

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5¹⁶

“Fill your paper with the breathings of your heart.” – William Wordsworth

Intent

Writing, in addition to other core subjects, is of paramount importance at Shottery. We strive to develop confident and enthusiastic pupils, who are able to communicate their knowledge, ideas and emotions through their writing; for their own enjoyment and to successfully engage and entertain the intended audience.

We aim for all pupils:

- To write for a range of purposes and audiences.
- To write clearly, accurately and coherently, being able to adapt language and style for a range of contexts.
- To demonstrate progression in writing; noticeably in similar genres, across year groups.
- To acquire a wide vocabulary.
- To have a solid understanding of spelling, punctuation and grammar.
- To be able to spell new words by effectively applying phonic knowledge, spelling patterns and rules.
- To develop presentation of writing with an aim to perfect letter formation, leading to joined handwriting.
- To develop independence and identify areas for improvement in their own writing; through editing.

Implementation

Writing skills are taught independently, on a daily basis, ensuring coverage of all age-related skills and knowledge. Planning and delivery has quality children's literature at its heart through the Literacy Tree book-based planning sequences, which embed complete curriculum coverage and engage children to write with clear audience and purpose. 'Teach Through a Text' pedagogy is the backbone of each sequence. All National Curriculum requirements of grammar, spelling, vocabulary, literary language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear.

- A range of text types are taught, throughout the school, both fiction and non-fiction; planned to ensure correct coverage of the key genres as well as build on skills from year to year.
- English lessons are linked to a carefully chosen text, that accompanies each class topic; acting as a stimulus for teaching both fiction and non-fiction genres.
- Teachers and teaching assistants target support, to enable all children to achieve age-related levels wherever possible.
- A variety of interventions are tailored to address gaps for children, who require extra support.
- SPAG is taught in discrete lessons, to enable all children to develop language, grammatical knowledge, spell words correctly and embed punctuation knowledge.
- Opportunities to extend writing to show greater control in writing, deeper understanding of the impact that their writing has on the reader and the use of higher level vocabulary and grammar features, are provided on regular opportunities.
- Spellings rules are taught weekly, additionally, in Key Stage 1, spellings are taught as part of Phonics lessons.

Impact

Pupils make good progress from their own personal starting points. By the end of Year Six children are able to write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences. They acquire and use a wide vocabulary. Children have a strong command of the written word and demonstrate a love of writing and are well – prepared for secondary education.

Assessment

Baseline assessment is completed at the start of every year through an independent, extended write. SPAG skills are also assessed in lessons, through 5-a-day retrieval questions and at the end of each term.

Formative assessment is completed by the class teacher daily.

Summative assessment takes place termly, through writing moderation sessions, both within school and the consortium.

Year Two and Year Six SATS

Monitoring

Lesson observations

Book trawls

Moderation – internally and externally