

North Cerney C of E Primary School



Writing Curriculum Statement

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1. INTENT

Our intent is to equip children with the skills and confidence with which to write across a range of different genres. Writing is a key skill that underpins learning across all other areas of the curriculum. At North Cerney, we aim to provide a thorough education in all aspects of writing in order to ensure that all pupils have a 'toolbox' of skills and techniques which they can use to express their ideas and understanding in a coherent and creative way.

As our classes contain multiple year groups, our writing is mapped out within long term plans so that children are exposed to all the different genre types, as they pass through the school.

Our approach to writing includes the following aspects:

- Developing competency in phonics, word/spelling structure. (see also phonics document).
- Developing handwriting skills to ensure fluency and coherence.
- Developing a sound understanding of a full range of punctuation and when to deploy this correctly and effectively.
- Widening pupil vocabulary to allow for precision of expression.
- Developing a sound understanding of grammatical structures and the purpose for which they are used.
- Understanding the structure and language of different writing genres in order to write appropriately to purpose.
- Strategies for editing and revising work.
- Opportunities for creative writing and to help pupils develop a love of writing and pride in their accomplishments.

2. IMPLEMENTATION

Handwriting

Handwriting is taught as a discreet lesson and is reinforced across all areas of the curriculum. Staff have agreed a handwriting font that is progressive, based on the 'Oxford Owls' scheme across the school so that we develop a fluid cursive style of writing. In Wren class the priority is on correct letter formation of single letters. Joining is linked to phonics in Year 2, where digraphs are re-visited for spelling.

By Year 3, the full range of joins would have been taught and practised by all children. Children who need further support with fine-motor skills and coordination are given further support. Errors in letter formation are addressed with bespoke interventions. Pride is taken in tidy work and children are praised publicly during celebration workshops when handwriting is especially good. Access to pens is expected from Key Stage 2 upwards. By the time UKS2 is reached, handwriting is practised by writing out challenging (often topic related) vocabulary into handwriting books. The expectation by the time children leave, is that they will have developed their own joined writing style.

Spelling

Children are given age-appropriate spellings to learn, to ensure that they have the opportunity to learn all of the relevant spelling patterns which they will need to build on, as they progress through the school. This is implemented through the Spelling Bee scheme, produced by 'The Write Stuff'. The method followed is that spellings are learned throughout the term but revisited throughout to ensure that they are being retained for future use. In KS2, spellings are explained in class then taken home and learnt to be tested the following week. Spellings are also taught explicitly within groups and children are given activities to consolidate and practice any patterns. If children do not make expected progress, they have support at their level. Some children are provided with the Nessy program, to target any phonic gaps that they need help with.

Grammar & Composition

'The Write Stuff' approach to writing

Whilst our long-term plans set out all the grammar and punctuation objectives and our teaching timetable for focussing on these, skills are used in context throughout the year, using 'The Write Stuff' strategy pioneered by Jane Considine. Using this vocabulary-rich approach, pupils gain confidence in gathering words and phrases in order to write.

There are three zones of writing: the ideas for writing (the FANTASTICs), tools for writing (GRAMMARISTICs) and techniques for writing (BOOMTASTICs). For each zone, there are nine lenses. Writing is taught using a system, so that children look very closely through a lens, focusing their ideas in a certain direction. The system is child friendly – the lenses are based on the acrostics 'Fantastics, Grammaristics and Boomtastics' which together make up the Writing Rainbow. Each lens is revealed to the children in a systematic and explicit way. Each lens also has a memorable picture, to help the children learn the different ideas of writing.

This picture shows the lenses in action. The plot points of our class writing are linked with a range of 'Fantastic, Grammaristic and Boomtastic' lenses – displaying the writing ideas, tools and techniques which we have used as a class.

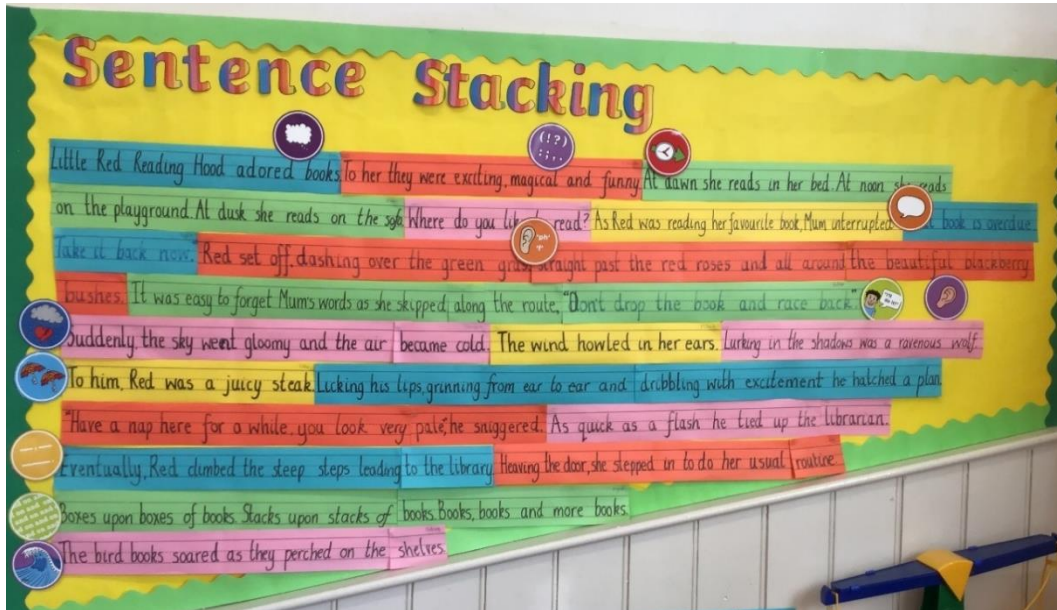


The 'Fantastics' provide children with the support they need to come up with ideas.

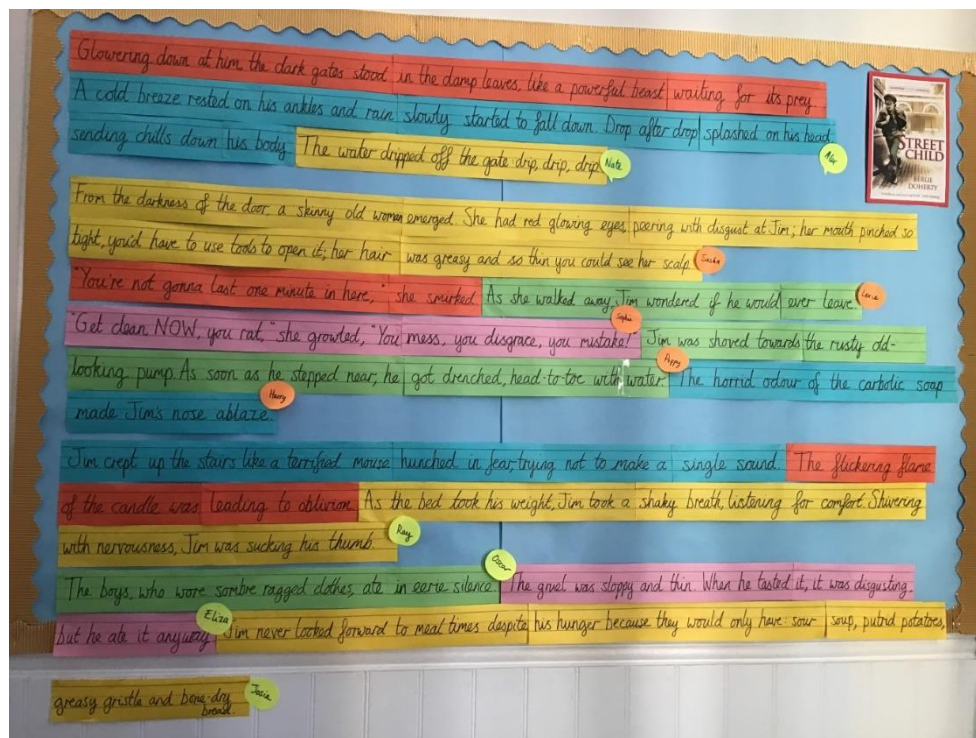
The 'Grammaristics' equip children with the grammar tools needed for effective writing. The 'Boomtastics' give children the techniques for putting the 'wow' factor into their writing.

Writing is highly modelled in chunks to reinforce sentence constructions and enable high quality outcomes. These 'sentence stacking' sequences lead to the production of entire collaborative texts. Work is displayed and celebrated in the class so that all children are contributing and learning from each other.

Sentence stacking in Key Stage 1



Sentence stacking in Upper Key Stage 2

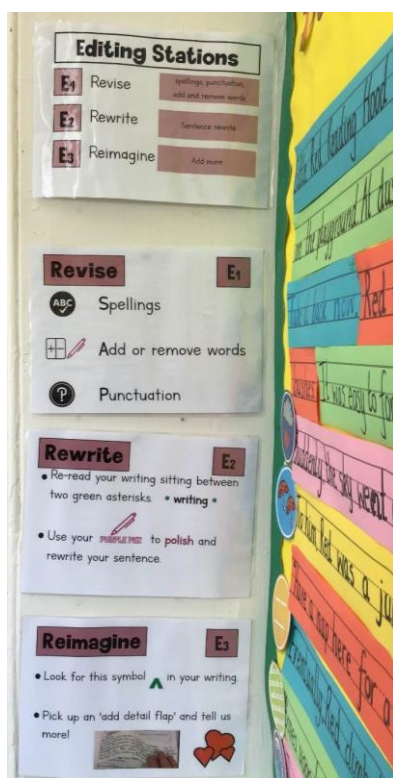


This is followed by periods of independent writing where pupils can demonstrate the skills that they have learned.

These 'Write Stuff' units of study are supplemented by 'workshop lessons', where teachers explore the use of grammar and punctuation tools to further develop understanding and competence. Vocabulary Vests, Punctuation Pants and Spelling Socks provide guidance for the children regarding age related expectations.



In EYFS, 'The Write Stuff' has a focus on the delivery of vocabulary rich talk in order that the children are exposed to a wide range of vocabulary. Our objective in EYFS is to encourage and support the children to use this vocabulary in their talk and subsequently in their own independent writing.



Throughout all writing tasks, pupils are taught to check and edit their own work both during and post task. Following independent writing, children are explicitly taught to edit and improve by using editing stations. This also ensures that teacher marking is focused on a structured and progressive approach that the children understand. This applies across the school and is tailored to each key stage level. In KS2, post task editing is shown in purple pen.

Writing for different purposes

In addition to the specific teaching of writing skills, our long-term planning includes regular teaching of the layout and language features of different types of writing.

Alongside this is the 'Write Stuff' technique of using a scale to measure the writer's intent from plus 10 (positive intent) to minus 10 (negative intent). Children are always thinking and discussing shades of meaning. The 'Shade-o-meter' tool allows them to scale their ideas, allowing for a more precise choice of vocabulary. We are not always looking for 'wow' words, we encourage children to find the right word for each situation.

We ensure that we write a range of both fiction and non-fiction, using high quality texts as examples, sometimes linking our texts to our topic work, where there is a natural and useful link. To make this possible we ensure that children are provided with a broad range of writing opportunities, covering all the writing purposes as the years progress. Children are also provided with the opportunity to write for real reasons, (for example to persuade a multinational company to follow more sustainable practices or to write a letter persuading the headteacher to allow a class pet). We also encourage pupils to enter their written work into competitions such as the annual Soroptimist challenge. In this way, they are given the opportunity to write for different purposes and for a range of audiences.

3. IMPACT

Assessment

Assessment of writing is a continuous process and progress is tracked using Target Tracker Online. SWST spelling tests are carried out twice yearly in order to assess children's progress and achievement. In addition, the achievements of pupils in years 2 and 6 is regularly measured in independent extended writing tasks against end of key stage expectations.

Termly in-house moderation sessions also take place amongst teaching staff to ensure judgements are robust and are standardised across the school. Moderation book looks also take place during DGAT moderations and between our school and Bibury School.

By providing targeted and specific teaching of skills in context and opportunities for creative writing, we produce young people who are competent and independent writers who understand what it means to be an 'author' and who take a genuine pride in their written work.

The Future

Using the 'Write Stuff' as our writing approach, children will build progressively on their knowledge and expertise as they move up through the school. This approach ensures that knowledge is built up and accumulated in a structured way.

As our skills develop and progress throughout the school, the children will become more familiar with the writing lenses and will be able to apply their growing knowledge across all writing genres.