



Subject on a Page for English (Writing)

Why you teach it - your purpose of study

The national curriculum for English (writing) intends to ensure that all pupils:

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

INTENT

What you teach - your programme(s) of study

At Smallwood, the teaching of writing is of paramount importance within our broad and balanced curriculum.

Our aim for every child is to ensure:

- They are immersed in a vocabulary rich curriculum;
- They develop their reading and writing skills, accuracy and love of writing through exposure to a range of exemplar texts;
- They gain knowledge and experience of writing in different styles and for different purposes, contexts and audiences;
- They become effective, competent communicators, as well as good listeners;
- They become confident with the essential skills of grammar, punctuation and spelling;
- They have the ability to effectively plan, draft, edit and improve their writing;
- They take pride in their work and have a fluent, cursive handwriting style;
- They develop the confidence, desire and ability to express their views and opinions both orally and in writing;
- They are confident to use their skills, knowledge and understanding of different text types and how to construct them, in their future beyond Smallwood.

IMPLEMENTATION

How you teach it - your delivery of the above

Writing is an important part of our curriculum and is timetabled within English lessons for a minimum of 5 hours per week. Each unit of work has strong thematic links with our Humanities topics and is planned in accordance with the national curriculum objectives, using some Literacy Counts 'read to write units' as a structure to ensure coverage and progression of knowledge and skills. The units, which focus heavily on the link between reading and writing, centre on engaging, vocabulary-rich vehicle texts, quality modelled texts and the explicit teaching of language features specific to a genre.

Each unit has one or two proposed writing outcomes of varying genres and some have shorter incidental writes. Unit plans follow the following sequence:

- Immersion (Reading of vehicle text; enjoying, exploring vocabulary; responding; sharing of WAGOLL; comprehension)
- Analyse (Familiarisation of text structures and language features)
- Teach (Teaching of genre-specific features in context)
- Plan (Gather ideas, innovate and plan own version)
- Draft/ Write (Modelled and shared writing; application of writers' skills and knowledge; drafting; proof-reading; editing)
- Publish (Write up final draft)

In KS1 & KS2 English lessons are 4 x weekly as a minimum and where appropriate comprise of:

- A 15-minute focused response time (an opportunity for consolidation or challenge, as well as to amend previous work based on verbal feedback)
- Sentence accuracy work/ SPAG focus (an opportunity to cover non-negotiables *this may form part of the response time)
- Teacher input (modelling of sentence structures or of tasks in context)
- Guided Practice (opportunity to work collaboratively before independent practice- this might be orally or written)
- Independent Practice (applying skills taught- again this might be orally or written)

Children have a main English book in which they record their work during English lessons. They also have a separate draft book which is used for the drafting process. Evidence of the proof-reading and editing process can be seen in these books. Modelled and Shared writes are used to model the writing process to all children and to address common misconceptions or particular areas of weakness.

Children's English work is assessed daily and children receive whole-class feedback via response time the following lesson. Children are supported in taking ownership of their learning and using feedback to make revisions/ improvements to their own work. SPAG is taught explicitly but within the context of writing units and through response time and sentence accuracy work. Weekly spelling tests take place from Y2-Y6 and common exception words are given a high profile. Handwriting and letter formation is taught regularly using a range of high-quality resources.

Children are supported in developing their communication skills and confidence in speaking in front of others through drama activities in English lessons, speaking to audiences in worships and church services and being encouraged to explain their ideas and opinions across the curriculum. We also have an ELKLAN trained member of staff who supports the speech and language needs of a number of identified children within school and who also shares her expertise with the wider staff so that proven theory and strategies can be used to support all of our children across school with their working memory, spelling, vocabulary acquisition, processing, speech and language.

IMPACT

So what - your evaluations of the above

Our children are becoming increasingly more articulate in their written and spoken language and are taking more ownership of the drafting and editing process due to an increased confidence in sentence accuracy.

Children are immersed in a vocabulary-rich environment, and this is shining through in the written work produced across the year groups. The level of sophisticated and topic-specific vocabulary was commended by Local Authority Moderators during the 2022/23 KS2 writing moderation process.

89% of children achieved EXS in writing at the end of KS2 in 22/23 compared with 57% the previous year before the new writing curriculum was in place. These results were quality assured by Local Authority Moderators.