

Winslow Church of England School

Statement of Intent for Writing



Vision

At Winslow Church of England School, our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Through our rich and varied English curriculum, we aim to inspire and excite our children and foster a thirst for writing to enable them to express themselves with ease and enjoyment as they prepare for their lives beyond the primary school.

Intent

At Winslow Church of England School, our English Curriculum meets the needs of our children so they become resilient, enthused and empowered writers across all areas of the curriculum. We have a rigorous and progressive English curriculum with approaches which are consistently built upon as the children move throughout school. This provides our children with a wealth of purposeful opportunities for reading, writing and discussion. For a child at Winslow, writing is enjoyable and it equips them with tools to express and structure their ideas effectively and with clear purpose.

We strive to foster a life-long love of language, through accessing and analysing diverse texts which are taken from our whole school reading spine. Additionally, our children will build a rich repertoire of vocabulary to further enhance their writing. We recognise that our children must leave us with a strong command of both the spoken and written word, driven by a passion for and appreciation of a wide variety of texts.

Our curriculum is underpinned by the aims of the National Curriculum for English 2014 to enable all children to:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- **Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.**
- **Appreciate our rich and varied literary heritage.**
- **Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.**
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Our writing progression document outlines how the National Curriculum overarches our writing curriculum at Winslow Church of England School. Careful links are made across the curriculum to ensure that children's learning is relevant and meaningful. We also ensure that children develop an understanding of how widely writing is used in everyday life. Our intentions in writing are for children to:

- Write for a purpose.
- See themselves as real writers.
- Take ownership of their writing.
- See writing as an interesting and enjoyable process.
- Acquire the ability to organise and plan their written work.

Implementation

Our writing curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best they can be.

We teach the National Curriculum, supported by a clear progression. This ensures that skills and knowledge are consistently built on each year and sequenced appropriately to maximise learning for all children.

We develop children's ability to coherently write a range of texts which are engaging to the audience, underpinned by a clear, concise purpose linked to the children's experiences.

We implement our writing curriculum through our Winslow writing process:

We use our whole school writing progression documents to create medium-term plans for writing. For each unit of writing, it clearly provides a detailed overview of:

- The intended text type.
- Model and linked texts.
- A clear purpose for writing.
- The intended audience.
- Specific vocabulary, grammar and punctuation to be explicitly taught.

Writing tools:

We use the 'Reading Rainbow' which also supports children's writing and overall vocabulary development where children consider how writers use the different 'lenses' to express their ideas. Children also use, 'Write like a Ninja' workbook to support their grammatical structures and to develop their vocabulary base. Each classroom also has access to dictionaries and thesauruses to support their writing process.

Application to curriculum:

While children learn the skills of writing and developing as writers within English lessons, their skills are applied in all aspects of the curriculum and they have the opportunities to write for a variety of purposes.

Winslow Writing Journey



Discovery

We start with a clear intent and purpose, this is supported by a high quality stimulus or model to engage and provide purpose. We discover the **features** suitable for the genre, the desired **audience** and **purpose** of the writing.

Building on the children's prior experiences and holding 'experience, 'wow' days', we support the children to make links to other areas of the curriculum to engage and build upon their prior grammatical skills. Once per half term, we teach writing through a Jane Considine, 'Sentence Stacking' unit to support children's independent writing skills.

Planning and Drafting

We plan as a whole class or independently. Through careful teacher modelling, the children are shown how the skills suitable for that genre are put together into sentences and / or paragraphs whilst explicitly showing their thought process. The children write (linked to the learning objectives / success criteria and in conjunction with learning objectives linked to sentence stacking lessons). The children plan their ideas and skills into sentences and paragraphs, using a narrative / shape map to support the planning process, whilst also linking to the overall purpose for a piece of writing. Working walls are also used as a resource. Children receive feedback from their teacher and / or peers to inform their editing and redrafting.

Evaluating

After the preliminary draft, children re-read their work to make sure it makes sense and whether or not it fits the intended purpose, audience and genre. Depending on the age of the child, they will check cohesion, repetition and overall style.

Editing

Using the skills which the children have learnt, this is where work is refined: ideas are made clearer, vocabulary is up-levelled, grammatical changes are made and cohesion is ensured. In Sentence Stacking units, editing is ideally carried out the same day and, if not, it is incorporated into the feedback at the start of the following lesson. For extended or independent pieces of writing, separate editing

Publishing

There is an expectation that all units will have a clear opportunity for children to publish and / or perform their work. This will link to the agreed audience at the outset of the unit. After so much effort has been put into their writing journey, this is where children will display their work in a way in which it can be shared, orally or written,

Spelling:

At Winslow, spelling is taught regularly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Some of the high frequency words are referred to as 'tricky words', as the children are unable to use their phonics knowledge to decode every part of the word. Once children are confident in reading and spelling high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing.

Class teachers use the spelling rules as set out in the National Curriculum by phase to support with the teaching of the different spelling rules. From Years 2 – 6, we use the Jane Considine spelling system to support our delivery and teaching of these spelling rules. This comprises of focused investigations and a variety of spelling activities to learn, reinforce and apply spelling rules and patterns. Each classroom has a 'Spell it out' board to display the children's focused spellings and related key spellings. Our focus is not to learn the spellings for a weekly test but to engage with the spelling patterns, as well as the phonemes and graphemes. This ensures the children are making effective links back to their prior phonics skills.

Year group spellings are evident in each classroom along with the use of word mats and lists to support accurate spelling while in the composition stage of writing and Vocabulary Ninja, 'Word of the Day' vocabulary to support their children's tier 2 and 3 vocabulary awareness and development.

Handwriting:

At Winslow, we have a separate whole school handwriting policy with specific handwriting expectations for Reception, KS1, Year 3 and 4, and Year 5 and 6. This links to the Little Wandle Letters and Sounds phonics programme and the formation phrases which children begin to learn in Reception. Our handwriting policy also follows the aims of the National Curriculum.

Impact

The successful approach to writing at Winslow Church of England School results in an engaging, high-quality writing education, that provides children with the skills to succeed in all curriculum areas. By the time our children leave our school they will:

- Make good or better progress throughout the school from their starting points.
- Have a love for writing and write for enjoyment.
- Be able to produce written work in all areas of the curriculum to a high standard.
- Be confident to write for a range of different purposes.

By the end of Reception most children will attain the Development Matters outcomes for 5 year olds.

Writing:

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly, and others are phonetically plausible.

By the end of Key Stage 1, most pupils will attain the expected standard from the national curriculum outcomes for 7 year olds and will be able to:

- write simple, coherent narratives about personal experiences and those of others (real or fictional).
- write about real events, recording these simply and clearly.
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
- use present and past tense mostly correctly and consistently.

- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- spell many common exception words.
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- use spacing between words that reflects the size of the letters.

Some children may have attained above the expected standard and will be able to:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- make simple additions, revisions and proof-reading corrections to their own writing.
- use the punctuation taught at Key Stage 1 mostly correctly.
- spell most common exception words.
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly).
- use the diagonal and horizontal strokes needed to join some letters.

By the end of Key Stage 2 most children will attain the age-related expectations for 11-year olds and will be able to:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- in narratives, describe settings, characters and atmosphere.
- integrate dialogue in narratives to convey character and advance the action.
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- use verb tenses consistently and correctly throughout their writing.
- use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).
- spell correctly most words from the Year 5 / Year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- maintain legibility in joined handwriting when writing at speed.

Some children may have attained above the expected standard and will be able to:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).
- distinguish between the language of speech and writing and choose the appropriate register.
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Assessment

Assessment is used to monitor children's progress and identify where children will need additional support. We use the National Curriculum statements to assess children's writing and have designed our own, school specific year group assessment grids. These provide an accurate overall picture of children's independent written pieces, as well as supporting them with their next steps and targets.

Progression in Writing

Progression is ensured through the use of the National Curriculum which guides teachers in planning and setting appropriate and challenging expectations. The progression documents on the website illustrate how these objectives are set out in a sequential manner so that all abilities across the age ranges needs can be met effectively.

Safeguarding

Safety is paramount and all forms of technology should be checked by adults before being used with children. We have ensured our child protection policies cover the use of technology by adults and children within the school. Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

Special Educational Needs and Equity

Our SEND children have access to specialist equipment and computing equipment to support children with writing.

Lesson plans are adapted to ensure equality of access to all children. For children with special needs, tasks may have to be broken down into small steps, giving them achievable goals, and activities should reinforce the pupil's understanding of content covered previously. In this way, all children will be enabled to achieve their full potential.

Winslow Church of England School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching writing, staff will make reasonable adjustments to promote equality of opportunity for disabled and non-disabled pupils. This could include:

- allocating adult support.
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards).
- providing alternative resources e.g. switch technology which is easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties.
- modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder).
- See also 'SEN Policy'.

Wider impact of writing and books studied in the English Curriculum

Language and communication

Children develop language skills by:

- talking and listening to each other as they share ideas for writing.
- developing a wider vocabulary bank through texts and talk so that writing can be improved overtime.
- asking and answering questions about texts through character, plot and themes to support the writing.
- commenting on texts and appreciating different views of the same text.

Values and Attitudes

Children have opportunities in writing to:

- consider their own attitudes and values in relation to different texts studies
- challenge assumptions, stereotypes and prejudice sometimes evident in text or discussion of situations presented
- develop respect for their own and others' writing abilities and learn how to offer and receive constructive feedback and praise
- work with others, listening to and respecting each other's ideas and learning to value different opinions within the class
- develop a respect for the texts/resources that they use in their lessons.

Spiritual, Moral, Social & Cultural (SMSC) Development in English (Writing)

Spiritual

In responding to a poem, story or text; pupils can be asked 'I wonder what you wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' e.g., when responding to text through drama. By appreciating the beauty of language, e.g., poetic language within stories and poems.

Moral

By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. E.g., The Iron Man, Stig of the Dump, The Tempest. By considering different perspectives and showing empathy.

Social

By supporting conceptual and language development through an understanding of and debates about social issues, e.g., refugees, bullying, stereotyping, conformity, homelessness. Work collaboratively, e.g., as part of a dramatized response; to prepare a verbal response to an argument; to evaluate each other's work. By providing opportunities for learning to continue at home. By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g., assemblies, performances and structured discussions.

Cultural

By providing opportunities for pupils to engage with texts from or representing different cultures, e.g., Black History, The Great Kapok Tree. We encourage pupils to share stories from their own cultures and backgrounds, creating the idea that 'everyone has a story to tell'. By providing opportunities for pupils to engage with texts that represent our strong literary heritage, e.g. Homer's Iliad and the Odyssey, the Tempest, The Iron Man. By providing opportunities for children to visit the theatre and experience theatrical productions.