

Teaching and learning of: Writing

INTENT	We use the National Curriculum in England 2014 Framework for English as the basis for our curriculum planning. This forms the basis for all subject teaching ensuring continuity and progression within the curriculum. We use the CLPE 'Power of Reading' to inform much of our planning. These planning documents reflect our long term planning. The 'Power of Reading' units, alongside the Hampshire planning documents, ensure that there is a clear learning journey which usually uses a rich text to hook the children. Each learning journey follows this process - stimulate and generate; capture, sift and sort; and create. These learning journeys give the children the skills required to be able to write high quality published pieces of work.		
Underpinned by	Knowledge	Mastery	Vocabulary
	We follow the National Curriculum programme of study, to ensure that the children are achieving attainment relevant to their appropriate age. We use the 'Power of Reading' scheme, which links high quality texts to high quality writing outcomes. The books used, are diverse in nature and cover fiction, non-fiction and poetry. Our learning journeys build on prior learning so that all pupils are able to secure and embed their knowledge of writing as they move up the school. These are the areas of focus we use when teaching writing from Year 1 – 6: • Transcription • Handwriting • Composition and Effect Composition • Text Structure and Organisation Composition • Sentence Structure • Vocabulary, grammar and punctuation	We aim to develop a mastery approach to writing through acquiring a deep, long-term, secure and adaptable understanding of the subject. Children who show mastery of writing will have a clear authorial voice with evident purpose and audience. Their writing will show control and restraint both of word choices and structures. They will often draw on models from reading, and manipulate them for their own purposes. They will also have the stamina to write for extended periods. Teachers plan longer sequences of work in English to allow children to know a book inside and out, to look at how writers use language and words to impact on the reader and use them as models for their own writing. Mastery of writing is about effective not formulaic writing. Children are beginning to understand that they need to make choices about the sentences and words in their writing. Mastery means children must be able to understand how to improve their work using proofreading to check for accuracy – spelling, punctuation and correct grammar. Time to explore words, develop phrases, play with sentences and paragraphs means that children always consider impact on the reader when they write.	Broad and deep vocabulary knowledge is an essential prerequisite for successful writing. We aid vocabulary development by: • Pre teaching vocabulary • Discuss meanings • Grouping words (eg with same root) • Comparing words • Finding precise definitions We can split vocabulary in to two types – Receptive vocabulary – words we hear and read Expressive vocabulary – words we say and write We develop 'word consciousness'. It can help make the unfamiliar academic vocabulary of school accessible to every child.

	Teachers will look for opportunities for children to write for real purposes. To master English and achieve beyond the expectations for their age, children must be able to independently apply their reading, writing and speaking skills in a range of contexts across all curriculum subjects.	We have WORD RICH CLASSROOMS. We use the 3 Tier hierarchy of words to up level vocabulary knowledge in the class. Tier 1 – basic words of everyday talk Tier 2 – valuable words that appear across the school curriculum, but they are not typically in everyday talk. Tier 3 – subject specific words
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IMPLEMENTATION	In our planning over the year, each year group will be exposed to high quality texts, which will inspire the children with their writing. The books will include narrative, non-fiction and poetry. This allows every child to learn using different genres of books. We also ensure that there is diversity in the books chosen. English journeys are created to include writing for a purpose and writing for an audience. Units of writing are carefully planned and taught using a structured writing sequence which contains key elements of grammar, punctuation and spelling appropriate to the year group. Planning includes teaching children the skills to proof-read a piece of writing and edit this for spelling and punctuation errors, composition effects and effective vocabulary. Throughout the teaching sequence, the children are given the opportunity to analyse high quality writing examples of a particular text type, practise different writing skills and complete the unit with an independent piece of writing, specific to a text type. Early writing and phonics are taught using Monster Phonics. Opportunities for writing in the wider curriculum is planned so that children can draw on their skills from their English lessons to help them write for different purposes in a range of foundation subjects. Our approach to teaching is based around the approach where ‘active assessment’ during the lessons allows feedback to be given at the point of learning. This creates a learning environment where the pupils are taught to extend their thinking and be independent in seeking challenge. Active assessment guides the direction of learning and teaching during a lesson and informs direction of the subsequent lessons. This ensures that teaching matches the pupils’ needs and allows them to demonstrate ‘Mastery’ at their own individual level of understanding. Phonics assessments and early writing assessments follow the Monster Phonics timetable. Using the Hampshire Model of Assessment, Milestone assessments are conducted in Nov, March and June. CPD is via Hampshire training, coaching during PPA, and staff meetings dedicated to writing. There is also guidance given after pupil voice interviews, work scrutiny and progress meetings.		
	SEND / Disadvantaged	EYFS	Feedback, Questioning and Discussion

	The writing curriculum is adapted to meet the needs and styles of all learners. A variety of teaching and learning strategies is used to ensure that all pupils can achieve, including: • use of appropriate interventions to support learning, • small step learning, • targets are used to support the planning and adaptation within each unit. • use of pre-teaching and over learning. • Scaffolding to support SEND • High quality modelling of writing • Use of technology to record ideas and understanding	The EYFS long term plan follows the EYFS Framework and has been devised to ensure a secure understanding of communication, language and literacy. Fine Motor Skills • Children are taught to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing ELG: Writing • Children at the expected level of development will write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.	Feedback is given at the point of teaching and may be written or verbal and in a manner which moves learning forward or helps to embed learning and aid retrieval. Questioning and discussion play a vital role. Pupils are encouraged to think deeply about their writing. This ensures deeper understanding. An integral part of every writing lesson is the discussion around the knowledge, skills and approach that is needed. Mistakes are dealt with in a positive manner in order to develop resilience and confidence.
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IMPACT	The impact is that children go into the world able to communicate effectively; our pupils are confident, who take their enthusiasm for writing onto the next stage of their education and into their adult lives. This is what we see in school: • Children's enjoyment of writing is evident • There is a clear progression in skills for a variety of forms of writing from Early Years to Y6 • Children can speak confidently about their writing • Children's vocabulary choices are good and show that they are being challenged in their use of language for effect • Children can explain how their writing impacts the reader		
	Pupil Voice	Evidence in knowledge and skills	Breadth and depth
	Pupils will be given opportunities to feedback on their experiences in writing through discussions and reflection on their work. Success is judged on whether pupils are positive, confident and actively engaged in writing and able to recall prior learning and identify progress.	Progress is clear throughout the year. This is at milestone points as well as at the end of a unit. Milestone analysis of data and work scrutiny is used to identify trends and next steps. This helps to develop planning for the next Milestone and identify what support is needed.	The curriculum builds spirally throughout the year, and year on year, to ensure pupils can recap on and embed learning before building in new knowledge and skills. Deeper understanding is shown as pupils are able to tackle more challenges.