

Errington Primary School



This policy has been subject to an Equality Impact Assessment by:

Author/Reviewer: Sarah Rule

SLT/EET: Sarah Rule/Claire English/Allan Fishpool

Governors/Trustees: Anthony Senior

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact? no

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised? yes

Writing Strategy

2023-26

Research

"Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar." (DFE,2014)

The National Literacy Trust Transforming Writing with Talk for Writing study, final analysis, Nov 2013: "The evidence suggests that the focused use of formative assessment by teachers with children and by children with peers can make a major difference to children's writing progress in terms of attainment, engagement and confidence. It also suggests that the model of training effectively supports dissemination of Transforming Writing approaches to other teachers."

Intent

At Errington Primary School we place a great emphasis on developing our children as writers. The opportunity for each child to demonstrate both effective transcription and composition is at the heart of our intent. We aim to ensure all children leave with legible handwriting, accurate spelling and grammar as well as an appreciation and understanding for how texts are composed effectively.

We recognise that writing is an area of teaching which is essential to supporting all other aspects of teaching and learning. Through this we hope to raise standards, understanding and recall of taught skills, allowing for our children to thrive as effective, independent writers. As such, we recognise the importance of giving children opportunities to write regularly and for a purpose. In order to achieve improved standards in this area, our aims are:

- To plan for and deliver an effective, embedded and consistent approach using high quality resources from Grammarsaurus to develop writing across the whole school.
- To ensure that early writing is linked intrinsically with early reading and phonics.
- To ensure that children are exposed to learning from a wide range of high quality bespoke model texts which are then used to identify key organisational and language features.

- To develop fluency and accuracy in transcription over the course of Key Stages.
- To support pupils in forming, articulating and communicating ideas, before organising them coherently with clarity and an awareness of the audience, purpose and context.
- To develop an increasingly wide knowledge of vocabulary and grammar and understand that these are an intrinsic part of the writing process.
- To develop an appreciation for the multi-faceted nature of writing, including planning, revising and evaluating written content.

Implementation

Across school, children receive a daily English lesson. Within each unit of work, carefully sequenced lessons ensure that prior learning of grammar, punctuation and spelling is revisited and developed. Writing at Errington is based on the Grammarsaurus approach which is used throughout school from part way through Y1 up until Y6. We use high-quality bespoke texts which are both age appropriate, progressive and which contain the relevant writing, grammar, spelling and punctuation from the National Curriculum and teacher assessment frameworks. We feel that these important skills should be taught in the context of the particular text type or purpose of the text alongside standalone lessons.

We have worked closely with Mitch Hudson (Grammarsaurus creator and consultant) to map out our curriculum in order to maximise cross curricular links. We aim to cover a wide variety of different types of fiction and non-fiction texts over the year which are planned to link with the half termly topics covered by each year group.

Each text type will begin with a diagnostic write. This is an independent write that the children do on beginning a particular text type with minimum input from the teacher. Staff will then use this to identify key areas of learning which need to be introduced or revised. Essential areas of learning and opportunities for further development are identified and taught where appropriate and that prior learning is checked and built upon.

Once the diagnostic write has been completed, the class will use a model text to analyse in terms of structure and organisation, purpose, vocabulary, grammatical features and punctuation. This will happen over a number of sessions and in

varying different ways- using feature spotters, text organisers, discussion ,partner work, annotations.

Talk for Writing, Teacher modelling, formal sessions teaching particular aspects of grammar, punctuation, formality, authorial intent, cohesion and planning sessions will lead into a final independent piece of writing. This process will usually take around 2-3 weeks. Each class will cover 2-3 text types per half term. Long term, medium term and short term planning are used to ensure that text types and features are progressively taught and built upon throughout the year and throughout the school

Impact

Children leave Errington Primary School as happy, confident writers, who have the key skills and knowledge necessary for the next stage of their learning. The impact of our writing curriculum will be measured through:

- The subject lead ensures that the National Curriculum requirements are met
- Pupil outcomes are monitored through deep dives, where evidence is gathered in the following ways: pupil voice interviews, book scrutinies, drop- ins, discussions with staff etc.
- Assessing children's knowledge of key learning as set out in the writing checklists
- Assessing children's understanding of grammatical vocabulary and rule
- Summative assessment of grammatical knowledge and spelling
- Teacher assessment of writing using independently written pieces to provide evidence of national curriculum skills and understanding
- Monitoring of progress from year to year ensuring pupils remain 'on track' from their starting point
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning both within school and as part of our access to the Writing Hub where moderation will happen across schools
- Sharing good practice among staff
- Marking of written work in books against the school's marking policy
- The writing lead identifies clear next steps, which are determined by a cycle of monitoring, evaluating and reviewing

Date of Approval/Revision	November 2023
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