



## **What does the teaching of writing look like in this school?**

### **Intent:**

At Stanwick Primary, we are dedicated to deliver an exciting, innovative English curriculum which enables and empowers children to become articulate speakers, inspired writers and avid readers for life. We intend to create confident writers who develop stamina for writing throughout their time at school. We aim for all our children to be independent writers, building on a range of skills as they work through each journey of writing and for them to be able to write for a range of purposes and audiences. Throughout this journey, we ensure our children are immersed in a range of genres and have a clear understanding of purpose and audience. Our learners will have a secure understanding of the purpose of a text type, the intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our learners are challenged and encouraged to take risks and view mistakes as part of the learning process. We believe and encourage children to always set high expectations for themselves, ensuring they take pride in all aspects of learning and in everything they produce.

### **Implementation:**

Across school, children receive a daily English lesson. Within each unit of work, carefully sequenced lessons ensure that prior learning of grammar, punctuation and spelling is revisited and developed on in each year group. Each year group have a yearly overview of writing across a range of genres, ensuring that children can write for a range of purposes and audiences to develop and show a secure understanding of the skills taught.

Teachers use pre/post writing sequence tasks (cold and gold writes); these are carried out at the beginning of each writing teaching sequences. By producing these, teachers can get a clear understanding of the pupils' current knowledge of a genre to allow them to carefully match planning to the needs of the class at that time. The completion of their 'gold write' provides an opportunity to formally assess the progress that the pupils have made towards the writing expectations for their year group, as well as from their own starting point completed within the 'cold write'. Pupils are encouraged to identify the differences and the progress that they have made, as well as understanding their own writing assessment grids to understanding what their individual target areas are. At the end of each writing sequence, children use what they have learnt to produce a polished piece of writing.

A high-quality of writing is expected wider than writing completed within English books and where appropriate, is expected to be see of the same quality within wider curriculum subjects also. Written pieces of work from lessons wider than English are expected to be shared during writing moderations and skills of a pupil should be evident across a range of writing.

### **Handwriting**

As a school we use the Kinetic Letters programme to provide our children with an automatic response to letter formation that allows pupils to concentrate their effort on the content on their writing. This can be seen at the beginning of each English lesson, where the children will learn and develop their skills. The programme has four threads:

- Making bodies stronger
- Holding the pencil (for speed, comfort and legibility)
- Learning the letters
- Flow and fluency

In Early Years, the children are taught to build up their core strength and gross and fine motor before progressing onto learning to form the letters through large body movements and gradually move onto smaller movements, until they are ready to write on paper, whiteboards and with materials like sand. Children will be taught how to hold their pencil correctly and how to develop the correct posture when writing.

In Key Stage One, children continue to learn to write their letters correctly, linked by the moves made to form each letter. We encourage children to use the correct starting position for each letter and produce letters of a uniform size. By the end of Key Stage One, children are expected to write with clear letter formation with some children attempting to join letters upon entry to KS2.

In Key Stage Two, the children focus on learning how to join their handwriting and then progress onto developing automaticity and fluency when writing at length.

Teachers are expected to model the school's handwriting style when marking children's work and when writing on the board during lessons.

### **Spellings**

At Stanwick, we use Spelling Shed to support the teaching of spelling throughout the school. All children can access the Spelling Shed website which also includes Phonics Shed for additional support in this area. The website can be found here <https://play.edshed.com/>. At the end of the term, teachers choose 20 words (at random) that the children have been working on that term to test their retention of spellings.

### **Impact**

Through the implementation of the current teaching of writing at Stanwick Primary, pupils are provided with high-quality teaching that carefully builds on their current knowledge through specifically planned lessons for the needs of the pupils, to support and challenge them to achieve to the expectations of the National Curriculum and beyond.

Further to this, the current structure allows for:

- Careful monitoring by teachers and the subject lead in ensuring high-quality teaching is provided to the pupils throughout the school.
- Pupil outcomes to be closely monitored through deep dives, where evidence is gathered in the following ways: pupil voice interviews, book looks, lesson drop-ins, discussions with staff etc. allowing for the subject lead to support effectively where needed.
- Pupil's knowledge of key component learning as set out within schemes of work to be carefully monitored.
- The discrete teaching of grammar and vocabulary to secure pupils' fundamental knowledge and skills for writing.
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning and the current offer for pupils, to ensure the teaching across the school continues to be of a high-quality.
- Allows for tracking of quality of writing in all opportunities, including writing completed in wider curriculum lessons.
- Monitoring of progress from year to year ensuring pupils remain 'on track' from their starting point or challenged and supported to make greater progress.