

## **Scholar Green Primary School – How do we teach Writing?**

### **Intent**

The school believes that English skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover. A range of genres studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. This is developed across both Key Stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards writing;
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing as stated in the POS 2
- apply their phonetical and spelling knowledge in their writing as stated in the POS 1
- apply the English language in all areas of the curriculum.

### **Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

### **Implementation**

Our school provides daily English lessons that are progressive and support skill development. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Nursery, moving on to Reception Class and then through to the National Curriculum in KS1 and KS2.

The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication and Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication and Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading & writing. Pupil provision is related to attainment, not age. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

At Scholar Green we teach specific Grammar sessions which are then applied in children's writing. As part of our enriched curriculum, English opportunities are planned through a variety of ways including through our author and via other subjects.

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills. Teachers model these skills on regular basis and planning, editing, publishing and ICT based tasks can be planned in as part of the teaching sequence. During the summer term, Year 1 children begin to make the transition into a writing journey book, these books are used to present the final draft of a piece of work and are used throughout their school life.

Handwriting sessions are taught regularly to the children and follow a cursive programme. The children have separate handwriting books and are expected to apply this cursive script into their daily writing.

### **Impact**

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning.

Assessment of learning is completed termly. Children complete independent writing pieces within a unit of work, which are assessed against our writing criteria. Teachers will have at least 6 pieces of work through the academic year. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children are formally checked using Scholar Green's data document to ensure that they are making at least expected progress if not more than expected progress, this document is then monitored by subject leaders and SLT. Children who are not on track are identified for intervention/target teaching.

At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.

### **Leadership and Management**

The subject leader's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

### **Monitoring and Evaluation**

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan and external advisors identify actions intended to raise standards.

The English Subject Leader will also provide an annual summary report to the Headteacher in which s/he evaluates the strengths and weaknesses in writing and indicates areas for further improvement.

A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets, at least termly, with the subject leader to review progress.