

Walton CEVC Primary School
'Every Child, Every Chance, Every Day'



OVERVIEW OF WRITING

Why this subject is important in our school:

- To be able to confidently communicate knowledge, ideas and emotions through writing.
- To acquire a wide vocabulary, solid understanding of grammar and be able to spell new words by applying spelling patterns and rules
- To write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences
- To develop a joined, regular handwriting style
- To be able to refine and edit writing effectively during and after the writing process
- To develop competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in writing).
- To plan, revise (Year 1 to Year 6) and self-evaluate and peer evaluate writing (Year 2 to Year 6)

How this subject is organised in our school:

- Daily English lessons are taught so that all children have access to age-related skills and knowledge contained in the National Curriculum
- Teachers and teaching assistants support children as necessary to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding, toolkits, word banks or a greater level of modelling. More-able children are given opportunities to extend their writing in a variety of ways, through showing greater control and by using a higher level of vocabulary and grammar features.
- Spellings are taught according to the rules and words contained in the National Curriculum. Children are given spellings to learn each week and are given a spelling test the following week.
- Grammar and punctuation knowledge and skills are taught through English lessons as much as possible, through the genres of writing being taught. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons as required.
- Each year group covers a range of writing genres, both narrative and non-fiction, often linked to a carefully chosen text which acts as a stimulus for their own writing.
- Vocabulary is developed through displays in classrooms, 'word of the week', vocabulary mats, thesauruses and dictionaries.
- Editing and proof-reading skills are modelled by adults.
- Displays of writing to encourage pride in work, to give a purpose and audience and show that work is valued.

How we will measure Impact:

The children's learning and progress is constantly assessed and monitored at many different levels:

- Termly assessed writing to ensure children are following age-related expectations
- Feedback and next-steps marking provided according to the school's marking policy
- Teacher judgements determine whether a child is working within age-related expectations, above or below.
- SWST spelling tests used to acquire spelling ages (twice yearly)
- The percentage of pupils working at ARE within each year group will be at least in line with national averages
- The percentage of pupils working at Greater Depth will be at least in line with national averages
- Standards are being met at the end of EYFS, Phonics Screening check, KS1 – broadly in line with local and national averages
- There will be no significant gaps in the progress of different groups of pupils (eg, disadvantages versus non-disadvantaged).