



What does the teaching of Writing look like in this school?

Context:

- ❖ The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.
- ❖ Success criteria are used across all classes and where appropriate children are given the opportunity to develop / generate their own success criteria.
- ❖ Quality writing and extended writing opportunities are expected across a range of curriculum areas.

At Stanwick Primary we:

- ❖ **Promote** the importance of how spoken language underpins the development of writing;
- ❖ **Appreciate** that the quality and variety of language that pupils hear and speak are vital for developing their vocabulary, grammar and their understanding for writing;
- ❖ **Understand** that the more children are exposed to a wide range of high quality and engaging texts the better writers they will become.
- ❖ **Teach** the skills that children need to become good writers discreetly when needed e.g. weekly Spelling and Grammar sessions.

To develop a love of writing we will:

Begin early in Early Years Foundation Stage:

- ❖ EYFS use Letters and Sounds and high quality texts to teach reading and writing. Pupils in EYFS have daily opportunities to produce independent writing in each area of the setting.

Create great writing opportunities through Drama and Speaking and Listening by:

- ❖ Using 'Drama for writing' activities, on a termly basis, to enhance the teaching of writing.
- ❖ Ensuring the continual development of pupils' confidence and competence in spoken language and listening skills by teaching pupils to understand and use the conventions for discussion and debate.
- ❖ Promoting a forum for open dialogue and expression in which participants ask questions, sift arguments and explore alternatives through the use of Philosophy for Children (P4C)

Ensure rigour in Spelling, Punctuation and Grammar by:

- ❖ Using Alan Peat sentences to teach a range of sentence types / structures.
- ❖ Using NFER Spelling and Grammar tests across KS2 three times per year to inform teacher assessment.
- ❖ Children are taught a range of strategies to use when learning, spellings including multi-sensory approaches.
- ❖ Spelling mistakes are either corrected via the use of a cloze procedure or where age appropriate spelling mistakes are indicated (sp. in the margin) for the pupil to find and correct independently.

Develop neat cursive handwriting in Key Stage 1:

- ❖ **Through using Kinetic Letters:** The four strands of the Kinetic Letters programme are:
Making Bodies Stronger: Children complete activities which build physical strength to enable them to hold and maneuver the writing tool for extended periods of time without tiring.

Learning the Letters: Children are taught to write letters autonomously, combining letters into words for writing, using developmentally appropriate strategies and resources.

Holding the Pencil: Children are taught strategies for learning, self-correcting and maintaining an optimal pencil hold for comfortable, fluent and legible writing.

Flow and Fluency: Children complete activities which enable flow and fluency. Children begin to learn how to join their letters in year 2 (a 12 week programme).

In Key Stage 2:

- ❖ Pupils are awarded a pen licence for consistently joined, fluent and legible handwriting.
- ❖ Use Practice Patches on whiteboards and in books as opportunities to practise specific letters or joins.
- ❖ use DUM TUMS (*Date, Underline, Miss a line, Title, Underline, Miss a line, Start*) when presenting their work.

To support our development of writing we will:

Provide Feedback:

- ❖ Children are encouraged to reflect on and evaluate their written work through the use WWW & EBI where age appropriate. Children are also given opportunities to carry out peer feedback.
- ❖ From year 2 onwards Pupil /Teacher (P/T) boxes are completed for every learning objective.
- ❖ Children are given regular opportunities to edit their work using a blue 'polishing pen'.
- ❖ Precise and positive verbal or written feedback regarding their skills, what is good and next steps is a regular feature in their lessons.

Complete assessments and track progress:

- ❖ All classes complete a whole school independent writing task three times per year. This task is used as an assessment tool and provides an opportunity for teachers to moderate judgements across the school.
- ❖ Progress and attainment is tracked using Target Tracker.
- ❖ Data is collected and analysed six times per year so that our planning and teaching is adjusted to meet the needs of individual children.

Provide high quality resources:

- ❖ All children have access to a wide range of resources that support writing (tailored to individual needs) including working walls / resource walls / help desks and editing stations.
- ❖ Children have access to quality books and high quality texts to support all English

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