



Subject: Writing

Intent – The what

The overarching aim for the school writing curriculum is to promote high standards of language and literacy by providing children with an appreciation of writing and a strong command of the written work. The school wants to ensure that all children can communicate in writing by doing it clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. In addition, the school wants to enable pupils to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Early Years

The main intention of the Early Years writing is to develop pupil's physical skill and enthusiasm for communicating in written word. Children will use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Our aim is that all children leaving reception are able to write a simple sentence.

Year 1

The school acknowledged that writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Children will leave Year 1 being able to sequence simple sentences. They will also be able to discuss their writing.

Year 2

The school intends that pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. The school intends for pupils be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers will therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Children will be given the opportunity to write narratives about personal experiences or from fiction. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech.

Year 3 and 4

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Year 5 and 6

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Spelling

At our school, spelling is taught through the programme Read, Write Inc.

Year 1

The school intends for spelling to be taught alongside reading so that pupils understand that they can read back words they have spelt. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

Year 2

Pupils should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt.

Year 3 and 4

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Year 5 and 6

Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting

Year 1

Handwriting is taught frequently and discreetly. Pupils will be taught to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils will receive specific teaching to meet their needs.

Year 2

Children should be able to form individual letters correctly, so establishing good handwriting habits from the beginning. Pupils will revise and practise correct letter formation frequently. They will be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Year 3 and 4

Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. They should be able to increase the legibility, consistency and quality of their handwriting. Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Year 5 and 6

Pupils will be taught to write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Also by choosing the writing implement that is best suited for a task. Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Grammar and Punctuation

Year 1

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary learnt.

Year 2

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Year 3 and 4

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in the national curriculum and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt.

Year 5 and 6

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Implementation – The how

In Early Years and Year 1 the school teaches writing through the phonics scheme Read Write Inc. This is so that children can develop spelling strategies alongside the sounds they know. Children are taught Read, Write Inc daily. Across the Early Years curriculum, children are given many opportunities to write across the provision so that they can develop skill, enthusiasm and enjoyment. Practitioners are creative in the stimulus they use so that children develop understanding at writing for a range of audiences and purposes.

Writing is taught in two parts as outlined in the national curriculum:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

In addition, pupils are taught how to plan, revise and evaluate their writing. The school follows the national curriculum programmes of study for English which are set out year-by-year for key stage 1 and two-yearly for key stage 2. At school, writing is taught through creating engaging hooks and stimulus. The focus is about developing real audiences and purposes for writing.

In Early years and KS1, writing is often linked to the class text however teachers have autonomy to structure writing linked to pupil's interests whilst utilising real events that creates interest. This is so pupils develop their enthusiasm for writing. Read, Write Inc is followed as an introduction to writing so that children can learn to write the words and sounds they know. This also allows for dictated sentences as children develop more fluency.

English is taught daily. Writing follows a structure which is variable based on the attainment and progress of pupils in the class:

- Establishing audience and purpose
- Creating model texts to support pupil's emersion
- Organising ideas
- Revising

- Editing
- Publishing

The school has developed their own writing schemes of work which are in place from Year 1-6. This progressively outlines a week by week intent, which allows children to develop, practice and consolidate skills. Text types build across this progressively.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Peer critique is well established within the school and supports children to evaluate the effectiveness of their work so that they can make improvements and progress

Further writing implementation structures:

- From Year 1 to Year 6, children participate in extended writing once per week. This is to allow pupils the opportunity to independently write creatively and to apply their skills and understanding. It also supports pupils in making accurate assessments to inform teaching approaches.
- Read, Write Inc spelling is followed from Year 3-6 building on from the RWI phonics programme in KSI. This is a structured spelling programme.
- Within each class, working walls are used to model the writing process and to promote vocabulary, skills and ideas
- Handwriting is taught daily in year 1 and 2. In Year 3 and 4 children are taught handwriting twice a week which is reduced to once a week in Year 6.

Impact – The so what

Writing is assessed by critiquing pupil's writing across the curriculum. Formative assessment strategies are in place to ensure teaching is perfectly linked to pupil's prior assessment so that more impact can be achieved. In EYFS the attainment of writing has increased steadily and has developed by 20% since 2017. This is due to the curriculum structure of writing. Writing is now broadly in line with national figures.

The school acknowledges that writing skill is acquired at a slower rate than reading in KSI and this is typical of the school, with writing standards being below national figures by 10%. This is a core school improvement area for the school, especially with disadvantage pupils.

By the end of KS2 the school typically reaches national figures.

Although writing has made substantial progress in recent year, it is the weakest core subject area across the school. Therefore, it remains a core priority.

Children consistently express an enjoyment of writing due to the flexibility over purpose and audience. In recent scrutiny children also discussed great enjoyment at the opportunity of being able to write creatively for an extended period each week.

Data:

Key Stage 1

Bentley High Street

National figures for Key Stage 1 are based on 39,000 entries (about 6% of the full cohort)

Writing

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	BLW	EXS+	EXS+
All pupils (58)	100%	62%	12%	50%	26%	0%	12%	58%	59%
Female (21)	36%	90%	24%	67%	10%	0%	0%	64%	65%
Male (37)	64%	46%	5%	41%	35%	0%	19%	52%	53%
PP (12)	21%	58%	8%	50%	42%	0%	0%	37%	40%
Not PP (46)	79%	63%	13%	50%	22%	0%	15%	63%	63%
EHCP (2)	3%	0%	0%	0%	50%	0%	50%	7%	8%
SEN support (10)	17%	40%	20%	20%	40%	0%	20%	14%	19%
No SEN (46)	79%	70%	11%	59%	22%	0%	9%	66%	66%
English (54)	93%	63%	13%	50%	28%	0%	9%	58%	60%
EAL (4)	7%	50%	0%	50%	0%	0%	50%	58%	56%
EYFS 1 (15)	26%	20%	0%	20%	53%	0%	27%	14%	-
EYFS 2 (39)	67%	79%	13%	67%	15%	0%	5%	70%	-
EYFS 3 (2)	3%	100%	100%	0%	0%	0%	0%	99%	-
Wt (7)	12%	0%	0%	0%	29%	0%	71%	3%	-
Wa Y2 (6)	10%	0%	0%	0%	67%	0%	33%	58%	-
Wa Y1 (45)	78%	80%	16%	64%	20%	0%	0%	72%	-

Key Stage 2

Bentley High Street

National figures for Key Stage 2 are based on 44,000 entries (about 7% of the full cohort)

Writing

	% of cohort	Teacher assessment							LA	England
		EXS+	GDS	EXS	WTS	PKS	BLW	Progress	EXS+	EXS+
All pupils (56)	100%	71%	7%	64%	20%	0%	9%	+0.7	73%	71%
Female (25)	45%	84%	4%	80%	8%	0%	8%	+1.3	83%	77%
Male (31)	55%	61%	10%	52%	29%	0%	10%	+0.1	65%	64%
PP (28)	50%	68%	0%	68%	25%	0%	7%	+1.0	64%	57%
Not PP (28)	50%	75%	14%	61%	14%	0%	11%	+0.3	78%	76%
EHCP (3)	5%	0%	0%	0%	67%	0%	33%	-2.4	11%	13%
SEN support (15)	27%	27%	0%	27%	53%	0%	20%	-3.9	26%	29%
No SEN (38)	68%	95%	11%	84%	3%	0%	3%	+2.7	83%	80%
English (52)	93%	73%	8%	65%	19%	0%	8%	+0.6	74%	71%
EAL (4)	7%	50%	0%	50%	25%	0%	25%	+3.1	69%	70%
BLW (5)	9%	0%	0%	0%	60%	0%	40%	-2.5	0%	
PKF (0)	0%								#DIV/0!	
WTS (14)	25%	79%	0%	79%	21%	0%	0%	+5.5	43%	
EXS (23)	41%	96%	4%	91%	4%	0%	0%	-0.8	90%	
GDS (2)	4%	100%	100%	0%	0%	0%	0%	+4.6	100%	