



Being the Best You Can Be

How we approach the teaching of Writing:

Intent

At Yealmpton, we aim to foster an enjoyment of writing and a recognition of its value. We ensure the teaching of writing is effectively planned and is responsive to learners' needs by:

- Providing a stimulating curriculum and a school environment which places the development of literacy at its heart.
- Ensuring that planning covers and revisits National Curriculum objectives for each year group so that these are mastered and build cumulatively throughout the school.
- Structuring provision so that almost all learners are able to master National Curriculum objectives and, in some cases, work at Greater Depth.

We provide our pupils with a clear model of how to become effective writers by:

- Showing excellent examples of previous writing.
- Modelling the drafting and editing process.
- Using interactive and engaging Shared Writing sessions.

Targeting groups of learners through guided writing. Ensure our pupils understand how to improve their writing through timely and effective feedback.

Implementation

Writing follows the objectives of the National Curriculum. A 'Talk for Writing' approach is used as a basis for the delivery of Literacy throughout the school, following three distinct stages, Exploring, Building and Inventing. A high level of emphasis is placed upon children developing oracy to verbalise ideas speaking in whole sentences, rehearse key language and sentence structure. Teaching staff have the flexibility to use Talk for Writing principles as best suit the needs of their children. High-quality texts are carefully selected and mapped for each year group. The books form the basis for writing and are often linked to class topics and cover a range of writing genres.

The Exploring phase

During this stage, children are immersed in the text to familiarise themselves with the language and features. A variety of activities are used in the exploring phase of the unit and include the following:

- * Reading for Meaning activities
- * Oracy activities
- * Role play and storytelling
- * Vocabulary games
- * Understanding key vocabulary
- * Story and text mapping
- * Features of the genre

The Building phase

Once the children are familiar with the text, they are taught the key skills for that unit of writing. As they unpick the writing process to prepare them for independent writing, a success criteria is built of features required in the children's writing. The building stage includes a range of activities:

- * Grammar lessons linked to the outcome of the final write
- * Punctuation needed to control the writing
- * Teacher Modelling of the writing process
- * Oracy to rehearse sentence structures
- * Paired writing activities

The Inventing phase

Now that the children have developed these skills, they are equipped to be able to transfer them into an independent piece of writing which will demonstrate their knowledge of the language features, grammar skills and style of writing they have been working on. Children are given opportunities to plan their invented writing and try out sentence structures through the boxing up process or modifying story/text maps, and a toolkit/checklist is built with the children as a guide for their independent work.

Children edit their own work prior to their final independent draft. (The expectation for the writing is that is independent.)

Children edit their own work prior to their final independent draft. (The expectation for the writing is that it is independent.) The length of task is planned to reflect accuracy, rather than quantity; children need to write enough to show cohesion across paragraphs in upper Key Stage 2, but younger children would be expected to maintain accuracy across a single paragraph or a set of sentences. As they write, children are allowed to follow their plan and use their checklist. Teachers and TAs may encourage children to draw upon models and sentence structures to show what they can do.

Handwriting:

Handwriting is taught from Foundation to Year 6. RWI supports letter formation in Foundation. Pre-cursive handwriting is taught from Yr1. Children are encouraged to write in full cursive handwriting from Yr2.

Monitoring

Monitoring and Assessment Medium term planning is shared with the English co-ordinator who meets regularly with pupils and staff to discuss progress. Books are monitored and termly assessments are analysed and discussed with staff. Formal and informal lesson observations and learning walks take place regularly. Formative assessment is ongoing in all areas. More formalised assessment of writing and SPaG skills take place half-termly as follows:

Writing: Achievement of specific objectives in an independent piece of writing is recorded on a Evidence Gathering Grid in order to identify gaps and inform future planning. Writing is moderated within year groups and is also monitored by the English co-ordinator. At the end of the year, a range of writing is assessed for each child, using the tracking sheet, to indicate whether a child has met or exceeded Age Related Expectations.

SPaG: Teachers use half-termly tests to assess progress so that gaps can be identified and appropriate teaching planned. At the end of each term, each child takes the GaPS test which compares their achievement with their peers and against national expectations. At the end of the year, the results of the GaPS test are used to inform teacher assessment on whether a child has met or exceeded Age Related Expectations (except years 2 and 6 where SATs results are used). Year 2 and 6 may supplement GaPS tests with past SATS papers in order to further inform interventions.