



The Canons CE Primary School – How do we teach Writing?

Intent

The school believes that English skills are vital to the development of children, so they are prepared for their future life. A broad and balanced English programme, using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover. A range of genres are studied and promoted. A variety of resources are used to promote a reading, writing, grammar and oracy culture which interweave to create a fully literate individual. Within these areas children will expand their vocabulary through oracy and specific language teaching. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks, focusing on the specific audience and purpose of the piece. A culture of learning from each other is promoted through use of collaborative learning structures.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards writing;
- use and understand language as speakers, readers and writers.
- use a wide range of vocabulary appropriately
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing;
- apply their phonetical and spelling knowledge in their writing;
- apply the skills in all areas of the curriculum.

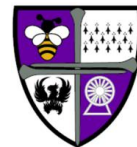
Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation

Our school provides daily English lessons that are progressive and support skill development. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Reception and then transition through to the National Curriculum in KS1 and KS2.

The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication & Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication & Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading & writing. Teachers use 'Talk through stories' as part of their literacy lesson and to help introduce children to Tier 3 vocabulary, which we recognise is key to children's progress at our school. Pupil provision is related to attainment, not age. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.



Grammar and Vocabulary:

At The Canons we teach specific Grammar skills within the main body of the English lesson so that children see them as part of their writing and are able to apply them to a written piece. These skills are taught and reviewed regularly so they can build into children's schemas around a certain text type and their writing becomes more purposeful and is specific to the intended audience.

We recognise that children at The Canons do not always have the wide variety of language needed to succeed, so we specifically teach them Tier 3 words through Word aware strategies and Talk through stories to help bridge this gap across the EYFS, KS1 and KS2. Research suggests that along with reading and writing the acquisition of vocabulary is a key indicator for success in later life, so we believe it is our duty to give the children at our school the best possible opportunities to succeed.

As part of our enriched curriculum, writing opportunities are planned through a variety of ways including through our key texts and via other subjects. Teacher's planning links together themes across English and History, Geography and Science lessons to ensure that writing skills are taught across all areas of the curriculum, a high standard of written outcomes are maintained and so that children see a link between them.

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills through the use of collaborative learning structures.

Writing Sequence:

Writing, reading and grammatical knowledge make up the triangulation of children's understanding of language and communication. Children should be taught to become readers and writers through a process of immersion, reading, analysing a high-quality example text, watching modelling of the process writing, actively writing, reviewing, editing, redrafting and publishing (*EEF documentation*).

Aim: Children should be able to plan and write pieces at length with input from the teacher but gaining the confidence in their ability and understanding of the task and writing structures to ensure that this, eventually, is not over subscribed and independent.

Considerations: Curriculum expectations, time frame, opportunities to write, outcomes (writing and reading), grammatical understanding, text level, language level, genre, audience and purpose.

Immersion in texts: Children should be inspired to write using exciting stimuli, this could be a book, topic, person, film clip etc. Activities and opportunities can then be planned around this, providing an exciting starting point.

Curriculum: Planning should take into consideration the expectations of the National Curriculum. Composition aspects should be tailored to the writing styles covered and children should be able to make accurate choices for different genres. Grammar lessons should be selected to enhance the genre children are writing in and to enhance their understanding and writing outcomes. This can also be said for targets from curriculum areas such as geography and history. Text level and language level expectations should be considered for children working at different standards.

Reading is also an important part of planning for writing, tasks selected should feed into overall curriculum plan. Reading sessions can be used to understand text features as well as covering other reading skills such as inference and deduction.



Analysis of texts: Children should have the opportunity to analyse a piece of text written in the genre they are expected to write in, noting audience, purpose, vocabulary, layout, structure, composition etc. Analysis of these model texts will help children understand the genre and give them opportunity to create success criteria for their own writing, building schemas around the writing type that children can then revisit with increasing independence. This can also be used to teach children how grammatical structures and features are used and can enhance the writing. In some lessons children will be exploring texts /language through drama, hot seating etc and may not write anything. If this is the case, we use photos to document the activity and ask children to write a learning journey as a reflection of their learning for the activity. From Reception, through to KS1 and KS2, text models are used as a key starting point for each topic and is a valued and integral stage in the writing process where children get to formulate their ideas and immerse themselves in language.

Modelling of writing: Teachers use flipcharts, whiteboards and visualisers to show children how they would write the piece they are focusing on. Depending on the year group, we model the expectations for writing. Eg. Saying the sentence out loud, rereading and editing as you go, thinking about vocabulary choices, reading writing aloud to check for punctuation omissions, explaining your word choices and how you have considered the effect on the reader etc.

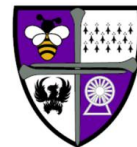
Planning: Children need to be actively taught and shown how to plan a piece of writing. Teachers will help them to develop it from the initial ideas and conception of piece and which features to use to the organisation of their whole piece, ensuring that it has a clear structure and fits the purpose.

Children actively writing: Having modelled how to approach the writing children should be able to begin their piece. As they are writing, teachers will give children pointers for punctuation and share some of their writing with the class to encourage them and help them to be proud of their achievements. Children can then be given pointers in groups about their writing, encouraging them to self and peer edit. Success criteria should be used to enhance children's understanding and allow them to work independently. We use more detailed success criteria in Autumn term and then encourage the children to develop their own and remember the features as the year progresses.

Editing / redrafting: Children may write their piece over several lessons and be given an opportunity to edit and redraft. This process should be modelled by the teacher so children can improve their writing effectively.

Publishing: Children publish their writing and take pride in what they produce.

Extended pieces: These can be produced as part of a redrafting exercise or may be an opportunity for children to revisit a writing style through topic or RE. Children should produce an extended piece



of writing each week across the curriculum where they work independently to follow the writing sequence.

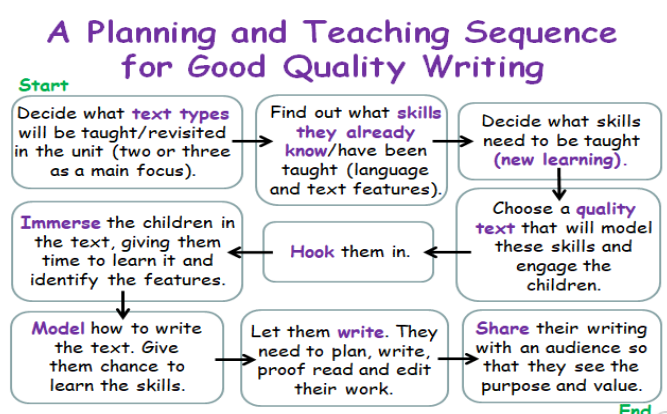
Assessment: This should enhance children's understanding of their progress in writing. Marking in English books gives children specific targets which can be noted on the next piece or their own target card. They are given clear next steps from the teacher to help to improve their writing through verbal or written feedback. Children also use self and peer assessment regularly to assess their writing.

Outcomes: Writing may follow a variety of different build ups. To begin with children will need to analyse the genres and ensure they have the features correct and build upon to using these more independently as the year progresses.

Eg: Pieces may...

- Be heavily scaffolded and edited with teacher support during literacy and then written up as a whole piece towards the end of the teaching sequence.
- For genres the children are familiar with, they may have the input in topic and then be given time to plan and write the piece at length later.
- Be given time to plan and write a first draft and then this is used to teach how to edit writing - this could be a whole piece or sections, with teacher guidance.
- Given time to carry out independent research at home or during ICT and then asked to write a piece that explains what they have found out - this could be teacher marked and then children given time to edit from the teacher's feedback.

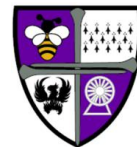
A piece of writing can follow many different formats and teaching sequences. We would like children to enjoy writing and the teacher to enjoy teaching it! If this is done in a purposeful and varied way, then we can achieve the best results and create independent writers.



Handwriting:

Handwriting sessions are taught regularly to the children and follow a cursive programme. The children have separate handwriting books and are expected to apply this cursive script into their daily writing in KS2. In Reception, letter formation is taught using the RWInc scheme, in Year 1 children learn the pre-cursive letter formation, moving into cursive writing as they go into Year 2. The www.teachhandwriting.co.uk website is used across the school for lessons and interventions.

Spelling:



Spelling is a focus in every year group and is taught daily across the school. Teachers in Reception and Year 1 primarily focus on using RWInc for teaching spelling and progress onto making the correct grapheme choice for each word they spell. From Year 2 to Year 6, children are taught using the Read Write Inc Spelling scheme which builds on RWInc phonics programme and has bought a consistent approach across every year group.

Impact

Formative assessment for learning strategies are used on a daily basis in English lessons. These will allow a picture to be built up of the pupils' progress and any areas of strength or weakness which can then be addressed in teachers' planning.

Summative assessment of learning is completed termly. Children complete a variety of written pieces within a unit of work, which are assessed against our writing KPI criteria. Analysis of the data impacts upon teachers' planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Standardisation folders are used to ensure there is consistency of judgements across the Key Stage, with KS1 and KS2 using exemplification materials as a benchmark. Children are formally checked using Learning Ladders to ensure that they are making at least expected progress if not more than expected progress, this document is then monitored by subject leaders and SLT. Children who are not on track are identified for intervention/target teaching.

At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.

Leadership and Management

The subject leader's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan identifies actions intended to raise standards.

Partnerships with parents

Parents are informed on how they can help child at home by attending English curriculum sessions for key year groups. During Parents' Evenings curricular targets are shared and a written report is completed annually in the Summer Term. Homework challenges help to consolidate work in class and are often grammar based activities.



Home Learning

Homework is set through Seesaw or revision booklets and is always linked to the curriculum covered in school.

Reviewed September 2024

By Cath Brown, Victoria Pinfold and Jenny Day (English Leads for KS1 and KS2)