

Curriculum: Writing



2022

Policy

INTENT



Writing is at the centre of our curriculum at Nook Lane. We are passionate about children becoming **lifelong** writers who use writing as a vehicle for **creativity** and want all children at Nook Lane to be able to **express their thoughts and ideas clearly** through the written word. Although writing is delivered in discreet sessions, we make strong links across the curriculum, ensuring that children apply their wider knowledge to what they are writing and vice versa. Children are immersed in **vocabulary** throughout the curriculum and are encouraged to use this vocabulary in everything they write. By the time they leave Year Six, children will have developed **a love for writing** as well as the skills needed to write accurately for a range of purposes and audiences using appropriate vocabulary and grammar to enhance their writing. We create **resilient and independent writers** who are able to reflect on, edit and improve their work. By matching teaching techniques and strategies to a range of learning styles, we strive for an enriched and **inclusive writing curriculum** fostering a culture of enjoyment, engagement and high expectations.

At Nook Lane Junior School, we aspire to help children develop as writers, building progressively each year on the following key writing intentions:

1. It is our intention that writing is taught progressively with the spelling, punctuation and grammar skills outlined in the National Curriculum covered in each year group.
2. Children will learn the skills needed to write clearly, accurately and coherently for a specific purpose (to inform, entertain, persuade or discuss) and for a specific audience, tailoring their vocabulary, punctuation and grammar choices accordingly. The punctuation, vocabulary and grammar needed to write for each purpose will be built upon each year.
3. Children will be exposed to a wide range of genres and writing styles and the skills needed to write in these styles will be taught progressively throughout their time at Nook Lane.
4. We aim for children to write fluently with a cursive style and apply this writing style to their work across the curriculum.
5. Children will develop a rich and varied vocabulary through modelled writing, reading high quality texts, discreet vocabulary sessions and teachers having high expectations of oral responses. Children will be expected to apply this vocabulary across their writing and in discussion.

6. Punctuation and grammar will be taught in context and with a purpose so that children can apply these concepts to their writing for its effect and impact on the reader.
7. Children will become confident spellers, spelling new words by effectively applying the spelling rules they are taught to their work across the curriculum.

IMPLEMENTATION

Teaching and learning

Writing is taught in the 'Immerse, Analyse, SPaG, Plan, Draft and Edit' sequence.

Punctuation, grammar and key spellings (tier two and three vocabulary) concepts are identified at the beginning of each unit and focused on throughout to enable children to write effectively for the intended purpose and enable them to demonstrate the skills they have learned in their writing.

Writing is taught progressively across year group using the 'Writing Purpose Progression: Skills and Knowledge' and the Writing Subject Booklet documents which outline the text types, grammar, punctuation, spelling and vocabulary needed to write for each writing purpose (inform, explain, entertain, persuade, discuss) in each year. The progression in each of these areas for each writing purpose and the fact that each writing purpose is revisited in each year group ensures children commit knowledge of each writing purpose to their long-term memory. Staff use their expertise and knowledge of their children to create units of work which cover a range of these writing purposes across the year. Planning and outcomes are monitored by the English lead to ensure there is coverage of these purposes and text types across the school.

Writing is taught four times per week in every year group in two to three week units in order to expose children to a wide range of different text types and writing purposes across each year.

We give children the opportunity to apply the skills they have learned in writing sessions to writing across the curriculum. Expectations of handwriting, spelling, punctuation and grammar across the curriculum are of the same high level as during writing sessions.

Children are expected to apply the Nook Lane 'Must-Haves' in all of their writing.

We provide a vocabulary rich environment for our children through the use of continually updated working walls, vocabulary displays, word mats and the discreet teaching of vocabulary. Exposing children to and explicitly teaching tier two and three words ensures children build a rich and varied vocabulary and are able to apply this to their writing.

Spelling rules are taught using the Read, Write Inc spelling program at least three times per week in each year group with children accessing the spelling group which matches their spelling age or small group phonics sessions if required. See the Read Write Inc Spelling programme overview for long term planning and progression.

At Nook Lane we acknowledge and celebrate the diversity of proffered learning styles and aim to ensure that writing lessons provide a balance of visual, auditory and kinaesthetic inputs – a variety of interactive teaching methods to maximise learning outcomes for all our children.

Teaching and learning takes place within a whole class setting. Good practice is shared and modelled across both settings with children also working independently, in pairs (matched or mixed ability) or as part of a small group based on Assessment for Learning. The nature of groupings will be task specific and dependent on desired learning outcomes. ICT is used where it enhances, extends and complements Writing teaching and learning. Additional adults are used to support the teaching of Writing. They work under the guidance of the teacher with small groups of children or individuals.

Planning

The National Curriculum 2014, in conjunction with the 'Writing Purpose Progression: Skills and Knowledge' document, form the basis of reading teaching and learning at Nook Lane Junior School.

- Weekly plans are drawn from the yearly overviews for English and are flexible documents adapting to the progress of the learners.
- Clear objectives are set for each session and shared with the children.
- Teaching sequences are planned in line with the progressive writing sequence (see above).

Handwriting

The school has devised its own handwriting scheme in collaboration with Stannington Infant School. Children are taught the joins outlined in our scheme and encouraged to use this joining style throughout their work. When

children are confident and showing pride in their presentation, they are allowed to write with black handwriting pens. All pupils are encouraged to use a pen in Year 6. Where possible, motor skill interventions are used to support struggling children, as are pencil grips, slope boards and home-school support materials.

Assessment

Success criteria are produced for each piece of writing to enable children to understand what makes a successful piece of writing for a particular purpose, audience and genre. This enables children to self and peer assess their work and aids the editing process. Children are encouraged to edit their work frequently in green pen in response to self or peer assessment or teacher feedback provided orally, written or in whole class feedback.

Children produce at least one independent write each half term. This is assessed using the Nook Lane Writing Assessment Grid (which outlines the expectations of writing for each year group in line with the 2014 National Curriculum) for the relevant year group ensuring that there are at least 6 assessment points in writing across the year. Children will be assessed as Expected if they have shown evidence across the year of most of the skills outlined on their year group's assessment grid. Children who have been able to show evidence of some of these skills across the year will be assessed as Working Towards the expected standard. Those children who have applied all of the skills in their year group with expertise and with a clear understanding of the impact on the reader of the skills they have used across the year will be assessed as working at Greater Depth.

Inclusion

All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion. All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, class support will be given and, where necessary, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor the progress of these pupils.

Children who access the Integrated Resource range from 7 to 11 years. Where possible, they will pursue English alongside their peers, integrating into mainstream with the support of an adult. If unable to access learning within the normal class differentiation, children will work within the Integrated Resource, following their own curriculum appropriate to their learning needs. Due to the diversity of needs across the Integrated Resource, units of work in the Integrated Resource may draw upon Early Learning Goals, Birmingham Toolkit objectives and personalised objectives which ensure that children with special needs of all kinds may participate fully and demonstrate their achievements. As a result, planning may not follow teaching phases, or units, outlined in the KS2 National Curriculum.

IMPACT

1. Lessons are taught progressively from one year group to the next ensuring that children build on concepts taught in previous years to ensure the vast majority are writing at the Expected standard or above for a range of different purposes.
2. Children develop and are able to identify the skills needed to write effectively across a variety of audiences, purposes, writing styles and genres.
3. Children use a rich and varied vocabulary in both their written work and in discussion.
4. Children write fluently and in a cursive style.
5. Children express their creativity through writing, develop a lifelong passion for writing and are able to express their ideas clearly through the written word.
6. Children become reflective writers, able to edit their work effectively.