



Moorside Primary School and Nursery

Writing Intent

Intent

The National curriculum for writing aims to ensure that all pupils:

- ❖ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing
- ❖ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Our Writing intent is echoed through our **school's vision**:

-A culture of success and achievement for all

All children are supported to write successfully for a range of purposes using age-appropriate skills in line with their peers. Progress in writing is celebrated and children are given regular opportunities to write for a range of real purposes across the curriculum.

-An aspirational and inspirational curriculum

We inspire our children as writers through developing a love of reading, exploring a range of authors, use of film, real-life contexts, model texts and a wide range of exciting opportunities to write across the curriculum. We aim to instil the importance for our children, of writing for real purposes, as well as writing creatively for enjoyment.

-Strong relationships between the school, families, pupils and our community

Children's writing is celebrated with parents and families through a range of media. Children are given regular opportunities to write to members of the community for real reasons: thank-you letters, persuasive letters, posters to raise awareness, balanced arguments regarding local events etc. We support our families with advice on how to help their children to practise writing, including spelling and the mechanics of handwriting at home (following our school's agreed style), and we share progress and successes in writing with parents through a 'Marvellous Me' app, to engage them in their child's learning. Parents also receive a termly report about their child's progress in writing.

-A whole school inclusive and nurturing ethos

Children can and will leave Moorside Primary School and Nursery as confident writers who are able to write for a range of real purposes, as well as for enjoyment. We ensure this through a carefully-planned writing curriculum with appropriate scaffolding and challenge. Targeted provision is put in place for ALL children not meeting age-related expectations in writing, to ensure rapid progress is made so that they keep up with their peers.

-High expectations for all stakeholders, surrounding our children with the best educators and specialists
Leadership of writing is rigorous and supportive for staff and children. As a team, teachers are reflective and open to development opportunities, collaboration and whole- school projects to continually drive further improvement. Teaching staff work closely to ensure consistency in progression and teaching strategies and assessment across all key stages at Moorside Primary School and Nursery.

In line with our school curriculum intent and following the National Curriculum for writing, at Moorside we:

Ensure that every child is a writer; every child at Moorside Primary School and Nursery is able to write for a range of real purposes and enjoys writing, viewing it as interesting and essential.

From Years One to Year Six, writing is carefully-planned using a long-term writing plan to ensure all age-appropriate skills are taught and applied across the curriculum for a range of purposes and audiences, and in different forms. With appropriate scaffolding and support, along with well-pitched activities and challenge, ALL children access writing lessons pitched at age-related expectations. Writing is further embedded throughout the curriculum with daily opportunities for children to use writing as a key tool to share and record their learning.

We strongly acknowledge that writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.


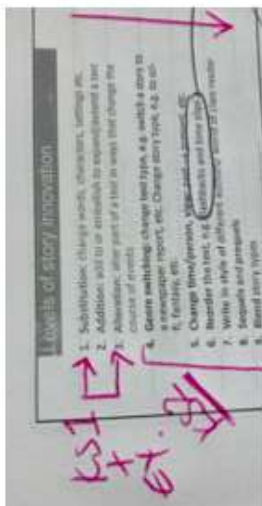
We follow LITTLE WANDLE for the teaching of phonics in EYFS and KS1, and we follow the 'No Nonsense' spelling programme from Years Two to Six for the teaching of spelling. All classes follow a clear weekly timetable for daily phonics and/or spelling practice, and weekly age-appropriate word lists are sent home for additional practice. Handwriting throughout school, starting in EYFS through to Year Six, is taught in-line with our school's handwriting policy: All children are expected to learn cursive handwriting to write fluently using our agreed cursive style by the end of Key Stage One.

Implementation

Each writing sequence includes a balance of different writing activities: modelled writing, shared writing, guided writing, supported composition and independent writing, discussions, talk for writing and a stimulus (for example film, images, an event, an educational visit, a current national issue etc). Throughout the writing process and associated reading, there is a clear focus on the understanding and use of vocabulary and language to improve the quality of writing. Children are given regular opportunities to write across all areas of the curriculum throughout the week; these are identified in the long-term writing plan for each year group. We ensure children have a solid understanding of the writing process and becoming reflective writers by planning, evaluating and redrafting their work following this clear sequence: Age-appropriate skill or skills taught, gathering content, planning, drafting, and proof-reading and editing. At Moorside, we understand the vital role TALK has in developing pupils language and writing skills. Therefore, the gathering content, planning and drafting stages of our writing sequence include a range of Talk for Writing strategies, to engage and support all our writers in achieving excellent outcomes.

See guidance below used to support teachers in planning successful high-quality sequences of writing.

The Writing Sequence

Before delivery of writing sequence	Skill	Gathering Content <i>Imitation (know the model well)</i>	Planning <i>Innovation</i>	Drafting <i>Innovation (new versions) Independent (write independently)</i>	Proofread, Editing and Improving																
Text mapping Refer to long term writing plan to familiarise self with skill, purpose, audience and form. Select an appropriate part of the model text to clearly exemplify the key features required.	Discrete lessons Through SPAGERCISE in context Through modelling across the curriculum and in context Opportunities within whole class reading lessons	<ul style="list-style-type: none"> - Provide a HOOK – make it different and exciting - Reading the model: check and explore the meanings of words and phrases. - ORALLY REHEARSE MODEL OR PARTS OF MODEL - Comprehension (link with whole class reading) - Looking at the model to identify 'tools not the rules' with a focus on impact - Provide REAL experiences to support children in deepening their understanding of contexts - Using READING images/experiences/videos etc to gather vocabulary - Practise writing creative sentences. Playing with words and ideas eg/ nouns, verbs, adverbs etc. - Then, Box up the model – create writing toolkit (Not 'has to' include, COULD include.) 	<p>S planner (fiction) R-Y1 Walk the map/talk the map Boxing up – using structure from model Can use as planning tool for rapid innovation ... 5 sentence story to provide underlying structure Levels of innovation (must be done in order – can't move on unless grasped previous one)</p> <table border="1" data-bbox="829 728 973 1164"> <thead> <tr> <th></th> <th>Model</th> <th>Innovate</th> <th>Independent</th> </tr> </thead> <tbody> <tr> <td>Name it</td> <td>Reaction part</td> <td>Run a night</td> <td></td> </tr> <tr> <td>What it looks like</td> <td>High levels, story text</td> <td>Starting with, high level</td> <td></td> </tr> <tr> <td>Where they live</td> <td>Class text materials</td> <td>Text</td> <td></td> </tr> </tbody> </table> 		Model	Innovate	Independent	Name it	Reaction part	Run a night		What it looks like	High levels, story text	Starting with, high level		Where they live	Class text materials	Text		<p>Oral rehearsal of what they are going to write using plans Shared writing / Short burst observational writing MODELLING using toolkit (created during gathering content session) and skill focus (from long term plan) 'Must Remember' toolkit available to refer to.</p>	<p>Editing stations Stages of editing (as described in marking and feedback policy) 'Must Remember' toolkit available to refer to.</p>
	Model	Innovate	Independent																		
Name it	Reaction part	Run a night																			
What it looks like	High levels, story text	Starting with, high level																			
Where they live	Class text materials	Text																			

Teachers ensure that all writing sessions within the sequence, include a vocabulary focus so that children can build their bank of vocabulary and magpie examples of vocabulary to include in their independent writing. All lessons are carefully scaffolded and differentiated to ensure every child is able to access the learning, and questioning is used skilfully to challenge and extend learners, making sure all children make expected or better than expected progress from their individual starting points. The National Curriculum objectives for writing are used to carefully plan the writing sequences; this ensures that learning is progressive and that all children access age-appropriate learning. Model texts are selected using a number of factors to ensure suitability and challenge for all year groups.

We value the importance that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching; therefore, we ensure age-appropriate grammatical terminology is taught and revisited regularly. Grammatical skills are taught in context (for example, through examples of the class text or models of writing) at the beginning of each writing sequence. Children also take part in active SPAGERCISE sessions at least three times a week to increase confidence and understanding of the associated terminology. Terminology is displayed on classroom SPAGERCISE boards and used regularly throughout the writing sequence so that it becomes part of children's vocabulary.

Children are given regular opportunities to share their developing writing skills with an audience by sending letters to members of the community, having their writing displayed clearly around school and reading their writing aloud in different situations: one to one with adults, reading to peers and sharing their writing in assembly. This helps to develop confidence in sharing their written work and provides a real purpose and audience.

All classrooms include a literacy working wall, which displays materials for the current writing sequence, for children to use to support them during the writing sequence. All classrooms also have a phonics or spelling display, linked to the current stage of learning. 'Grow the Code' charts are also available to support children when spelling. Use of these materials is modelled clearly by adults.

Writing in the Early Years

To prepare children for writing, we understand that first they must develop a LOVE of reading. Children must also develop language comprehension (necessary for both reading and writing). We know this only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, as well as the rhymes, poems and songs they learn too. Therefore, we ensure our Early Years setting is a language-rich environment where children are immersed in stories, books, poems and talk about the world!

Opportunities to develop children's fine motor skills, required for effective writing, are carefully planned and readily available in the learning environment. A range of writing tools are always accessible too, to further develop fine motor skills and allow children to experience writing with different writing implements. Exciting writing opportunities for a range of 'real purposes' are planned around topics and often linked to class texts. Letter formation and use of phonics for spelling are practised during daily phonics sessions.

To track writing progress in Reception, Milestone checkpoints are used. Children who are not making the expected progress are then quickly identified and interventions are put in place to ensure they keep up with their peers.

Phonics and Spelling

BY the end of KS1, children should have a secure understanding of the phonic/grapheme correspondence to make plausible attempts at spelling unfamiliar words by the time they enter Year 3. For those children who have not met this level by the end of KS1, additional 'Rapid Catch Up' phonics sessions are delivered to support children in 'catching up'. Phonics learning and the associated terminology will continue to be used to support the teaching of spelling throughout school. Such teaching takes place during discrete timetabled sessions, as well as during modelled writing sessions led by the teacher. 'Grow the Code' charts are used consistently throughout the school to support children in finding and using correct spellings in their writing.

The No Nonsense spelling scheme is used from year 2 to year 6 which involves children practising their weekly spellings in school, using a range of strategies. Children also have spelling work set for homework throughout the week. Spellings are tested weekly in class. Children are also given the opportunity to practise these within dictated sentences to encourage the correct use of the challenging vocabulary being introduced. Teachers set high expectations that words available in word banks and on display in the classroom are correctly spelt in children's work. Some incorrect spellings are highlighted to children in marking and feedback (in line with the school's Marking and Feedback Policy). Children are also encouraged to use a 'magic line' when writing to underline words they are unsure of the meaning of to check during the proof reading stage of the writing process; this stops them from losing the flow of writing to check spellings when drafting.

Editing Stations

Editing Stations are used in Years 1 to 6, during the proof reading and editing stage of the writing process, to support children in independently reviewing and improving their writing. Editing stations involve teachers dedicating 'stations' to the checking of different writing features. We understand it is important that children can self-assess their work; however, quite often when children are asked to read over their work, they can struggle to identify areas for improvement. Editing stations break down the success criteria and help the children to deeply focusing on one part at a time.

Teachers make decisions about how to organise the editing stations in their classes, taking into consideration a number of factors:

- The amount of 'stations' chosen will depend on the year group/children/writing outcome etc.
- The stations could focus on any aspects of the writing: sentence structure, punctuation, grammar, vocabulary, spelling, literary features etc
- Separate tables can be used for this where children move in a carousel style **or** children can stay seated with timed 'stations' at their seats (where all children take part in the same station at the same time) **or** tables' 'stations' could change, rather than the children moving.

One of the main benefits of editing stations is that they **nurture independent writing and improvement**. Children quickly learn that by focusing on improving one aspect of their work at a time, their writing quickly improves as a whole.

SEND

All pupils are supported to make good progress with their writing from their individual starting points. Gaps in phonic knowledge and spelling skills are carefully identified and targeted provision is provided to ensure rapid progress is made. Specific writing targets and provision are clearly outlined on children's Individual Provision Maps (IPMs).

Pupils on the SEND register are supported in a number of ways to ensure they access the learning for their age and stage along with their peers, whilst taking part in additional carefully-planned sessions to identify gaps and 'keep up.' Within writing sessions, or when children are expected to record their learning across the curriculum, they are supported in a number of ways to record their learning successfully. Such support may include the following: closed writing procedure tasks, focus group writing, talk partners, talk scaffolds to orally rehearse sentences, word banks, pre-teaching of key vocabulary and content, use of a range of media and varied ways of recording learning. Steps to Success are also used to ensure independent learning is organised into small manageable chunks so that all learners feel they are capable of achieving success. Teachers and Teaching assistants ensure they maintain high expectations of ALL learners, including those on the SEND register.

Assessing Impact

Formative assessment is carried out weekly through speaking, reading and writing activities. Follow-on activities and learning objectives are adapted to respond to any gaps or misconceptions within the teaching cycle to ensure all pupils make good progress from their individual starting points.

Writing is assessed termly using the key performance indicators for each year group. A number of pieces of writing, written for a range of purposes and audiences in different forms, are used for assessment. Teachers' assessments are moderated across the school and the alliance to ensure consistent approaches and views of assessment. At the end of year 6, teacher assessments for writing are sent to the DFE to form part of the statutory data. Children also take a Grammar, Punctuation and Spelling test as part of their statutory assessments.

At the end of each half term, children take a summative assessment test (Rising Stars), which provides a score out of 20 for G&P and a separate score for spelling out of 20. These tests are administered, marked and analysed by class teachers. Data from these tests, alongside the teacher's records for assessing writing overall, will inform an overall judgement at the end of each term, as to whether children are working below (B), within (W) or securely (S) the end of year expectations for writing. This information will be recorded on the school's assessment management system.

This termly data is scrutinised to monitor progress and identify strengths and areas for development for specific target children, as well as whole classes. Pupils who are identified for rapid keep up/catch up receive more targeted support as soon as possible by the class teacher or teaching assistant. The English Subject Leader and Headteacher also monitor writing through lesson observations, lesson studies, planning and work scrutinies, as well as learning walks and pupil voice, to ensure that all teaching environments are up to date and used effectively. The Subject Leader talks to children alongside looking at their work, to gain an insight into the progression and development of writing and outcomes in each class from the children's perspective.

Impact

- Children use their knowledge of phonic/grapheme correspondents to support them in making plausible attempts at spelling words accurately within writing.
- Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class.
- Teachers develop their own subject pedagogy and CPD is provided through lesson studies, internal peer to peer modelling as well as external providers to continually improve the quality of teaching and learning.
- Pupils achieve well and make good progress. Key Stage meetings and pupil progress meetings target individuals who need rapid intervention and more regular monitoring.
- Children talk positively about writing and are able to write successfully for a range of purposes and audiences and in different forms.
- Children use and apply their writing skills confidently to share their knowledge in wider curriculum areas.
- Children view writing as interesting and essential.

H Jemmett, English Subject Leader - Autumn 2022