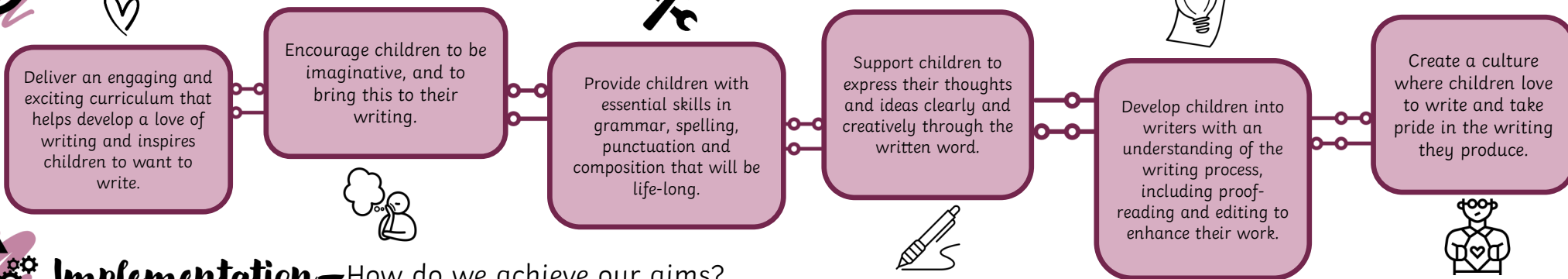




Subject on a page: Writing

At Leverington, we believe English is an integral part of the curriculum: a subject that not only stands alone but one that should be an essential part of all learning.

Intent - We aim to...



Implementation - How do we achieve our aims?

A mastery approach

Effective composition involves forming, articulating and communicating ideas and then organising them coherently for the reader. This requires clarity, awareness of the audience, purpose and context, as well as an increasingly wide knowledge of vocabulary, spelling and grammar. In writing lessons, children are taught essential skills and knowledge to draft a text type based on an adult's model, in order to develop and build stamina. Children from Years 2 to 6 are taught how to apply the grammar, punctuation and vocabulary appropriate for various text types through explicit modelling and use of scaffolds to support their own writing. Fortnightly, pupils then have opportunities to apply these skills independently to a text type they have learned to draft. These independent writing lessons alternate with editing lessons in which pupils are taught and apply various editing skills, as set out in our editing progression document.

Tiered grammar progression

Different text types for different purposes are planned for each year group to ensure children have the opportunity to write in a range of styles, revisit text types and demonstrate their increased understanding through enhanced skills in grammar, sentence construction and punctuation. This begins in EYFS, where Drawing Club is used to develop children's understanding of sentence building, and is developed in Year 1 through the Curious Quests programme, introducing grammar and punctuation. Teachers use this progression of skills (*opposite*) to identify the writing elements children need to develop in their independent writing. These skills are modelled and practised repeatedly until children are able to confidently and consistently apply them to their independent writing. High quality texts are used to identify the authentic use of these grammatical elements to show children how they are used deliberately and effectively to engage readers. The skills are then applied to the range of text types taught and modelled so pupils have experience in choosing and using grammar for purpose and effect.

Grammatical sense: words are segmented appropriately and ordered to create main clauses.

Use of **capital letters, full stops, exclamation marks** and **question marks**.

Letter formation: letters are correctly formed and of appropriate size; upper and lower case letters are used correctly

Use of **commas for a list**.

Use of **co-ordinating and subordinating conjunctions**.

Tenses are correct.

Basic cohesion of writing is evident: sentences are related; pronouns to avoid repetition.

Use of **adverbials** and **prepositional phrases**.

Use of **commas** to mark **fronted adverbials** and **subordination**.

Developed cohesion: sentences are linked; content is relevant; paragraphing is accurate.

Inverted commas and other punctuation is used correctly to demarcate direct speech.

Varied sentence structures: varied sentence openings; varied sentence lengths; choosing positions of subordinate clauses for variation and effect.

Appropriate **register** used for the text type: formality, tone, author's voice.

Varied content: varying the way in which information is delivered to the reader e.g. through additional clauses or phrases, use of layout devices, etc.

Word or phrase choice is careful, deliberate and purposeful.

Use of **parenthesis**.

Use of further punctuation, such as **dashes, brackets, colons and semi-colons, bullet points**.

Writing for a range of purposes

Children across school learn to write a range of text types for a variety of purposes and audiences. There are opportunities for children to revisit, develop and strengthen these skills throughout and across each year and key stage, with children enhancing their understanding of a writer's craft and seeing themselves as writers. Teachers plan authentic opportunities to motivate children's writing, including opportunities to publish writing for intended audiences. This could be through video or voice recordings, editing and publishing for display, making digital copies to upload to our school website or Showbie, or sending writing to its intended audience beyond school.

High quality texts

Across school, teachers choose high-quality and engaging texts to discuss and learn from when planning modelled writing. Texts are used to explore layout and language features of specific genres and are always high-quality and rich in vocabulary; many of these are recommended by the Centre for Literacy in Primary Education and teachers may adapt Power of Reading teaching sequences to the needs of their class. Stimuli for independent writing may be linked to CUSP Reading units, topic studies, recent events or areas of interest to individual cohorts. These are used to spark imagination and inspire ideas for writing. From a stimulus, model texts are used to demonstrate the key features children will then need to independently apply in their own writing. Teachers across the school have access to Grammarsaurus resources for such model texts, which contain spelling, grammar and punctuation features appropriate for their year group and text type. Often, teachers write their own models to ensure the key skills—identified from the tiered grammar progression document—are adequately demonstrated.



Writing across the curriculum

Opportunities to revisit text types are planned in throughout the year in topic studies for children to develop their independent writing skills. Children apply the subject knowledge from other curriculum areas to a text type they have studied earlier in the term or year to demonstrate their understanding of the text type in a new context, using spaced retrieval practice.

Rigorous and consistent spelling

In Reception and Key Stage 1, Little Wandle Letters and Sounds is used to teach spelling. All staff are trained in Little Wandle to support any children that need further consolidation of systematic synthetic phonics in Key Stage 2. In Key Stage 2, spellings are taught using CUSP spelling. This focuses on teaching spelling concepts, seeking patterns in spelling and engaging regularly with spellings in print. Spelling and word meaning is intrinsically linked. Children are given time to explore complex concepts and common errors. Statutory words for each year group are practised regularly and the etymology of words are taught fortnightly. There are weekly opportunities for reasoning and correction exercises to apply learned spelling patterns and skills.



Powerful Words

We understand the importance of arming children with a wide vocabulary for reading, writing and oracy. In Key Stage 1, vocabulary is explored in texts and collected for writing. In Key Stage 2, children are encouraged to draw upon what they read when writing and to 'magpie' vocabulary from shared texts and their wider reading. Tier 2 and 3 vocabulary is explicitly planned and delivered in English as in topic studies. Throughout school, we use Mrs Wordsmith to expose children to a range of increasingly complex vocabulary each week. Vocabulary that children can use is collected and displayed on learning walls, and in independent vocabulary books in Key Stage 2.



Grammar development

In order to develop their understanding of punctuation and grammar, these concepts are taught throughout school from Year 1 onwards. We use the 'Place Value of Grammar' from Grammarsaurus to teach key concepts and grammatical content in discrete grammar lessons. These elements are modelled to children and practised in English lessons during the writing process linked to their model texts; however, short, explicit grammar teaching supports children in identifying singular examples of grammar and punctuation in line with summative assessments.



Creative Writing

We host creative writing days throughout the year to capitalise on exciting and inspiring opportunities when they arise. Children have further opportunities to apply their writing skills or immerse themselves in lesser-explored text types during themed writing days. When appropriate, we invite children and staff to wear fancy dress to inspire our writing and share creations in celebration assemblies.

Impact—How will we know we achieved our aims?

By engaging in and listening to high quality texts, children display enthusiasm for their English work and can discuss stimuli and models confidently.

The impact of our writing curriculum goes beyond the results of teacher assessments and allows children to communicate their learning across the curriculum.

Children take pleasure and pride in writing, sharing their work with their peers, staff and parents.

Children use vocabulary and grammar correctly in their spoken language and apply this to their written work.

Children develop independence in writing and make accurate choices in their writing style throughout the year, building on their prior learning in subsequent year groups.

A high number of children achieve the expected standard or higher in end of year, and end of key stage assessments in both writing and GPS. Through targeted intervention, those who find writing challenging are helped to make accelerated progress.