SUBJECT ON A PAGE

WRITING

At Green Ridge, we believe that English is a fundamental part of a child's learning journey. It allows children to communicate effectively with others through speaking and listening, and writing gives voice to our inner thoughts and allows us to share them with others. It is an important part of communication that can transcend time and is a way to pass stories from generation to generation. Writing is the framework for our communication, and we encounter it in our lives daily.

Intent – what we aim to do

We believe that pupils should leave primary school confident in all elements of English:

- Acquire a wide vocabulary
- Competent speaking and listening skills
- Write clearly, accurately and coherently
- Adapt language and style in and for a range of contexts, purposes and audiences
- Elaborate and explain their understanding and ideas clearly
- Composition skills
- Transcription skills

Implementation – how do we achieve our aims?

At Green Ridge, writing is based three phases of writing. This approach is designed to ensure that children are secure in accurately composing and transcribing sentences with ease. The sole focus for this is well-formed handwriting, accurate spelling and precise composition. There is a clear structure, thus ensuring teachers have the same consistent approach across each Key Stage and a carefully thought-out progression map of key skills. This starts in Key Stage One, so children will be well prepared as they move through Key Stage Two.

The Green Ridge Writing curriculum enables children to analyse and practise key skills and knowledge necessary for a particular writing outcome before creating their own pieces. Through well-crafted WAGOLLS, dictations and shared writing opportunities, children are guided in how to craft their writing effectively, helping them to develop their skills in the same style.

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Spoken Language (cont.)

Teachers should ensure the continual development of pupils' confidence and competence in spoken language and listening skills. They should explain their understanding of books and prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English.

Implementation – (continued)

Structure of a lesson

In Year 1, the children begin every writing lesson with a short 5-minute handwriting starter, along with a 'fix my sentence'. In Years 2-6, children start with a grammar or punctuation starter where grammar and punctuation elements are explicitly taught or consolidated. This leads into the lesson based on the current phase they are on (exposure to texts, grammar for writing or the writing process). In every lesson, there is a 15-minute input, and the children have an opportunity to take part in independent practice before carrying out a review at the end of the lesson.

Assessment

In each unit studied, teachers formatively assess pupils' skills against those specified in the unit outcomes. Final writes are used to measure progress, and this is recorded half-termly for each child. In addition to this, children are deemed to be either working towards, met or attaining at greater depth in English on a half-termly basis. These outcomes are recorded, and feed into the summative assessment completed at the end of each year giving an overall attainment grade.

Writing in EYFS

Writing in the Early Years is made up of several different skills and is directly linked to having a solid foundation of language. The Prime Area of Communication and Language works to give children the vital skills of language which feed into the early literacy skills that they require to be successful readers and writers.

In order to prepare the children to be imaginative and effective writers once they enter Year 1 there are several strategies that are used in EYFS to build these essential skills:

- Phonics
- Helicopter Stories
- Book-Based Learning
- Poetry Basket
- Continuous Provision

By the end of Reception, the aim is for children to be able to use and apply their phonics knowledge to independently write simple phrases and words where most letters are formed correctly, and their writing can be read by an adult.

SMSC + British Values

At Green Ridge, we are committed to promoting diversity and equality and aim to promote British Values and SMSC through our Writing curriculum. Our strategies consist of including same sex couples, characters from a range of races and ethnicities and people with disabilities to provide stimulus for writing. We nurture children's spiritual growth through developing imaginative thinking and encouraging children to develop their creativity through their writing.

Grammar and Spelling

Grammar elements are mapped out across the year, linked to each year group's objectives. Elements are then taught explicitly, using SPaG starters at the beginning of each English lesson. In addition to this, specific grammar features, linked to the writing genre, are taught in context during the grammar for writing stage of the unit. This provides children with the opportunity to develop their understanding of grammar concepts, in context, and build examples to apply to their final piece of writing. Spelling is taught in Y1/2 using Little Wandle and in KS2 using Spelling Shed where teachers follow the scheme's medium-term plans.

Implementation – (continued)

Exposure to High-Quality Texts

To start a unit, the children are provided with the purpose, audience and context for writing. A typical book-based unit begins with exposure to a WAGOLL (model text) and quality texts, which promote discussion about the language and structure of the chosen writing outcome. During the language analysis, children have the opportunity to unpick the language used in the WAGOLL, relating this back to the purpose, to create a word bank and display key vocabulary. A success criteria is shared to cross-reference whilst in the writing phase. Structure analysis is then completed on the WAGOLL.

Grammar for Writing

In this phase, the necessary grammar skills are taught in context. Each grammar focus is clearly linked to the National Curriculum objectives. Teachers explicitly teach transferrable skills and knowledge that pupils can apply within a writing context. A consistent model, practise and apply structure is used, which consists of the teacher modelling how to use the skill independently and within a sentence. This leads on to guided practice which comprises of a teacher dictation, followed by a shared write. Finally, leads on to independent practice where pupils apply the skill in a purposeful and engaging context. A picture stimulus may be provided to support this short burst piece.

Writing Process

In the final stage, pupils engage in planning, drafting, editing, and publishing their written work. During the drafting stage, pupils are encouraged to refer to the success criteria and evaluate how effectively their writing meets the intended purpose. A conferencing and free write lesson is also used to be provide opportunities for teachers to provide 1:1 high-quality feedback. This is followed by an editing lesson where editing and improvement is explicitly modelled by the teacher. Finally, pupils are supported in publishing their completed writing.

Impact – how will we know we achieved our aims?

- Children will have a wide and growing vocabulary.
- Children will have an appreciation for a range of English literature.
- Children will have the ability to speak and listen to others.
- Children will be able to write to suit a particular purpose or audience.
- Children will have competent transcription and composition skills.
- Children will be able to experiment and create using the English language.
- Children will have skills in explaining their understanding and ideas.