Weldon CE Primary School

'Train up a child in the way he should go, and when he is old he will not depart from it.'

Writing Intent, Implementation and Impact Statement

At Weldon C.E Primary School we believe that language and English is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality first teaching in order to enable children to become confident and successful in their English lessons. We believe that writing should be a creative, developmental process, both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Our mission is to instill a love of language and literature which becomes the fundamental base of all that they go on to do both in their continued educational journeys and their everyday lives.

Writing Intent (the What) and Implementation (the How):

Intent:

At Weldon CE Primary School, we recognise that English skills underpin all elements of the curriculum and are essential life-skills. Considering the fundamental importance of speaking, listening, reading and writing in everyday life, we are dedicated to enabling our children to become successful, accomplished writers.

We aim to foster an enjoyment of writing amongst our children, and a recognition of its value, through the provision of a sequenced, ambitious curriculum. We place the development of writing, directly linked to reading, at the very heart of the curriculum, and provide meaningful contexts and quality texts as the inspiration for writing. We want children to acquire a wide vocabulary, a secure understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn.

The Trust's Writing Progression documents are referred to by teachers to ensure learning is sequenced and that they know what has been taught in previous years (enabling reviews) and what is to be taught in following years. The Trust's Writing Small Steps documents break down the NC 2014 statements for each year group to facilitate the planning of small, sequenced steps.

Throughout their time at Weldon CE Primary, children develop their writing by exploring a whole range of different genres and text types, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. The Trust's Text Type Progression documents outline the progression of knowledge across the year groups, leading ultimately, to the writing of a range of quality genres.

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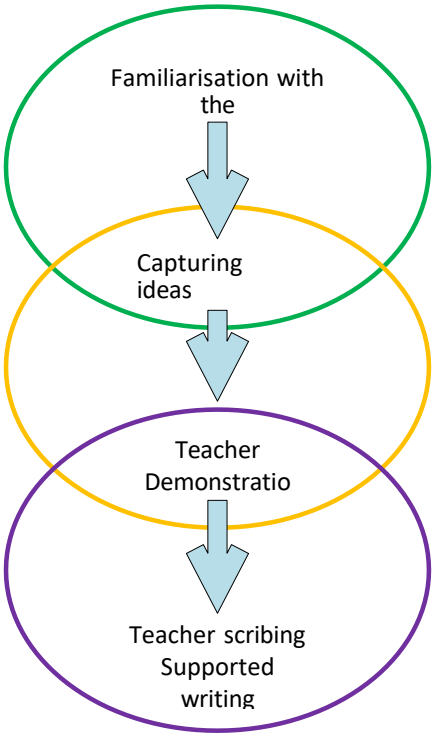
We not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject. We use the model below when teaching our Reading and Writing sequence of lessons.

Reading and Writing

1	2	3	4	5
Book Back ground Knowledge and related vocabulary	Book Fluency Visualisation	Book Fluency Character / Setting	Book Fluency Vocabulary	Book Fluency Retrieval
Text Analysis	Skill 1	Apply Skill 1	Skill 2	Apply skill 2
6	7	8	9	10
Book Fluency Retrieval	Book Fluency Inference	Book Fluency Inference	Book Fluency Prediction	Book Fluency Gap Analysis
Skill 3	Apply skill3	Reverse box up	Vocab and Plan	Vocab and Plan
11	12	13	14	15
Reading Comprehension Fluency Read extract Vocab	Reading Comprehension Fluency Varied Questions	Reading Comprehension Fluency Independent varied Questions	Reading Comprehension Fluency AFL informed focus on a question domain	Reading Comprehension Fluency Independent application of content domain
Write	Write	Write	Edit	Edit

Implementation:

To ensure we have an agreed whole-school approach to the teaching of writing based on a range of research, we use the teaching sequence as outlined in the diagram below. This is outlined in detail in the Trust's Overview of the Literacy Teaching Sequence and in supporting guidance documents. This provides a coherent model for linking and combining literacy knowledge and text-types into effective teaching and learning opportunities. This leads to meaningful and high-quality written outcomes, with each phase informing and leading into the next.



Reading as a reader

Reading as a writer

Writing as a reader

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We ensure the teaching of writing is effectively planned, responsive to learners' needs and incorporates all the key elements needed to be a successful writer. We develop success criteria which can be applied across a range of subjects and contexts for real audiences and purposes.

'Writer-talk' is encouraged throughout all phases. This is the articulation of thinking and it also encapsulates the creative processes involved in all stages of the act of writing. It is talk that helps children to think and behave like a writer (and indeed consider themselves to be one). **'Writer-talk'** involves externalising these thoughts and making them explicit, through **'reading as a writer'** and **'writing as a reader'.**

Phase 1:
During the first phase of the teaching sequence a range of reading comprehension strategies such as: summarising, imagining, predicting and making connections are taught explicitly (further information can be found in the reading statement). Children are immersed in the text type and are encouraged to 'read as a

reader'. Further models are also shared with the children, so they broaden their frame of reference through investigating how other writers tackle the type of writing they are focussing on.

Phase 2:

The explicit stages of the writing process are modelled by the teacher. Phase 2 encourages children to **'read as a writer'** which involves identifying the underlying patterns of both the overall organisation, as well as how the writer creates different effects. **'Reading as a writer'** is most helpful when focused on the purpose and audience of a piece of writing; understanding what response the writer wishes to elicit in the reader and how they achieve this. It often correctly considers choices made at word and sentence level, although these are always seen in their text-level context.

The text is broken down into key sections so that the structure becomes obvious and can be used as a basic planner. Writing check-lists or tool-kits are also created and these contain transferrable strategies and techniques. During this stage, children are immersed in language and encouraged to specifically notice, rehearse and learn language patterns needed to write powerfully. As part of our teaching we place emphasis on the importance of talk and assessment for learning and ensure that we develop dynamic and supportive writing environments. We use a range of drama strategies preceding writing in order to engage and inspire the children and help develop skills such as visualisation and empathy.

Within this phase, the development of spelling, punctuation and grammar is planned in conjunction with the National Curriculum objectives as appropriate for the age/attainment of the children. Throughout the process, children work on daily spelling, vocabulary building and sentence work in relation to the initial assessments of their writing, as well as the demands of the text type.

Phase 3:

In this phase children are given the opportunity to apply the writing skills they have developed in Phase 2 as they build up to the writing outcome of the unit. This phase encourages children to **'write as a reader'.**

'Writing as a reader' involves children applying the understanding gained in Phase 2 when making choices about planning, creating and improving their own writing; understanding what response, as a writer, they wish to elicit in the reader and how they can achieve this. This is particularly important for greater depth writers.

Writing is **explicitly modelled** by the teacher using a range of approaches as follows:

<u>Shared Writing</u>

Teachers model the planning, writing and editing process: demonstrating reflective writing by making mistakes and plunging deeper for better words; re-reading and editing constantly; demonstrating how to compose sentences with subordination for time and reason. This takes place during whole class teaching, where ideas are shared and discussed. The sessions are pacy and interactive, with (for example) the teacher making intentional errors and children using individual whiteboards for the quick composition of ideas. These ideas are recorded and refined by the teacher, modelling the skills needed to be a writer. The shared writing session primarily focuses on how to achieve the success criteria for a given objective within the writing to be

completed. It also provides a vehicle for the teaching of grammar. Children then have the opportunity to practise and extend their own writing independently, or in a guided group.

We use the following three strategies for shared writing:

Teacher demonstration:

- Teachers demonstrate how to write a text – how to use a particular feature or compose a text type – maintaining a clear focus on the objective(s).
- They think the process through aloud, rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another.
- The teachers write the sentence, reread it and change it again if necessary.
- They demonstrate at least two sentences. **Teachers do not take contributions from the children at this point but will expect the children to offer their opinions on choice of words or construction of sentences.**
- Every so often shared writing is used to orchestrate a number of different objectives, calling upon all that has been learned so far.
- The length of time spent on demonstration will depend on the type of writing, the objective and the attention span of the children.
- Teachers do not try to pack in too much teaching in these sessions to ensure children have opportunity to write themselves.

Teacher scribe:

- Children make contributions based on initial modelling.
- Fuller class participation takes place with use of whiteboards to note down words, clauses, sentences.
- Contributions and their merits are discussed and refined.

Supported composition:

- **Teachers use the children's ideas when creating the text.**
- They discuss and list success criteria.
- They refer to vocabulary generated and recorded on working walls, writing journals for ideas, building in discussion time.
- Children work in pairs or individually to write a limited amount of text, focused on the teaching point.
- Examples are shared with the class, misconceptions identified and corrected.
- Opportunities are provided for practise until most children have mastered the objective and can apply it when they write.
- Longer sessions can be used to create whole texts or plans.

Guided Writing:

In guided writing both the class teacher and TA conduct a learning objective-focused guided group. In this session, a common learning need is targeted with a small group of children. Ideas are shared and discussed

and then recorded by the teacher, modelling the skills needed to write successfully. This modelling process is repeated as necessary. Children then evidence their progress independently, using the guidance to inform their own writing. Children are given time to reflect and respond to marking.

Independent Writing:
In independent writing sessions the children create their own piece of writing, sharing their writing with a partner and exploring suggestions for improvements. As the children write, they continue to orally rehearse, making changes where necessary. During this time, children are expected to use their *'purple pens'* to edit their work carefully, considering their teacher's feedback and the effect their word choice has on the reader. Finally, the children write the text type independently and apply what they have learnt across the curriculum. Children are encouraged to edit for publishing. The unit ends with a 'hot write' that is assessed by the teacher (see Assessment section below).

Spelling:
In addition to the teaching of spelling within the teaching sequence and the focus on the development of high-quality synthetic phonics, a whole-school approach to the teaching of spelling has been developed. Spelling is taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use various materials to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week. When marking work, teachers identify up to five words that children have spelt incorrectly from within the child's known attainment and they write these on a post-it note for the child. Children are then encouraged to identify these incorrect spellings in their own writing and correct them.

Grammar and Punctuation:
Grammar and punctuation knowledge are taught primarily through English lessons. Teachers plan to teach the required knowledge through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation knowledge as stand-alone lessons, particularly when focussing on identification of specific elements.

Evidence in English books demonstrates that children are developing grammar and punctuation knowledge on an ongoing basis. In order to emphasise the specific knowledge that is being taught, writing tasks are underpinned by clear success criteria. These are used for assessment purposes. The expectations for extended writing will vary across year groups but will always involve children being expected to apply the knowledge that was modelled to them, and thereby meet the given success criteria.

Vocabulary Development:
The teaching of vocabulary is fundamental to the teaching of reading and writing and takes place throughout the entire teaching sequence. Throughout the teaching sequence all children encounter core books and model texts with a challenging level of vocabulary. New words that the children encounter are explored and children are encouraged to share any new vocabulary with their peers and discuss their meaning. Vocabulary from the text is carefully planned and is taught both explicitly (pre-taught) and implicitly (at the point of reading). The

words selected to be explicitly taught include tier 2 words (words which have more than one meaning depending of the context of the text) and tier 3 words (more 'academic' words with specific definitions e.g. scientific/technical words.) All classrooms are vocabulary rich and reflect/exemplify the words and phrases which have been taught and explored over a sequence of learning/within a topic area. The pupils are encouraged to use and apply this ambitious vocabulary in their own writing.

Feedback:

Where possible, feedback is completed within the lesson, unless children have completed a key writing piece when a 'deep mark' is completed. All feedback is given in line with our marking and feedback policy. Children should be clear on what they can do well and what they need to improve within their writing.

Assessment:

We use a range of strategies to assess the children's writing and employ effective formative and summative assessment procedures at the beginning, during and at the end of a unit of work. Before a unit of work begins, children will engage in a 'cold write' assessment, where appropriate, to establish the skills they already have within a particular text type or genre. This is then marked against an agreed criterion to establish strengths and areas for development. This information is then fed back to the children and used to inform the planning of the unit of work. The unit ends with an assessed 'hot write'. This is then compared to the cold write in order for the children to see the knowledge they have developed and acquired and the progress they have made.

Teachers and leaders work together to jointly standardise and moderate the children's writing every term. Summative assessments for writing are then submitted to the senior leaders at the end of each term. Teacher Assessment Frameworks (TAFs) and exemplification materials have been developed by the Trust for the following year groups: Y1, 3, 4 and 5. Teachers refer to the these alongside the standard TAFs for Year 2 and 6 as a support for making judgements and to inform planning. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They base their judgements on the quality of the extended write that children produce at the end of each unit and determine to what extent children have met the agreed success criteria for that genre of writing.

Leadership of Writing

All Leaders in our academy prioritise the teaching of writing and it is identified as a key priority on our Academy Improvement Plan. Leaders monitor the provision of writing through learning walks in Literacy, work scrutinies and pupil voice. They evaluate the impact of this provision through the analysis of (i) end of year cohort data and (ii) individual pupil progress throughout the year (on going assessments).

Impact

We are ambitious for all our children and strive to ensure that we provide all children with the skills needed for them to become successful writers, no matter what their starting point, background or additional needs.

By the end of KS2 we expect our children to:

- Enjoy writing and view themselves as effective, competent writers;

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- Have a good understanding of the purpose of writing and can write effectively for a range of purposes and audiences.
- Have a wide vocabulary that they use within their writing.
- Leave primary school being able to effectively apply spelling rules and patterns they have been taught.

We aim to meet the expectations of the Early Learning Goals and the National Curriculum and when possible, exceed these and ensure that children make good progress in Writing during their time at Weldon CE Primary.

Therefore, we aim to achieve:

- Outcomes at the end of KS1 in writing that are at least in line with or above national averages for attainment at both standards.
- Outcomes at the end of KS2 in writing that are at least in line with national or above averages for attainment at both standards and progress.
- The % of pupils working at Age Related Expectations in writing within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth in writing within each year group will be at least in line with national averages.