

Intent

Pioneer Federation believes that writing is a vital skill for life both inside and out of education, and that is why it features across all the subjects taught across our school. Our aim is to provide children with key transferrable writing skills, which build year on year, that can be used throughout each phase of their education and prepare them for life after education.

All teachers at our schools aim to provide the children with a range of exciting 'hooks' and use rich texts, across the whole curriculum, to inspire imaginations and learn new writing techniques. We aim for writing tasks to have a variety of audiences and purposes which not only produces higher quality writing but also ensures skills are applied to a range of contexts. Writing across all subject areas will prepare children for further education school and the more in-depth approach to analysing, planning and innovating their writing. Our aim is to provide engaging writing stimulus that are linked to each termly topic to give children an audience and purpose for writing. Children are expected to transfer their key topic knowledge and vocabulary into their writing and vice versa to transfer their spelling, grammar and punctuation knowledge into their topic work.

Our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this.

Key concepts:

These are explored through different text types appropriate to the age and ability of the child.

Composition – Children are taught the structure of different types of text.

Transcription – Children are taught to write legibly and with increasingly accurate spelling.

Second Order Concepts

Within writing sessions, children are taught a range of skills in order for them to develop as confident writers.

Planning – Looking at real texts, children are taught different features of types of text and how to plan both orally and written.

Structure – Children are taught to write cohesively within a range of texts.

Vocabulary – With a target audience in mind, children are taught to use a range of adventurous language.

Grammar – Children are taught to construct sentences which are grammatically correct, using the full range of grammatical techniques for their attainment.

Punctuation – Children are taught to use accurate and increasingly higher level punctuation including punctuation to create specific effect.

Spelling – In accordance with their age and attainment, children are taught different spelling strategies to improve the accuracy of their writing.

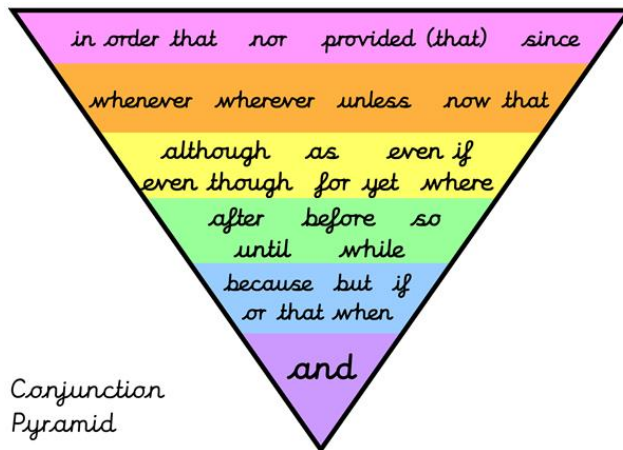
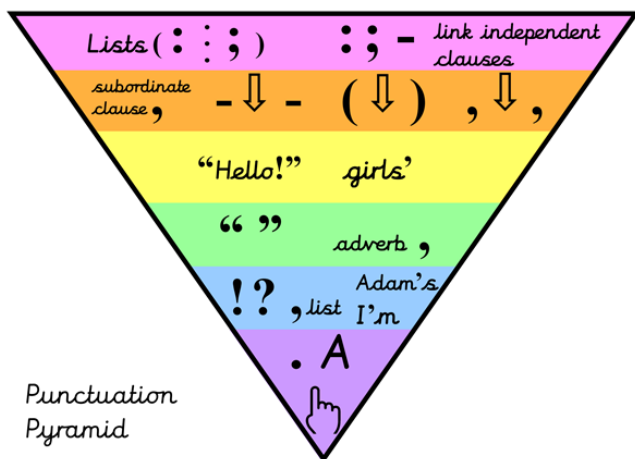
Handwriting – Children are taught to form letters correctly according to the school handwriting policy.

Implementation

Children receive a one-hour Literacy lesson daily and are exposed to age-related expectations for writing within a range of texts. Writing and reading are closely linked and we ensure that children are reading regularly in order to build on their knowledge of different genres of writing and develop their vocabulary.

A high standard of joined, cursive handwriting is modelled across school and children are encouraged to imitate this. Handwriting is taught and practised regularly in separate books but is expected to be evidenced throughout all work produced. We expect the high standards for writing in Literacy lessons to be evident within the work in all books.

Teachers demonstrate high quality modelling within each Literacy lesson and encourage children to include key vocabulary (linked to their Topic), structure their work appropriately into coherent paragraphs and use the grammatical skills and punctuation taught at their year group level.



The use of a WAGOLL is often used as an example of how to be successful at the start of each unit of work. This provides children with an end goal. Children are encouraged to use this as a structure but also 'magpie' ideas to make it their own. Teachers ensure that the standard of writing in the WAGOLL reflects the age-related outcomes for each specific year group.

Using the texts for each topic, children are encouraged to deconstruct texts and identify key features for specific genres of writing. Teachers model the practising of these skills and children then apply them to their own writing. This ability to identify specific features we believe is a key skill across both reading and writing and will improve comprehension in children. As a school, we ensure that genres of writing studied run alongside the learning taking place in Guided reading so that children are fully immersed in the text type.

Children who are identified as not achieving age-related outcomes and/or those on the SEND register may be assessed against the outcomes for the year group below. Regular interventions/support may be put in place in order to accelerate writing skills in this case. The nature of the intervention will be decided by the teacher and the Inclusion Manager and reviewed each Pupil Progress Meeting. Support in class may include small group work with an adult during lessons to model key skills; scaffolds created by the teacher to assist with completion of work and word banks/sentence openers provided to assist the child when writing. A child may also make use of technology (e.g. Clicker programmes) to reduce the requirement of transcription.

Impact

Assessment in writing is ongoing as teachers carry out in-depth assessment of children's writing at the end of each unit, and highlight the age-related outcomes that have been achieved. Moderation across federation schools, as well as linking with o Children are tested termly on spelling, grammar and punctuation knowledge and this data is used to inform next steps for writing.

Target Tracker is used to analyse gaps in children's knowledge and gain an overview of specific groups of children across school.

Progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring will include: termly book looks, lesson observations, gathering evidence of good practice, pupil voice interviews, termly Pupil Progress meetings, looking at data on Target Tracker and regular learning walks.

The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.