

Intent Implementation Impact

# **WRITING**

Bowes Hutchinson's CofE VA Primary School

## Intent

At Bowes Hutchinson's CofE VA Primary School, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.

Our intention is for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting which encourages presentation and a pride in their work. We intend all children to become effective, independent and collaborative communicators, ready for the wider world.

## Implementation

At Bowes Hutchinson's C of E VA Primary School, we use a wide range of creative stimuli linked to our whole school themes, for teaching writing not only in English lesson but across other subjects in the National Curriculum. We approach the teaching skills of writing in a consistent and systematic approach across all cohorts and Key Stages. This ensures that children know what to expect when they change classes.

- Early writing is taught through mark making. Then when the children begin Read Write Inc phonics they are taught the letter formations. This begins with writing (whether with a writing tool or in the air) consonant vowel consonant (cvc) words, moving onto short sentences using the sounds they have been taught. The children also learn to remember and write stories using some of the Let's Write approaches of Read Write Inc. They are encouraged to write independently throughout the continuous provision on offer in their Early Years setting.
- This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have access to Read Write Inc sounds and resources when they are writing, whether this is with the teacher, in continuous provision or independently.
- Writing from Year 1 to Year 6. Teachers use a range of stimuli and modelling techniques before they begin writing new texts, such as using Talk for Writing methods, Hot Seating, the use of Outdoor Learning experiences and Pobble 365 (for visual stimuli) to name just a few. They use these methods to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type.
- Teachers assess children's independent writing at the end of a unit of work. This may also be at the end of a half term or full term. Interventions on specific areas of weakness and areas to improve upon happen during feedback in lessons to the children.
- Teachers use the NC materials, Durham Literacy outcomes and statements to assess writing and inform planning. It is expected that teachers will moderate across year groups and cross-phases during the year.
- There is a strong focus on vocabulary to enhance and ensure children deepen and widen their knowledge through a language rich environment where new vocabulary taught is embedded and linked to the themes taught across the curriculum. This ensures that cohesion, sense and deeper understanding of words and language is extended. To support the teaching of new and adventurous vocabulary, all year groups have access to and make use of the school's library where a wide range of books are made available. The use of whole class reads are used to ensure that all children are regularly read to and listened to in class and that they are exposed to high quality texts.

- Our school, uses the Read Write Inc spelling programme so that there is continuity from the Read Write Inc phonics. Children who have progressed from Read Write Inc phonics are then assessed and grouped by ability for spelling. There is an expectation that teachers track back to ensure that any gaps in knowledge are addressed. In the Lower KS2 class, children who need to continue on the RWI phonics programme do so by accessing a mixed Key Stage Phonic group. This ensures progression, continuity and consistency is maintained.
- Grammar is taught through a model text, but also through discrete lessons. We also use the Schofield and Sims grammar books to provide teachers with a usable and relevant resource.
- Writing across the curriculum is taught by showing children a text type and style of writing needed for that genre. They study and identify the features of a specific text type that is needed e.g. an information text about their learning in History. Then using a good example, the children use and apply this knowledge as a scaffold in order to write about their learning.
- Writing for longer periods of time and across the National Curriculum subjects is planned for and carried out using the creative/thematic approaches of the school. The use of both Fiction and Non-Fiction writing books, ensures a wide genre of writing is achieved through a cross curricular and global approach. Through the subject of RE, writing is also extended and embedded. High expectations and standards in writing are maintained throughout the other subjects to facilitate longer pieces of writing according to age related expectations.

### Impact

#### The Writing curriculum is evaluated through

- Regular 'Book Looks' to ensure the correct writing processes are being taught, along with the quality and standards of writing in English and across other National Curriculum subjects.
- The use of Fiction and Non-Fiction writing books whereby a wide range of writing opportunities throughout are showcased. A separate RE book is also used to showcase the writing of English. Written work is evaluated by pupil conferencing and work scrutinies.
- Termly summative assessments occur using the school's NC writing trackers and Durham Writing targets and by staff moderation meetings looking at writing across year groups. These are carried out termly, unless the teacher wishes to moderate with the English lead more frequently. The analysis of this is used to identify areas of development and any children who are not making expected progress, and /or who require additional support or intervention.
- End of KS1 and KS2 moderation between schools and by the Local Authority external moderators takes place. (Local Authority, every 2-3 years for end of KS1 and 2 and every 4 years for end of EYFS).