resources



to ensure that children are given opportunities to use and apply this language both verbally and in written form.

The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Nursery, moving through the Foundation Stage and then through to the National Curriculum in KS1 and KS2. Literacy is one of four specific areas which include the development of essential skills and knowledge and is made up of the two aspects: reading and writing. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

### Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the foundation stage at Moorside Primary, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style. In Key Stage one and two, we use a handwriting scheme which takes a holistic view of teaching handwriting and also develops gross & fine motor skills. PenPals is a systematic, differentiated and progressive approach which supports children of all ability levels. Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school.

### Spellings

From Year three, classes follow a progressive RWInc spelling scheme. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics.

Children are also taught to;

- Spell accurately and identify reasons for mis-spellings.
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses.

We ensure that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Teachers leave next steps and learning points when marking to ensure that children know exactly what they need to do to make progress. We also ensure that appropriate scaffolds are put in place for children who need it.

Children have a 'writing checklist' to make reference to when writing so that they ensure they are presenting their work to the highest possible standard in line with school expectations.

Any child with identified SEND or identified as needing additional support will have bespoke learning tasks planned for them dependent upon their needs. Children may be provided with interventions, scaffolding materials, technology or adult support to help them develop their writing, at a level that is matched to their individual needs. The nature of the intervention will be decided by the teacher, with support from the SENCO.

Assessment for learning strategies are used on a daily basis. These help teachers to determine the children's progress, any areas of strength or areas to further develop and

these can then be addressed in future planning. Formative assessment of learning is completed termly using assessment against the school assessments.

Throughout the teaching of a unit of work children complete an independent writing piece, which is assessed against our writing criteria. This data is analysed and teachers identify any gaps and plan for these accordingly so that children's needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate in school, within the Trust and in network meetings with local authority schools. Data is analysed by the Senior Leadership and Middle Leadership Team to ensure that all children are making at least expected progress. Children who are not on track are identified for intervention specific to their need.

### **Impact**

Writing skills are vital to the development of children so that they are prepared for their next stage of education and future life. The impact of our English curriculum goes beyond the result of statutory assessments.

Children will make good progress from their own personal starting points.

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage two, children will have developed a writer's craft, enjoy sustained writing and will confidently manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards will also be planned for, opportunities utilised and English skills will be transferable.

Our children will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education

The impact of the school's writing curriculum is measured through several means:

- Clear and reliable baselines for all children across all subjects.
- Outcomes for children at the end of every academic year.
- Progress and attainment data for all year groups throughout the academic year.
- Formative and summative assessment data.
- Levels of engagement in enrichment activities.
- Children's voices and views.
- On-going observations and monitoring of planning.
- On-going CPD for teaching and support staff.
- Learning walks
- Book scrutinies