



Writing at Ashlands Primary School



INTENT

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. An emphasis is also placed on the creative writing process and children use their imaginations and creativity to implement the skills they have learnt when writing independently. Further information on this can be found in the 'Ashlands Primary Strategy for Writing Document'.

IMPLEMENTATION

In Foundation Stage, children have a language rich environment, which alongside creative teaching encourages children to write in a variety of styles and genres across the curriculum. In each area of continual provision, a writing tool kit can be found, which encourages both boys and girls to write names, labels, captions and sentences. Teachers model writing and display a variety of writing in each area. Children also become familiar with retelling simple traditional stories in order to develop their use of story language.

Throughout Key Stage One, children are taught to write simple sentences from memory and are encouraged to use their phonic skills and apply learnt spelling patterns when spelling unknown words. They will also become familiar with writing high frequency words and common exception words. All children are encouraged to say a sentence out loud before writing it, rehearse sentences orally, sequence sentences to form short narratives and re-read what they have written to check it makes sense. Through effective marking and feedback teachers will provide pupils with the tools to edit and re-draft their work. Children will contribute and use the working wall and displays to help them with their writing across the curriculum. By the end of Year 2, children will have the stamina to write at length. They will produce a range of texts including narratives, poetry, non-fiction and those based on personal experiences.

In Key Stage Two pupils are taught strategies to help them to plan, draft and edit their writing for a variety of different audiences and purposes. Where necessary, children will draw on relevant research and reading and use drafts of texts to ensure spelling, punctuation and grammar is accurate. Children will be encouraged to enhance the meaning of their writing by using the working wall and other displays within each classroom; ensuring paragraphs are cohesive and coherent. During English sessions children are encouraged to evaluate their work and check and edit the tense and grammatical features of their writing. Teachers ensure consistent and effective marking and feedback in order to support pupils further in progressing.

The children are given frequent opportunities in school to write in different contexts and for a variety of purposes and audiences. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing and use resources such as dictionaries and word mats. We use the programme 'Letterjoin' to aid our teaching of correct letter formation, orientation and joins using cursive script.

From Year 2 to Year 6 children will be taught using the RWI Spelling Scheme. This ensures continuity across school as it builds upon the RWI Phonics Programme. The children partake in daily spelling sessions, and where appropriate are streamed across KS2 to support them in their learning journey. These groups are regularly monitored and reviewed to move children forward in their learning.

IMPACT

The impact of the teaching and learning of Writing will be evident through the following outcomes:

- A streamlined supportive learning journey evident in books and on working walls and classroom displays.
- Internal monitoring including learning walks, lesson observations, pupil conferencing and book scrutiny will ensure teaching and learning is of high quality and consistent across the school.
- KS1 and KS2 SATS Data will be in line with the national average each year.
- Confident writers who enjoy writing for a variety of different purposes.
- Writing assessments will be carried out twice a half term by class teachers. This data will be collated and imported to Arbor termly. This data will also be analysed by SLT and used to support children with extra interventions or in class support.

