



WRITING – INTENT, IMPLEMENTATION AND IMPACT

Intent

At Aston Rowant, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.

Our intention is for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

Implementation

Phonics and Writing

At Aston Rowant, we have recently introduced 'HIAS Learning Journeys' which incorporates elements of 'Talk for Writing' from EYFS to Y6 as the vehicle for teaching writing. This is to ensure a consistent and systematic approach to teaching the skills of writing across all cohorts.

Early writing is taught through early mark making, then when the children begin phonics, they are taught the letter formations. This begins with writing (whether with a writing tool or in the air) sounds then cvc words, moving onto short sentences using the sounds they have been taught. The children also learn to retell, map and write stories using the Talk for Writing approach. They are encouraged to write independently in continuous provision.

This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have access to sound mats, when they are writing, whether this is with the teacher, in continuous provision or independently.

The Learning Journey

High quality texts and rich experiences are the starting point for each Learning Journey. Writing across the curriculum is taught by showing the children what a good one looks like (WAGOLL), before then identifying the features in the specific text type that is needed e.g. an information text about their learning in history. The children then use this knowledge as a scaffold to write about their learning, as they are familiar with the text type and style of writing needed for that genre.

Spelling

In EYFS and Year 1 children are taught phonics each day using Rocket Phonics, Children are learn a new phoneme and practise reading and then writing words containing that phoneme. In Year 1, children take home a set of words containing the sound to practise with adults at home, From Year 2 onwards, most children move onto spelling lessons. Year 2 follow the spelling guidance set out in the National Curriculum. They are explicitly taught each spelling pattern (using Rocket Phonics resources) and words that fit the pattern. They complete activities using the spellings over the week, such as handwriting, cloze activities, putting words into sentences etc. They also take home the words to practise at home. From Year 3 onwards, we have introduced the No Nonsense spelling programme so that there is continuity from the Rocket Phonics taught in EYFS and Key Stage 1. Children who have progressed from phonics are then assessed and grouped by ability for spelling. There is an expectation that teachers track back to ensure that any gaps in knowledge are addressed. Lower KS2 classes also have the sound mats and the same word mat that children in Year 2 have access to in their classroom. Again, this ensures consistency of resources that children are familiar with.

Grammar

Grammar is taught through the model text, but also through discrete lessons.

To ensure progression in grammar skills, all teachers have been given a Skills Progression document, on which they highlight the grammar skills that have been taught. Teachers will focus on areas of weakness in guided writing and SPAG lessons. Again, teachers are expected to track back to previous years' objectives, if this is appropriate.

Summative Assessment

Summative assessments will be entered into OTrack each half term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the extended write that pupils produce at the end of each unit, and determine to what extent pupils have met the agreed success criteria for that genre of writing.

Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs nondisadvantaged)