English – Writing

Intent

It is our intent at Kirk Smeaton to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.
With regards to Writing, we intend for pupils to be able to plan, draft, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.
With regards to Spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English. They will be taught to use the elements of spelling, grammar and punctuation.

Implementation

The teaching of writing is in line with the 2014 National Curriculum and that expectations that come with this. The teaching of writing uses grammar, vocabulary and punctuation as key drivers, with an emphasis on writing sentences accurately.

Teachers will be familiar with the writing objectives for their year group and will plan accordingly. To ensure all the objectives are covered they will use the 'Writing Skills Progression document' to aid their planning.

- Grammar, Vocabulary and Punctuation are to be the key drivers for teaching writing, guiding teachers' planning. (See Two Year Writing Cycle)
- The key focus of the teaching of writing is on ensuring sentences make sense, taking pupils back to writing in simple sentences until this is embedded.
- Teachers use their class book and termly topic theme as a stimulus for writing.
- Teachers use a variety of strategies as a stimulus for writing which include: Talk 4 Writing, Book Talk, Jane Considine as well as using their own methods.
- The teaching sequence involves pupils writing in sentences, then paragraphs before applying their skills to longer pieces.
- The use of a WAGOLL is used as an example of how to be successful at the start of each unit of work. This provides children with an end goal.
- Ideally, Pupils should be able to write three paragraphs to be at the Expected Standard at the end of Year 2, this is the starting point for teaching in Year 3.
- For the first half term of every year, teachers revise the previous year group's objectives.

Pupils have access to a wide range of writing opportunities that include:

- shared writing; modelled writing
- independent writing;
- writing different text types and narrative styles;
- writing in different curriculum areas;
- handwriting practice;
- collaborative writing;
- writing related to own experiences and enjoyment;
- writing from a variety of stimuli;
- planning, drafting, editing and presenting;
- using ICT.

Spelling

Spelling is taught following the National Curriculum spelling rules using a variety of strategies.

- The teaching of spelling should focus on a "rule" each week.
- A small number of spelling list words are sent home each week to be learned for a test.
- Spelling Cinema is used in classes to aid the teaching of these spellings.
- Weekly spellings are clearly displayed in the classroom and referred to throughout the week.
- Pupils are given dictated sentences to write which include the weekly spellings.
- Weekly spellings are put on spelling shed and assigned to each pupil to practice at home and at school.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books. By the end of Key Stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

- Achieving Excellence in handwriting scheme is to be used.
- Pupils are encouraged sit with their feet on the floor.
- Pencil grips are used to support pupils who have difficulty maintaining the correct grip.
- Discrete Handwriting lessons are taught at least twice a week in Years 1-4 until pupils have developed a legible, fluent and consistently-sized, cursive script. For pupils who need extra support, appropriate interventions take place.
- Regular handwriting lessons will continue to be taught through school.
- Both pupils and teachers should have high expectations of handwriting and presentation.

Intervention

Different interventions are in place for pupils who are identified as not making the expected progress or working below age-related expectations. These may be identified by class teachers, the SENDCo or the SLT:

- Handwriting
- Differentiated spellings
- Interventions as designed/planned by class teachers

Assessment

Formative assessment is carried out on an on-going basis, with pupils' performance against National Curriculum objectives recorded on Teacher Assessment Grids. This allows teachers to easily identify the strengths of individuals, groups and classes, and adjust teaching accordingly.

Summative assessment is carried out on a half-termly basis, as per the Assessment Policy. This is in the form of teacher assessment, using evidence from the writing produced over the year, including edited pieces. This is in line with how Year 6 end of key stage judgements are made. As a school, we moderate writing half-termly. This enables teachers to be confident in their judgements and to ensure accurate judgements are made. (See Moderation Templates and Criteria)

Judgements of writing are made against objectives covered so far in the year. Pupils are judged as one of the following in writing:

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- B – Below Key Stage
- WT - Working Towards
- WA – Working at the expected standard
- GD – Greater Depth

Judgements are submitted to the Data Leader for moderation before being input onto the school's tracking system. Judgements are moderated by the English Leader and at whole school moderation meetings. Teachers can also access Pobble moderation programme. This includes online training for teachers.

Impact

With the implementation of the writing journey being well established and taught thoroughly in both key stages, children become more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them, and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

All aspects of English are an integral part of the curriculum, cross curricular writing standards improve and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

Throughout their journey at Kirk Smeaton, children:

- Develop writing skills to a level that, as a minimum, adequately prepare them for the next stage of their education.
- Develop positive attitudes towards writing so that they enjoy writing and do so with purpose.
- Use writing skills consistently across the curriculum.

As children move on from Kirk Smeaton to further their education and learning, their creativity, passion for writing and high aspirations travel with them and continue to grow and develop as they do.