



Writing

Wrekin View Primary School

2022 – 2023

Policy Adopted	May 2022
Review	May 2023
Next Review	May 2024

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Intent:

At Wrekin View we believe that a quality writing curriculum equips children to develop a love of the written word, challenges their understanding of grammar and spelling and is underpinned by secure communication skills. Our priority is to help children succeed in grasping the English spelling system, understanding and implementing a range of grammar skills and be able to communicate through writing for a range of audiences ready for their next stage in learning.

We want our children to develop a curiosity of the range of communication through writing and to take pride in their presentation. Our writing curriculum will inspire children to be confident in the art of speaking and listening and to use discussion to communicate as well as to further their learning.

We believe that children need to develop a secure knowledgebase in writing, which follows a clearly structured curriculum where children can use practice and retrieval techniques to secure learning. A secure basis in writing is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

In addition to following the National Curriculum, our key aims lay the foundations for our well-sequenced, progressive Writing curriculum. At Wrekin View, we provide purposeful learning opportunities to facilitate progress in writing across our school. The purpose of writing is fostered from the earliest stages in each child's time at Wrekin View.

The National Curriculum for Writing aims to ensure that all pupils:

- Effective transcription through knowing spelling (phonics) and learning handwriting.
- Effective composition by forming, articulating and communicating ideas and then organising them coherently for a reader.
- Enhance their vocabulary.
- Control speaking and writing consciously to Standard English.
- Have a structure for writing through punctuation and grammatical features in English.

Through the effective implementation of the single systematic synthetic phonics programme, Read, Write, Inc., we begin the teaching of phonics in Nursery. This gives the children the knowledge and confidence to independently attempt reading and writing from the earliest possible stages.

There are many opportunities for our children in Nursery to build their gross and fine motor skills well before moving on to holding an instrument with which to write. Moving forward into Reception and Key Stage 1, we continue to teach phonics daily using the Read, Write, Inc. programme. The children are taught in small sized ability groups where they participate in speaking, listening, reading, spelling and writing activities that match their current needs. Strong links are made between reading and writing. Fidelity to one scheme ensures that the teaching of reading is consistent and effective. We have a designated Writing Lead who oversees the quality of teaching writing, tracks progress, and ensures that targeted interventions are delivered to rapidly close any gaps. All staff are trained to deliver Read, Write, Inc., and The Write Stuff, they receive regular training updates to maintain high quality delivery. Additionally, the Writing Lead supports and mentors staff delivering the lessons daily through regular drop-ins and team teaching.

Through teaching children to effectively link their reading with spelling at an early age, we then build stamina in writing through 'Hold a sentence' strategy. We recognise the importance of children mastering this early writing stage, and we ensure that children are regularly exposed to opportunities to write throughout the school day.

Writing lessons occur daily in Key Stage 1 and Key Stage 2 classes. From the Spring Term Y2, our whole class writing is structured to mirror aspects of Read, Write Inc. such as a speed sound session on a particular spelling pattern and 'tick and fix'. Following this, the children then use a sentence stack model to build up their writing. The class teacher will model a piece of writing, narrating their thought process and asking for suggestions off

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the children ways to innovate the writing. This modelled writing supports children's understanding of grammar & punctuation as well as how to structure their writing.

The lessons follow a carefully sequenced curriculum that has been designed to ensure that writing skills are revisited, embedded, and built upon. During these sessions, children are exposed to a wide range of age-appropriate genres, themes, and authors. These high-quality books have been purposefully selected to immerse our children in a wealth of vocabulary, and where appropriate, they are linked to the subject units and LRR learning from the previous half term. Through equipping our children with the background knowledge necessary to access and make sense of the vocabulary they are reading and writing, we provide them with opportunities to then develop the fundamental skills and subtle nuances of writing. Teachers assess and level each independent piece of writing to identify strengths and to narrow gaps in learning. Lesson drop-ins take place to ensure that our high expectations are being upheld, and subsequently, that the children are achieving their maximum potential.

At Wrekin View, we identify children who need support and provide intervention in the most effective and efficient way possible. We deliver intervention writing groups to ensure that all children are making progress. Our targeted bottom 20% writers are supported through Read, Write Inc. in Key Stage 2. Targets are set based on previous KS data to ensure progress is linear and that staff are aware of the expectations for each child. Interventions are put in place for the top 20% to reach GDS.

We have many incentives to encourage children to continue to make progress in their writing. Children's targets are shared with them at the start of the academic year and they are part of the levelling process after each unit. Children who write consistently in our cursive script are awarded a pen in front of the school during our weekly Star of the Week assembly. Dojo points are awarded for children achieving the success criteria in lessons. Each day, the lesson will have a piece of WOW work shared with the class from the previous lesson.

We run parent information sessions SATS for Year 2 and Year 6 parents so that they fully understand the age-related expectations and how best to support their child.

Roles and Responsibilities:

Teachers are responsible for planning and teaching writing as well as feeding back through verbal and written assessment of the writing. They also level writing after each unit alongside the children so they are clear in their progress and targets for next time. LSPs are responsible for supporting individuals or groups of children by adapting the teaching to meet their needs. Progress is shared with parents at parental consultation meetings, termly Learning Passports and within Annual Pupil Reports.

The Writing Lead (Deputy Head Teacher) is responsible for:

- Planning LTP for writing (Y2 – Y6)
- Monitoring standards
- Analysing pupil progress and attainment, including pupils and vulnerable groups
- Identifying vulnerable pupils at risk of under achievement
- Prioritising key actions to address under achievement, including the deployment of staff
- Reporting to all stakeholders
- Holding staff to account for pupil progress
- Target setting for the school, cohorts, groups and individual pupils

Class Teacher is responsible for:

- Planning in the short and medium term to meet the needs of all pupils
- Marking all work in line with the school policy
- Each unit of Writing is assessed using (BLW, WTS, EXS, GDS) and discussed with children to see success and to set targets

Category	Description
GDS	Working at Greater Depth. Has a secure knowledge of the curriculum and can confidently work above the expected level in a wide range of context.
EXS	Working securely at Expected Standard for the year group that they are in.
WTS	Working Towards the expected standard for the year group that they are in.
BLW	Working below the expected standard for the year group that they are in.

- Ensuring that marking includes ongoing feedback to whole class and individuals to inform the children of success, next steps in learning and to address gaps in learning
- Enable children to assess their own learning and that of their peers
- Report data to Assessment Lead via excel spreadsheet, to be then updated on Insight
- Planning intervention to address learning needs
- Take part in pupil progress meetings to inform assessment lead of progress over time, set targets, ensure all vulnerable groups are adequately supported and discuss interventions to narrow gaps

Key features of Writing at Wrekin View Primary School

Spelling

Each writing lesson will begin with teaching spelling rules and identifying patterns or tricky bits. There will be a 'Tick and Fix' of five spellings from the current weekly spellings and previously taught spellings. This revisiting of previous spellings ensures that the knowledge has stuck. Each week there will be a spelling test for the current 10 spellings (6 to 7 of the spellings, follow a planned spelling pattern, with 3 to 4 of the from the Year Group common exception words). Teachers will use a range of strategies within the week to ensure that the children understand the word and are able to spell it correctly in the weekly test. The children will meet the spelling pattern several times within the academic year to ensure the knowledge has stuck.

Sentence Stack

Within a writing lesson the children will read a quality modelled sentence or paragraph based on the genre of writing or text. The class teacher will narrate the choices of vocabulary and the grammar features as they model. Children are encouraged to suggest alternative words or phrases which they will write on their ideas page for the lesson. They will then write their own version of the modelled text, often innovating it or adding more (deepening the moment). Support is given to children through word or phrase banks using Symwriter or a knowledge organiser based on the genre features. There will be anything between 2 or 4 sentences stack parts within a lesson.

Grammar

Understanding Grammar is a vital part of improving children's writing. Within a writing lesson, children will see aspects of grammar modelled and explained. Children may have an opportunity to practise a grammar feature on their ideas page as it is linked to the genre of writing or text. National Curriculum grammar objectives are planned on the LTP so that it links with the text or genre and is repeated throughout the academic year. Each term, children will undertake and GPS NFER/KS1 SAT /KS2 SAT assessment that will identify strengths and weaknesses.

Punctuation

Punctuation is a fundamental part of ensuring that our writing makes sense. Children are taught basic punctuation from Reception, within the RWI lessons. As part of their RWI lessons, children do 'hold a sentence' where it is expected the children punctuate with a capital letter and full stop. They will tick and fix the sentence themselves, once the class teacher has modelled the features. For the Write Stuff lessons, punctuation is taught within the sentence stack part. Teachers may use support materials to teach a punctuation skills such as Oak Academy or BBC Skillswise within a lesson, where it links with the genre or text.

Experience Lessons

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A feature of the units of writing in Write Stuff lessons is an 'experience lesson'. These experiences are related and relevant but separate from the more directed sentence stacking lessons. An experience lesson is an opportunity for the children to be immersed in a topic or book, through a visit, visitor, interview etc. The lesson could be brought to life through an extended drama session or replicating an associated experience of a character. When and how often a unit requires this immersive experience, depends upon the teacher planning.

Independent writing

At the end of each RWI unit the children will complete a writing experience. This is levelled by the class teacher, not the RWI teacher, so that the class teacher has a clear picture of the progress being made by the children in their class. Data for this is submitted each half term.

At the end of each unit of writing in Write Stuff lessons the children will do an independent write. This part of the unit comprises of a few planning lessons where the children incorporate a range of plot points and grammar features that they will be including. They then have two following lessons to write either fiction or non-fiction writing. The children will innovate, improve and edit their writing in the next lesson.

At this point, teachers will level the writing using the school levelling sheets that are linked to the year group NC expectations. This needs to be completed as close to the independent writing as possible and shared with the children so that they see the features they have included. Class teachers will have used our editing code in the margin of books:

- E1: spelling error on the line
- E2: grammar/punctuation error on the line
- E3: part of the writing does not make sense and needs to be heavily edited

Editing lessons may also feature, peer assessment and reading to peers or whole class. The children are encouraged to use the levelling sheets to see their progress and to level their writing themselves. Assessment data for writing will be submitted twice a term to the assessment lead.

Speaking & Listening

At Wrekin View, we give children a range of opportunities for speaking and listening. We encourage learners to be confident in front of a variety of different sized audiences providing a range of contexts. Speaking and listening is sometimes taught discretely but is often taught across other areas of the National curriculum.

Examples of Speaking and Listening opportunities:

- Reciting of songs and poems
- Story telling
- Describing events, observations and experiences
- Giving reasons for actions
- Explaining ideas and opinions in discussion and responding to others
- Planning, predicting and investigating in small groups
- Presentation to different audiences
- Reading aloud
- Imaginative play and role play
- Drama
- Hot seating
- Listening to downloads
- Class council/ school council
- Circle time

All of the above are completed with the support of a wide range of resources. Teachers assess Speaking and Listening in line with class tracking systems and teacher judgement.

Handwriting

At Wrekin View we use Letter-join for our handwriting as it covers all the requirements for the National Curriculum. Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the

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end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.

KS1

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

KS2

Children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. Children in upper KS2 should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.

Tracking and recording attainment and progress

EYFS

- Termly data submitted across 17 areas (BLW, WTS, EXS, GDS)
- Progress and attainment shared with stakeholders
- RWI assessment every 6-8 weeks
- Termly parent consultation
- Termly Learning Passport
- EYFS/KS1 phase leader to review attainment and progress across the phase
- Termly Pupil Progress Meeting

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Year 1

- RWI assessment every 6 – 8 weeks
- Termly NFER assessments (Grammar)
- Termly data submitted (W, R, M, GPS) (BLW, WTS, EXS, GDS)
- Progress and attainment shared with stakeholders
- Termly phonic check assessment
- Termly parent consultation
- Termly Learning Passport
- Termly Pupil Progress meeting

Year 2

- RWI assessment every 6 – 8 weeks
- End of unit writing assessment
- Termly NFER assessments (Grammar) & previous KS1 SAT tests
- Termly data submitted (W, R, M, GPS) (BLW, WTS, EXS, GDS)
- Progress and attainment shared with stakeholders
- End of KS1 SAT
- Termly parent consultation
- Termly Learning Passport

Year 3, 4, 5

- End of unit writing assessment
- Weekly spelling assessment
- Termly NFER assessments (Grammar)
- Termly data submitted (W, R, GPS) (BLW, WTS, EXS, GDS)
- Progress and attainment shared with stakeholders
- Termly parent consultation
- Termly Learning Passport

Year 6

- End of unit writing assessment
- Weekly spelling assessment
- Termly NFER assessments (Reading, Grammar)
- Termly data submitted (W, R, GPS) (BLW, WTS, EXS, GDS)
- Progress and attainment shared with stakeholders
- End of Key Stage 2 SAT (Reading, Grammar)
- Termly parent consultation
- Termly Learning Passport

Pupil Progress Meetings

Pupil progress meetings are designed so that the progress of individuals and groups can be discussed with the Assessment Lead. This enables staff to share approaches to supporting pupils learning, but also ensures accountability for attainment and progress. Following the meeting, staff adapt and amend planning, intervention groups, address concerns about individual pupils or pupils within vulnerable groups (B, G, FSM, PPG, SEND, EAL).

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Tracking

All staff enter data onto an excel spreadsheet by 9am on Monday after each Assessment Week.

Assessment Lead to enter data onto Insight Assessment Tracking and use data entered to run reports to show attainment and progress of each cohort. This is analysed for trends and concerns across school and used as a basis of Pupil Progress Meetings. Maths Lead, Writing Lead, Reading Lead, EYFS Lead and SEND Lead to analyse the data for their subject. Within the data analysis there is a focus upon:

- Gender variation in attainment or progress
- Children in receipt of PPG funding
- Children in Care
- Service children
- Children with SEN
- Higher attaining pupils
- Pupils with different Ethnic backgrounds

Monitoring

Termly Deep Dive methodology will monitor whether agreed assessment procedures are being consistently applied. Assessment Lead will meet weekly with intervention adults to discuss progress, evidence of progress, support materials and issues that have arisen.

Moderation

- In school moderation is part of the RAP. Within phase and year group, staff bring along a sample of work for an agreed subject and judgements are discussed. This can include creating a portfolio of samples of agreed expected standards.
- SDG moderation. Each term there is a subject focus for our group of schools to moderate Maths, Writing, Reading & EYFS. This is led by an advisor and split for specific year groups at points in the term.
- LA Moderation Termly meetings are attended by subject leads. The school EYFS lead attend moderation meetings. Staff in Year 2 and Year 6 attend moderation meetings for writing. On a cycle within the LA, the school will be selected for moderation of SATs or EYFS.

Evaluation of data

Termly data is scrutinised by Assessment Lead and shared with SLT. Trends and concerns are evaluated and feed RAP. This information is shared with Governors through the Head's Report each term. At the end of the year, the data from SATs, along with Y4 MTC, Phonics data, EYFS GLD results and internal tracking data across school is used by the SLT to evaluate school strengths and areas for development. These, along with other monitoring, will feed into the RAP for the subsequent year.

Parental Consultation

Parent Conversation Meetings take place each term. They are used to share information about attainment in relation to age related objectives, and compared to national, progress a pupil has made, and their effort in learning. Parents are able to view pupils work and classroom, look at pupil target sheets within books and share test results as applicable. In Summer Term, following the Annual Report to Parents, there is a less formal open evening to view work from the year and talk to staff. If a more specific meeting is required, this can be booked with staff.

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Through the year, all staff are available for more informal meetings to discuss progress concerns or any other aspect of learning. These may be called by staff or parents. There are informal opportunities to share in learning during each term, through open afternoon sessions, or opportunities to share in lessons.

Each term class teachers produce a termly Learning Passport that details each child's data from summative assessment. In the summer term, there will be Learning Passport the details the levels for all subjects taught on the National Curriculum. End of Key Stage SAT results, Phonics tests in Year 1 or retakes in Year 2, EYFS attainment and attendance records are also included.