



"One child, one teacher, one book, one pen can change the world." - Malala Yousafzai

Intent

At Tibberton and Hindlip C of E First Schools, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 4 are provided with many opportunities to develop and apply their writing skills across the curriculum.

Our intention is for pupils to develop a love of writing and reach their potential at each stage of their journey. Our curriculum is planned for them to be able to plan, compose, revise and evaluate their writing in a variety of genres. The progression of skills is planned using National Curriculum 2014 requirements - **see writing progression skills map**. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

Implementation

- At Tibberton and Hindlip C of E First Schools, we use aspects of 'Talk for Writing' from EYFS to Y4 as the vehicle for teaching writing. Children's interests and cohort specific characteristics are considered when planning teaching approaches. This ensures that the teaching is personalised and engaging to all.
- Early writing is taught through early mark making, then when the children begin phonics sessions they are taught the letter formations. This begins with writing (whether with a writing tool or in the air) CVC words, moving onto short sentences using the sounds they have been taught. The children also learn to remember and write stories using aspects of the 'Talk for Writing' approach. They are encouraged to write independently in continuous provision.
- This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have access to sound mats, when they are writing, whether this is with the teacher, in continuous provision or independently.
- In Key Stage 1 there is a heavy focus on fiction and the non-fiction genres are taught from a fiction twist or from own experience.
- Writing from year 1 to year 4. Teachers may use a cold task before they begin a 'new' sequence of learning. They use this if to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type.
- After the teaching of a unit the children will complete an independent write during English sessions this is compared to the cold task to demonstrate the skills that have been embedded. Teachers assess incidental writing during the sequence of learning and interventions on specific areas of weakness, happens during feedback in lessons.
- Teachers use the end of year expectations to assess writing. It is expected that teachers will moderate across year groups and cross-phases in time for data drops during the year.
- We use strategies from Talk for Writing and search for adventurous vocabulary. In order to do this, to support the teaching of new and adventurous vocabulary, all year groups have access to and make use of the books that are in Pie Corbett's 'Reading Spine' reading lists. Key texts are used as writing stimulus and a text above that their independent ability is read as a whole class reader. This ensures that all children are regularly read to in class and high-quality texts are used.
- As we are aware that spelling is an area for development in our school. We use Letters and Sounds from Reception to Year 2 where we use teaching strategies from the No Nonsense spelling programme to teach specific spelling rules. The No Nonsense spelling programme is followed in Key Stage 2 so that there is continuity in strategies used to spell. The sequence of teaching is adapted to ensure maximal coverage and we use our own resources alongside No Nonsense spelling strategies to ensure a tailored

approach that is right for our children needs. There is an expectation that teachers track back to ensure that any gaps in knowledge are addressed. Lower KS2 classes also have access to sound mats and the same word mat that children in Year 2 have access to in their classroom. Again, this ensures consistency of resources that children are familiar with.

- Grammar is taught through the model text, but also through discrete lessons. We work according to the skills progression taking objectives from National Curriculum requirements as well as outcomes from daily teacher assessment and formative assessment. The National curriculum appendix supports teachers' subject knowledge in this area.
- There is an expectation that all teachers' use of spelling and grammar is accurate. To ensure progression in grammar skills, all teachers have been given a progression of grammar document, on which they highlight the grammar skills that have been taught. Any areas of weakness that are identified as a result of independent writing, are taught as part of the modelled text, or the grammar starters. Again, teachers are expected to track back to previous year's objectives, if this is appropriate.
- Writing across the curriculum is taught by showing the children what a good one looks like, before then identifying the features in the specific text type that is needed e.g. an information text about their learning in history. The children then use this knowledge as a scaffold to write about their learning, as they are familiar with the text type and style of writing needed for that genre. The use of shared, modelled and guided writing is used as teaching strategies throughout a sequence of learning.

Impact

The Writing curriculum is evaluated through:

- Regular checks on the correct writing process being taught, along with the quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil conversations and work scrutinies.
- Summative assessment occurs using the School's assessment materials and moderating across year groups. Judgements are moderated in house and once externally with our pyramid of schools and by the LEA through their cycle. Unless the teacher wishes to moderate with the English lead more frequently. The analysis of this used to identify areas of development and any children who are not making expected progress.
- KS1 outcomes have been moderated by external moderators in 2016. The outcome was that the 'Local Authority Moderator' agreed with the Teacher Assessment judgements.
- Local Authority review March 2022 highlighted the quality of writing across our school curriculum.

Performance data:

<u>Tibberton</u>			<u>Hindlip Summer 2019</u>		
<u>EYFS</u>			<u>EYFS</u>		
2018 All pupils GLD	(88%)	National (71.5%)	2018 All pupils GLD	(75%)	National (71.5%)
2019 All pupils GLD	(77%)	National (71.8%)	2019 All pupils GLD	(86%)	National (71.8%)
<u>KS1</u>			<u>KS1</u>		
2018 All pupils school	(85.7%)	National (70%)	2018 All pupils school	(84%)	National (69%)
2019 All pupils school	(76.5%)	National (69%)	2019 All pupils school	(75%)	National (69%)
<u>Greater Depth</u>			<u>Greater Depth</u>		
2018 All pupils school	(36%)	National (16%)	2018 All pupils school	(26%)	National (15%)
2019 All pupils school	(35%)	National (15%)	2019 All pupils school	(15%)	National (15%)
Summary - Pupils in writing attain consistently above national attainment. Disadvantaged pupils attain above their peers at ARE. Greater depth pupils attain above national levels.			Summary - Pupils in writing attain consistently above national attainment. Disadvantaged pupils attain above their peers at ARE. Greater depth pupils attain at or above national levels.		