



Offwell C of E Primary School

Our Core Values: **Honesty, Loyalty, Caring, Sharing and Forgiveness**

Our vision: **Be well; Learn well; Live well; Offwell!**

Offwell WRITING Statement September 2019 WRITING Leader: Lorna Legg

This document sets out our intent, implementation and planned impact of WRITING Leadership, teaching and Learning in Offwell C of E Primary School. 'Subject leaders provide professional leadership and management for a Subject, to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'. (DfE Definition)

Our Intent for WRITING

At Offwell, our vision: **Be Well; Learn Well; Live Well** inspires us to secure, for each child, a sense of physical and mental wellbeing, as the foundations for effective, life-long learning and to enable them to both benefit from, and contribute to, a better world.

Offwell Primary School Writing provision is designed to develop a curiosity and fascination about Writing and to foster the progressive development of concepts, knowledge and skills in the subject; enabling our children to develop a facility with, and love for Writing that will stay with them for life.

Writing has many elements, and is therefore divided into different areas of focus, for Teaching and Learning purposes: Handwriting, Spelling, Punctuation and Grammar, Composition. However, such pragmatic divisions should never totally obscure the fundamental purpose of writing, which is a means of communication.

Writing enables us to make notes when we cannot remember our shopping; send our love to those we cannot see; tell wonderful stories that lift the imagination; read the thoughts of people in different times and places, and describe events or scenes to people unable to be present. Alongside speaking and reading, writing forms an essential component of education and culture; it allows us to transfer knowledge from one generation to the next.

Implementation of WRITING:

• Which approaches and resources are used to ensure progression of knowledge, skills and attitudes?

See National Curriculum and Curriculum Planning.

EYFS: The ability to generate meaningful sentences is developed through 'Helicopter Stories' which are teacher facilitated, group generated stories. Early mark making is encouraged through offering a range of tools, surfaces and opportunities. Children are gradually given opportunities to develop and refine their marks, and specific letter formation is introduced in a multi-sensory way ('air' writing, sand tray writing). We follow Letters & Sounds and the Cranford Cursive Handwriting approaches, to introduce phonics and letter formation in a coherent progression. (See Stages in Early Writing Development, or 'What to Expect When').

Key Stage 1: Pencil grip and control are developed, through regular handwriting practice sessions, where letter formation is taught explicitly and progressively. Phonics is taught so that children can both blend to read, and segment to spell, as well as manipulate phonemes and graphemes to represent the different sounds in words. Alternatives are taught progressively, so that children learn which sounds are most commonly used. High Frequency words, which are hard to work out phonetically, are taught. Spelling, punctuation and grammar, at an age appropriate level, are taught explicitly. Exciting contexts for writing, linked to themes, are used to encourage children to communicate through writing in different genres e.g: stories, instructions, letters.

Key Stage 2: Pencil grip and control continue to be developed, through regular handwriting practice sessions, using words children encounter in their spelling work. Spelling, punctuation and grammar, at an age appropriate level, are taught explicitly. Exciting contexts for writing, linked to themes, are used to encourage children to communicate through writing in an increasing range of genres e.g: different narratives, reports, explanations and persuasive writing, and for different purposes and audiences.

From Key Stage 1, and through Key Stage 2, writing skills, stamina and creativity are practised and developed through 'Big Write' session. These are a weekly independent writing exercise, based on a specified topic and genre, building on four key skills: Vocabulary development, Connecting sentences, using good Openers and

proper Punctuation (VCOP). Big Write usually links to the theme and can be based on an inspirational image, object, or piece of writing.

• **How do we ensure equality of access to WRITING?**

a) As there is a range of needs in each class, generally differentiated teaching methods and resources will be used as appropriate e.g: targeted input, practical resources, different expectations, or outcomes, use of a range of visual/technical resources, helpful displays, or extra adult time and support.

Where needs remain despite differentiation, a specific intervention will be set up, with additional time and a focus on the child's needs.

Some children with identified additional needs (SEND) may need additional support for areas of writing, such as fine motor skills development, in which case, pencil grips, or a raised writing surface may be used; for specific learning difficulties e.g; with spelling: multi-sensory and very systematic approaches to learning phonics, or High Frequency words can be helpful; for processing difficulties, shorter instructions, with time to process, or visual prompts such as now/next, may help. These adjustments may be noted on their My Plan, which sets out relevant targets and actions, and is set up and regularly reviewed with the teacher, child, parents and the SENCO (See SEND Pathway, or Graduated Response for details).

b) As an inclusive school, we make WRITING as accessible as possible, especially to those who may be disadvantaged by differences in ethnicity/language/ability E.g: Teaching is adjusted to meet needs; resources are chosen to reflect and celebrate diversity. The ability to write is a vital means to ensuring equality of access to education and employment, so should be

• **How can parents or other members of the public find out more about the curriculum the school is following for this Writing?**

E.g: See The National Curriculum <https://www.gov.uk/government/collections/national-curriculum>

See 'What to Expect When' for the Early Years Curriculum and how to help your child

See Skills Ladder for Writing for writing expectations in each area from Y1 to Y6

See Letters and Sounds for information on Phonics

See The Sue Palmer Books for detailed guidance in each genre of writing

(any of these can be shared on request)

Impact of WRITING Teaching and Learning:

• **How is WRITING progression assessed?**

EYFS: Children's ability to communicate in writing is assessed against the Early Learning Goals

Key Stage 1 and Key Stage 2: Writing across each term is assessed against the Babcock/Devon Writing assessment sheets, using a range of unsupported writing over the term (e.g: from Big Write. This is used to give an overall assessment by the end of each term: Working Towards, Expected, or at Greater Depth, relative to Age Related Expectations (ARE).

From KS1, pupils' spelling, punctuation and grammar (SPAG/GAPS) can be separately assessed using age appropriate tests.

• **How is WRITING progression monitored?**

Monitoring in writing is important to ensure positive outcomes for pupils; that both coverage and progression are as they should be; and that standards are maintained and improved. This is carried out by the Writing Subject Leader/ Headteacher, through Lesson observations, work sampling, talking to staff/pupils, monitoring plans, analysing data, Teacher evaluations, and displays.

Each Term, teachers report their children's attainment and can therefore identify where each pupil is either making progress from the last assessment point, or may need support in a particular area.

Parents and children are kept informed of their child's attainment (against ARE) and achievement (progress from last assessment points), as well as their child's specific needs and successes and how they can help.

Governors are kept informed of data analysis, to check achievement in each year group and across the school e.g: at key points, such as KS1 and KS2 SATs, is where it should be. They are part of influencing the School Improvement Plan and the Writing Subject Leader action plan, which set out actions and success criteria for improving future provision and results.

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