

Writing at Breadsall



Writing Intent Statement

The overarching aim for English in the school curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. We aim for our pupils to write clearly, accurately and coherently, adapting their language and style in a range of contexts, styles and audiences. We aim for our pupils to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Implementation

Planning

The English Curriculum is delivered using the school's skills progressions for Reading and Writing which are based on the Primary Curriculum 2014. Teachers plan lessons so that the skills progressions are covered for each year group however work is differentiated so that all pupils can access the knowledge and skills taught. Where possible, writing is linked to the topics covered in each year group providing context and purposeful writing.

The Early Learning Goals and latest Foundation Stage Curriculum are followed in Reception to ensure there is continuity and progression from the Foundation Stage through to the KS1 and KS2 curriculum.

English lessons

Pupils are provided with a wide range of stimuli for producing their own writing. They are given opportunities to write for a range of purposes and audiences, adapting their language and style according to purpose. Teachers model good practice in writing skills, grammar and conventions of writing during lessons across the curriculum. Pupils are given regular opportunities to write in all areas of the curriculum and are encouraged to use learning from English lessons when writing in other subjects.

During English lessons, pupils are taught specific genres building up the knowledge and skills for that genre over one or two weeks for them to then produce an independent piece of writing. These are written in their 'Big Writing' book which develops over time showing progression in their writing.

Writing activities that can be seen in EYFS:

- Emergent writing is encouraged from EYFS onwards.
- Writing areas and writing opportunities are used in the role play area in EYFS.
- Fine motor skills are developed through use of dough disco and finger gym in EYFS and in KS1 before handwriting.

- There are outdoor learning opportunities for mark making in EYFS.

Writing activities used across the school:

- A range of stimuli is used to encourage writing.
- Opportunities for writing to be produced using ICT.
- Pupils are encouraged to redraft their work so that they can improve their writing.
- Writing process of plan-draft-edit and publish is used.
- Interactive displays/working walls are used to support writing.
- Displays are made to celebrate writing.
- Talk partners and discussion are used for verbalising ideas.
- A variety of approaches are used including kagan structures. (Instructional strategies designed to promote cooperation and communication and to boost confidence.)
- Higher order questioning is used.
- Intervention programmes take place to ensure all pupils make expected progress. Assessment informs the focus for intervention to allow for specific, timely and targeted interventions.
- The school holds book weeks / book days.
- Visits are organised from poets, illustrators, authors etc.
- Big Writing: 6-10 focused pieces of writing are produced each term (depending on age) to progress the quantity and quality of writing. These pieces of writing are often linked to the current topic being studied.

Speaking and listening

We recognise that speaking and listening is fundamental to teaching and learning and ensure that opportunities for speaking and listening is woven throughout our curriculum. This is in line with curriculum expectations and to enable pupils to communicate their thinking effectively and to speak with increasing confidence and fluency. Across the curriculum, pupils have opportunities to develop speaking and listening skills through:

- Hearing adults in school modelling clear communication.
- Adults modelling thinking out loud as part of their teaching process
- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- School Council
- Book talk
- Listening to ideas and opinions of adults and peers
- Use of kagan structures. (Instructional strategies designed to promote cooperation and communication and to boost confidence.)

- Role-play and other drama activities across the curriculum.
- Using dramatic techniques, including work in role to explore ideas and texts
- Creating, sharing and evaluating ideas and understanding through drama and role play.

Vocabulary

We understand that vocabulary knowledge is crucial to pupils' learning success. Vocabulary is taught explicitly across the curriculum to enable pupils to make rich connections that build on vocabulary knowledge. Key vocabulary is visible on working walls and displays linked to current topics to aid recall and to ensure that vocabulary is embedded. Retrieval tasks that are regularly integrated into the curriculum are often linked to vocabulary to aid recall and to strengthen vocabulary knowledge.

Spelling

The Nelson Spelling Programme is used across school (Years 1-6) to ensure there is progression in the spellings taught each year. These are taken home to learn using a range of activities and the 'Look, Say, Cover, Write, Check' approach. Spelling patterns and rules are taught explicitly in the English lesson. Further spelling activities take place in lesson time to develop strategies and practise spelling rules and patterns.

Spelling tests to check knowledge of these lists take place weekly and scores are recorded. Children in KS1 and KS2 are provided with 'writing mats' as supports during independent writing which include statutory spellings as set out in the Primary Curriculum 2014 for each year group. The use of dictionaries is also encouraged for checking spellings, especially in KS2. Progress in spelling is monitored and interventions for spelling are implemented as required.

Handwriting

Reception pupils are initially taught to form individual letters according to the RWI phonics programme as the letter rhymes support both the formation and grapheme-phoneme correspondences. The Nelson Handwriting programme is used across school to support handwriting at all stages. Pupils then move on to cursive writing in Class 2 or before this time if they are ready. Teachers model forming letters and joins explicitly using e.g. interactive whiteboard resources available with the programme. Children then practise letters and joins using specific handwriting resources appropriate to their stage of learning. Letters formed incorrectly within independent writing are highlighted for the pupils and further practice is undertaken. Pupils are encouraged to develop a consistent and well-presented writing style. In KS2, once a pupil demonstrates a fluent and consistently joined style, they may achieve a pen licence. This scheme links to the spelling and grammar and punctuation schemes used in school.

Grammar and Punctuation

The Nelson Punctuation and Grammar Scheme is used across school (Years 1-6) to ensure there is continuity and progression of learning for all pupils linked to the primary curriculum.

This scheme links to the spelling and handwriting schemes. Where possible, grammar lessons are built into the context of the text type being studied to ensure strong links are made and the building of skills needed for children to be able to create that text type themselves.

Impact

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and will be well equipped for the rest of their education.