



WRITING

Intent

At Welsh House Farm Community School, we recognise the importance of writing as a lifelong skill and we want all children to be able to confidently communicate their knowledge, ideas and emotions through their writing. It is our intent to foster a love of writing within our children. We want every child to master the key skills of punctuation, sentence structure, transcription and spelling so that they are able to communicate effectively through a range of text types. Through direct teaching of words, we want to develop a curiosity surrounding vocabulary and language where children develop a sophisticated bank of vocabulary that they are able to draw upon both within writing and conversation. Ultimately, we want our children to understand the power of the written word and the impact their writing can have upon others.

Implementation

At Welsh House Farm Community School all children write daily, in English lessons and across the curriculum. Our teachers follow the National Curriculum and plan writing outcomes based on a variety of high-quality whole class texts for each year group. We use texts linked to our key themes, and planning ensures that a progression of writing opportunities/genres are followed. The text, could last from a few weeks to a whole term depending on text type, length and year group.

In EYFS and KS1/lower KS2 we follow aspects of Talk for Writing which aids children to internalise the text through drama, reciting, drawing and eventually adapting texts.

Across the school, our writing learning journey follows a combination of approaches/opportunities e.g.

- Opportunities to participate in drama & spoken language activities
- Identify audience and purpose
- Exploring the features of different text types and modelled examples
- Handwriting practise
- Vocabulary practise
- Shared writing (clear modelled expectations)
- Independent writing
- Planning, drafting, editing, up-leveiling and presenting/publish work
- 'Steps to Success' are discussed and created with children as a guide to help children understand the features of different genres.
- Performing

Spelling and handwriting are taught outside of the English lessons. The spelling scheme we use is 'Spelling shed' and the Handwriting scheme our school follows is 'Penpals'. Oracy is prioritised in our writing curriculum in order to build vocabulary for all learners and increase understanding of trickier texts used across our curriculum. Therefore, teachers plan for tier 2 and tier 3 words to be explicitly taught. These are displayed on working walls.

We ensure that children are aware of their strengths and areas for development in writing so that they can take ownership of their progress. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing, and children are encouraged to respond to this in purple pen. We ensure that ALL learners are given next steps and that scaffolds and challenges are also put in place. We engage parents by holding writing workshops which help parents to understand the expectations of each year group and the sessions give parents an idea of how to support children with their writing. Assessment in writing is ongoing as teachers carry out in-depth assessment of children's writing at the end of each unit, and highlight the age-related outcomes that have been achieved.

Impact

We want children to be proud of their writing and that children's writing is celebrated and displayed all around the school – in classrooms and communal areas. A star writer assembly is held every half term.

Writing assessments are completed three times a year, which are recorded in children's individual writing assessment books, which they have from Reception up until Year 6, clearly documenting their writing journey. Teacher assessment of writing uses independently written pieces to provide evidence of national curriculum skills and understanding. Termly moderation of writing, book looks and monitoring of progress from year to year and key stage to key stage ensures pupils remain 'on track' from their starting points.

The impact on our children is that they are motivated, engaged and take pleasure in writing. They have the knowledge and skills to write successfully for a range of purposes and audiences. We want children to be confident writers and have the ability to plan, draft and edit their own work. By the end of KS2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. This is evident also across cross curricular writing.