



"Living life in all its fullness."

Writing at Coalbrookdale

Intent

At Coalbrookdale and Ironbridge CE Primary School, we recognise that writing is integral to all aspects of life, and we endeavour to ensure that children develop a lifelong, positive attitude towards writing. Writing skills enable children to communicate their feelings and the feelings of others as well as document and convey their knowledge and ideas. Writing underpins many elements of the school curriculum and is an essential life skill. Considering its fundamental importance in achieving future success, we are driven to develop each learner's writing skills. Through their writing, children will develop their thinking skills and express themselves. At our school, children are given the best opportunities to build their capacity and confidence through a range of writing styles and focus on a variety of genres.

Coalbrookdale and Ironbridge CE Primary School aims:

- To develop writers who are imaginative, creative, independent, and confident.
- To provide and develop a range of writing skills so that they can write for a range of purposes in a variety of contexts.
- To set writing opportunities which are challenging, inspiring and motivational to nurture a life-long love of learning and writing.
- To explore a range of genres and have exposure to a range of high-quality texts which provide models for the children to aspire to.
- To ensure each writer understands the schools' writing sequence: plan, draft, edit, revise.
- To know how to self-assess and peer assess to reflect on the quality of their writing and implement strategies to make improvements.
- To ensure children with writing difficulties are identified early, given support and scaffolds which allows them to access the curriculum and work with independence.
- To monitor the effectiveness of writing, evaluate and promote and maintain high levels of attainment.

Implementation

At Coalbrookdale and Ironbridge CE Primary School, we are committed to raising the standards of writing ensuring skill progression throughout school and achieving the national expectation. The writing curriculum is monitored by the English Subject Leader to ensure effective teaching and learning across the school from Reception up to Year 6.

For successful writing, there are different areas: transcription, comprehension, and composition. Transcription is the technical aspect of writing such as spelling, handwriting and grammar and punctuation and composition is about sharing ideas, thinking about the

purpose of their writing, and communicating through writing. It is imperative that teaching focusses on developing pupils' competence of these skills.

From Reception to Year 6, the children are provided with opportunities to develop and extend their writing skills. In Reception, the learning of writing follows the *Ruth Miskin Read, Write Inc Get Writing Scheme* and the Early Year Foundation Stages Framework. Children extend their understanding of language through play and investigation. The school has a set of key objectives in writing that provides detailed guidance for implementing the National Curriculum for writing.

Key Stage 1 and 2

- One-hour lessons to develop grammar, punctuation, composition, and phonics.
- Meaningful texts are used to inspire writing and model a high-quality example of writing.
- Cross curricular links are exploited through the class texts and the writing focus.
- Clear modelling is demonstrated live to the class. This should demonstrate the 'author's thought process' and how the success criteria is to be achieved.
- Success criteria shows concrete targets which can be measured against the Writing Framework e.g Remember to....
- Composition taught explicitly through live modelling and shared writing.
- Opportunities for composition as part of a grammar lesson.
- Grammar is taught explicitly and links to the writing focus or genre.

Composition

Shared Writing

- Lessons are well-paced and interactive e.g thesaurus, whiteboards for pupil editing, drafting and formative assessment and interactive writing between teacher and pupils who are making suggestions for writing and improvements.
- Intentional errors are explored so that grammar features can be revisited.
- Model the 'author's thought process' by thinking out loud. Refine suggestions and ensure collaborative writing between teacher and pupils.
- Refer to the success criteria and address how to include grammatical features in the text type. Model this on the board with feedback from children.

Modelling

During each lesson, tasks are modelled how to achieve the success criteria. During SPaG lessons, examples similar to the task are provided for the teacher to model 'How' to achieve the objective.

Transcription

1. Grammar

- National Curriculum for Vocabulary, Grammar and Punctuation is taught to all pupils, as appropriate to their needs.
- Grammatical concepts are taught as part of the learning sequence. The grammar focus will link to the text type/ writing focus and be year group appropriate.
- Whole lessons or part of a lesson may be devoted to consolidating prior knowledge (evidenced in Writing books).
- Grammar targets will appear in the success criteria e.g 'Remember to...' These targets will be measurable and should be exemplified in the children's writing.
- Model how to achieve the writing target during shared writing.

2. Handwriting

- Children to use a sharp pencil or a handwriting pen.
- All classes from Year 1- Year 6 use the Nelson Handwriting scheme to develop consistent, accurate handwriting.
- Pupils in Years 3- Year 6 to use joined up handwriting style. Where progress is slow, additional handwriting practice is organised and delivered.
- Daily starter of handwriting practice.
- Handwriting of adults across school should model and reflect the high expectations we have for presentation.

3. Spelling- To be developed further

- Daily Spelling lessons
- Weekly spelling focuses
- Revisiting prior spelling rules
- Spelling addressed in extended writing
- Spelling support in writing policy

Impact

We measure the impact of our curriculum in the following methods:

- Marking of written work
- Observations of children working/practical activities
- Discussion/questioning/explanations of ideas and concepts
- Analysis of data – looking at progress over the term/year/phase/school
- Moderation of work (e.g. through team meetings)
- Book looks – completed with staff
- Learning walks and observations of lessons
- Pupil voice interviews/discussion
- Annual reporting of standards across the curriculum to parents

Assessment of writing:

- On-going AFL through lessons
- Reception- Read Write Inc writing assessment
- Year 1- Year 6 pupils' learning will be assessed against the Teacher's Writing Framework.
- Year 2 pupils' learning will be assessed against the Grammar, Punctuation and Spelling End of Key Stage One
- Year 6 pupils' learning will be assessed against the Grammar, Punctuation and Spelling End of Key Stage Two Assessments (SATs).

The English subject leader, alongside members of SLT, will continually monitor the impact that English teaching is having on the children's learning, through learning walks, lesson observations or drop-ins and work scrutinies, to ensure that knowledge and skills are progressively taught across school. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different contexts, showing independence with their learning. Impact will also be measured through key questioning skills built into lessons, learning objectives and success criteria and summative assessments aimed at targeting next steps in learning.