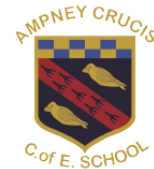


Writing at Ampney Crucis C. of E. Primary School



Intent:

At Ampney Crucis C. of E. Primary School, we understand how important the skill of writing is for children to communicate their ideas and convey their learning across the curriculum. As well as writing academically, we aim to instil a love of writing creatively, so that children are able to express themselves and build on imaginative play. Detailing thoughts, opinions, hopes and dreams is also a way of maintaining good mental health, so we aim to provide all the necessary writing tools for our pupils to write effectively and skilfully both for learning and pleasure.

With this in mind, our writing curriculum includes the following aspects:

- Developing competency in phonics, word and spelling structure.
- Developing handwriting skills to ensure that writing is both fluent and coherent.
- Building resilience and stamina so that children can produce longer texts over time.
- Teaching a progressive understanding of grammatical structures in a purposeful way, so that pupils can utilise new skills straight away.
- Imbed spelling strategies of patterns and knowledge of common exception words.
- Developing a sound understanding of the full range of punctuation so that this can be deployed correctly and effectively.
- Broaden pupil vocabulary to ensure they are able to select the optimum way to express their point.
- Immerse learners in a wide range of genres so that they understand the structure, purpose, audience and language requirements for each.
- Providing time and strategies for editing their work independently.
- Providing opportunities for creative writing so that children develop a love of writing.
- Celebrating success in writing and instilling pride by displaying work in classrooms, in the entrance of the main school building, as well as by awarding certificates for effort and craft.

Implementation:

Spelling begins with the teaching of Twinkl phonics in EYFS and our KS1 class. We follow the Twinkl spelling programme which delivers the spelling patterns as set out by the National Curriculum. This entails a weekly taught spelling session for each year group, with spellings

then being learnt by children over the week. There is an expectation that children then use their weekly spellings in their written work, with spelling lists being displayed each week in the classroom.

In both Key Stages, children are encouraged to check spellings by using either a spelling mat or dictionary. The use of a thesaurus is expected in Key Stage 2 so that children are able to select better quality vocabulary. The skills for using these resources are taught at the start of each year. The alphabet is displayed in all classrooms as a way of enabling all students to quickly find what they are looking for.

When marking, teachers will write 'Sp' in the margin for errors in spelling of previously taught words or patterns. Some words will be selected for the child to copy out and write into their spelling dictionaries (KS2).

Weekly spellings are sent home to be practised which can then be supported by parents or carers. In Key stage 2, there is an emphasis on showing that children understand the meaning of each word by putting them into sentences as part of their task. From years 3-6, spellings are tested weekly. Key stage 2 children build up their own spelling word banks, creating their own, quick-access dictionary.

Intervention is provided for identified pupils and often addresses phonic patterns being taken from our chosen phonics programme, Twinkl.

Handwriting:

We use the Twinkl handwriting resources which offers progression as well as familiarity to the phonics scheme. The correct pencil grip and writing position are taught in Reception and KS1 and pencil grips are provided to children of all ages as necessary. Specific intervention is provided of all ages who are identified as struggling with their handwriting.

Our youngest writers are shown how to form print, as used on the Twinkl Phonics scheme. In KS1, this will progress to pre-cursive letter formation, before learners develop a fluent, continuous cursive style in KS2. Once children have developed a consistently neat and joined handwriting style, they are allowed to write in pen. By UKS2, all children will be proficient in writing with a pen. Year 5 and 6 writers are encouraged to develop their own fluent style of handwriting and will only be taught in discreet sessions as necessary.

All pupils are encouraged to take pride in their presentation of written work in all subjects, by underlining with a pencil and ruler and crossing through errors with one neat line.

Approach to writing:

In our EYFS class, there is a focus on delivering vocabulary-rich talk in order that the children have a modelled approach to using language as a way of expressing themselves. Staff support and encourage this talk so that children can then go on to using it in their written work when they are ready.

For consistency, we have recently adopted The Literacy Tree writing scheme, which provides comprehensive curriculum coverage through its 'teach through a text' pedagogy. It engages children to write with a clear audience and purpose with writing opportunities in multiple genres. Age-related grammar objectives are built into lessons, ensuring that all aspects are taught, used and repeated. The Literacy Tree provides medium and long-term plans which our teachers adapt for the learners in their class. The scheme uses a wide range of texts which introduces our children to a greater depth of books, authors, genres and writing styles.

Working walls in each classroom are accessible to all learners and built up over time to be purposeful. Children are encouraged to use the wall to help them with their writing. On these walls, age-appropriate punctuation is displayed, in addition to examples of word class, weekly spellings, and examples of correct usage of grammatical terms, often written by the children, to be referred to in later sessions.

The alphabet is displayed in all classrooms. Phonics patterns are shown as taught in EYFS and Key Stage 1 and displayed for reference. Age-appropriate dictionaries, word mats and thesauruses are available in all rooms.

Children struggling with obtaining the skills for writing are identified and supported through more scaffolded tasks. These are activities which build confidence, increase stamina, help with comfort, and increase understanding and independence including the use of colourful semantics, the Clicker programme, targeted punctuation sessions and slice and scribe-type tasks.

Throughout all writing tasks, pupils are encouraged to check and edit their own work each day. Children are provided with purple editing pens from Year 2. Children receive both written and oral feedback, the key to which is consistent across classrooms and displayed. A pink highlighter indicates something deemed particularly good by the teacher and is considered a 'mini celebration'.

In Key Stage 2, children are provided with 'free write' books (usually once morning routines are firmly established in term 1) and given regular opportunities to use these with the intention of handing children creative licence and building a love of writing for pleasure.

Impact

NFER grammar and spelling tests are carried out twice a year. A consistent approach to handwriting and spelling will, in time, improve outcomes for all learners.

Teachers assess 6 pieces of writing against age-related objectives and regular moderation is carried out between staff in dedicated staff meeting time.

By providing a writing environment where children grow in confidence and develop a love of writing, we produce competent and successful writers who take pride in their work and understand how mighty the pen is.