



Writing

Intent

At Blackford Primary, we are passionate about creating a language rich environment in which children's literacy can thrive. We recognise that competence in writing is vital for the development of children's communication skills and a crucial ingredient for progress in other subject areas. Being able to write, offers the opportunity to store information, communicate with each other, reflect and record creative ideas. To support children's writing progress, we have a clear, engaging English curriculum that is designed to spark both enthusiasm and creativity in our children at times, through the use of 'hooks' and real-life, meaningful opportunities. Our aim is to ensure that pupils write in different genres and for different purposes and audiences; develop a wide vocabulary and a solid understanding of the grammar rules and terminology appropriate for their age group. Guiding and nurturing each individual on their own personal journeys to becoming successful writers.

Implementation

We use a wide range of creative, engaging stimuli, for teaching writing not only in daily English lessons but it is embedded across all areas of the curriculum. We ensure this builds on previous learning and provides both support and challenges for all learners. Early writing is taught through mark making ensuring the children build up their confidence to have a go! Emergent writing is encouraged through daily opportunities to write freely in an engaging environment through continuous provision. Teachers will deliver daily English taught as whole class lessons, so that all children have access to the age related skills and knowledge contained in the National Curriculum including relevant grammar and punctuation. This is supported using quality texts for English planning and providing opportunities that extend and enrich the children's learning; RWInc Phonics including Common Exception words; RWInc Spelling for pupils in years 2-6; and Intervention for targeted children. All lessons focus on meeting the needs of all the children and the best way in which these needs can be met.



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 their class library where a wide range of books are made available. Teachers assess children's independent, extended writing at the end of a term or as needed against our writing criteria. Children's work will be displayed as a working wall which may include the process to the finished product, written in books, EYFS and KS1 use whole class big writing books to share ideas and inspiration.

Impact

The impact of our writing journey is to ensure children have enthusiasm for writing throughout school, which in turn develops the pupil's confidence and competence as writers for a variety of purposes. The pupils have a sense of achievement in writing, regardless of their age or ability. Progress in writing is demonstrated through outcomes as well as the record of the process leading to them. This can be seen through regularly reviewing and scrutinising children's work, in accordance with our Assessment, feedback and marking policy to ensure that progression of skills is taking place. Pupil's progress is also seen through: discussions with pupils, observing how they perform in lessons, and assessing independent pieces of writing against our writing criteria. These pieces of summative assessments are used during staff moderation meetings looking at writing across year groups. They are also used during moderation of different year groups between other schools. 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. EYFS children are assessed formatively throughout the year primarily on the practitioner's professional knowledge of what the child knows and can do day to day. This information can be gathered in a variety of ways during interactions with the children. At the end of the EYFS, pupils are assessed against the Foundation Stage Profile. End of EYFS, KS1 and KS2 moderation between schools and by the Local Authority external moderators also takes place where needed. Children of all abilities are able to achieve their potential in all English lessons using a wide range of vocabulary because work is appropriately scaffolded.

