



Writing

Intent

At Wren Park our vision for Writing is:

At Wren Park, we believe that English and communication are key life skills and through our ambitious curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively.

The greatest part of a writer's time is spent in reading. At Wren Park, we intend to provide all children with the skills, which will spark their enthusiasm to be successful writers, starting with the teaching of phonics in EYFS. From the very beginning, pupils develop their interest for writing through sharing stories, rhymes, songs and real events in the world around them.

Throughout their time at our school, all children are exposed to high quality, rich texts, both modern and classic, and will be given the tools needed to become successful writers. Links to other areas of the curriculum allow children to explore the world around them, in a variety of historical and cultural contexts, and widen their experiences and imagination. Our writing lessons are designed so that they are ambitious for all our children and ensure that pupils with SEND and those who are disadvantaged have access to the same opportunities.

It is our aim that by the end of Year 6, all children will be able to write independently and coherently with enthusiasm, and are able to express themselves in a range of contexts, for different audiences and purposes. We value a collaborative approach, which helps to build children's confidence and generate ideas. Pupils see adults as writers through regular modelled pieces and are encouraged to openly discuss, evaluate, analyse, share and 'magpie' ideas to adapt as their own. Writing is an excellent opportunity to allow children to express themselves: we celebrate and encourage children to use their imagination and put their personality into writing, bringing it to life.

Implementation

We translate this into practice by:

Teaching of writing follows the National Curriculum's English Programme of Study (KS1 and KS2 2014) and the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

Our children write for purpose, identifying the intent of their writing according to the text type. They are encouraged (wherever possible) to write for an authentic audience, as outlined by Michael Tidd in his '4 Writing Purposes'. Purposes are repeated within and across year groups and this enables children to master the skills taught effectively through repetition. Units are linked to over-arching topics and driven by well-chosen texts, where children have the opportunity to connect their learning from other areas of the curriculum, allowing them to deepen their vocabulary and understanding of the knowledge gained. This allows children to experience a wide range of different authors, historical, social and cultural contexts during their time at Wren Park.

In KS1 and KS2, children are taught through a 'pathway' model that incorporates the stages of writing outlined within the National Curriculum. These are taught over a two to three-week period or 'block':

Stage 1 – Explore

- Curiosity sparked through a stimulus or 'hook'; explore genre through model texts; identify key features of the text type

Stage 2 - Practise

- Share and 'magpie' examples of ambitious vocabulary; experiment with ideas; research and organise thoughts

Stage 3 – Compose

- Draft, revise, edit and redraft; produce a published piece for a chosen audience.

Impact

We know this works for our pupils through:

Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents.

Formative Assessments:

The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives.

Feedback throughout the writing unit may be given verbally or written. Children are given written feedback for their drafting phase: green comments will praise their application of specific skills and vocabulary, and/or pink comments indicate where the child will be given the next step in their learning. All children are given a chance to respond to feedback and make edits to their writing with a purple pen.

Summative Assessment:

- Termly writing assessment, agreed across the school. Teachers use this, alongside other independent pieces, to assess against the appropriate year group's writing objectives each term.
- Moderation – Summer term. Collections of writing samples are moderated within school. Staff assess the evidence collected against the National Curriculum objectives.
- Year 1(Phonics Screening Check)
- Year 2(end of KS1 optional SATs)
- Year 6 (end of KS2 SATs)
- Year 2 and Year 6 - across schools moderation

<p>By the end of their time at Wren Park, our pupils will have acquired a wide vocabulary and have a strong command of the written word. Most importantly, we want our pupils to value their learning and to be proud of their achievements. We aim to ignite a passion and a love of writing, to be well equipped for the rest of their education and beyond.</p>	<p>Teachers weave the punctuation and grammar skills appropriate to the text type (outlined in the 4 Writing Purposes guidance) Spellings and handwriting are taught explicitly each week. Spelling patterns are explored through the Twinkl scheme and short lists set for children to practise at home. Skills are reinforced in the classroom through:</p> <ul style="list-style-type: none">• Handwriting practice of the spelling lists• Games, word searches, crosswords• Displayed weekly spellings in the classroom to apply in written work across the curriculum• A short spelling test/dictation• Use of dictionaries and word banks to support spelling in independent work• Time to correct spellings with purple pen for 'editing' <p>Handwriting is linked closely to the teaching of phonics in KS1 and Year 3, with an emphasis on the letter formation families (Twinkl) From Year 4, neat, cursive handwriting continues to be modelled by staff and high expectations continue to be set with regard to handwriting and presentation in books. A 'pen licence' is awarded to pupils in Years 4-6 who demonstrate consistent, joined writing. Intervention sessions will support pupils who have difficulty with spellings and handwriting.</p>	<p>As well as attainment, pupil voice will demonstrate positive attitudes towards writing in school.</p>
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