



Trinity and St. Michael's

Our Approach to **Writing**

2022-2023

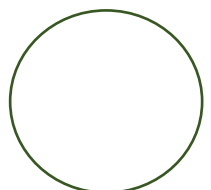
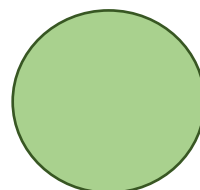
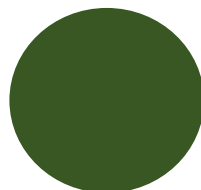
*Let the words of my mouth and the meditation of my heart be acceptable
in your sight, O Lord, my rock and my redeemer.*

Psalm 19 Verse 14

Do everything in



1 Corinthians 16:13-14



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1 - Intent

At Trinity and St Michaels, English language and literacy are taught with rigour and ambition to empower all children with the necessary skills to communicate, learn and articulate their own feelings and ideas. Beyond this, a deeply embedded culture, implemented by a passionate and highly skilled staff team has been established that champions reading and learning for pleasure. Pupils are therefore well equipped to fully explore our rich and broad wider curriculum, enabling the acquisition of skills and interests that, in turn, allow all children to pursue happy and successful futures.

Our writing curriculum provides outcomes for writing which enthuse and engage pupils. Lessons are linked explicitly to skills and objectives to foster an exciting yet maturing style in our pupils. Purposes for writing are at the heart of unit planning to ensure topics throughout and across year groups are progressive and relevant to pupil age and curriculum expectations. From simple early writing opportunities to end of Key Stage Two's discursive essays and immersive adventure stories, our pupils use their spelling, grammar, handwriting, sentence construction and flair to create impressive writing pieces. (see Writing examples in appendices)

2 - Implementation

Writing is taught as an important means of expression and communication. From phonics and early writing in EYFS and KS1 to KS2 and Year 6 curriculum, we implement the following measures to maximise progress and attainment:

Writing for Purpose

Our writing for purpose approach ensures that pupils constantly consider audience, structure and vocabulary when writing. Different writing purposes (writing to entertain, inform, persuade and discuss) are taught, relevant to stage of learning, and revisited regularly across classes to enable progression of skills and opportunities to revisit and further develop understanding.

- Class teachers use a shared planning document (*see appendices) to map out their teaching and learning of a specific writing purpose. Teachers use 'Key Learning' end points (*see appendices) to link appropriate and specific writing skills.
- Teachers provide engaging topics and exciting writing outcomes to enthuse learners.
- Real life, quality textual examples are used and discussed in the 'gathering evidence' phase of teaching.

Teaching of Writing

Writing is divided into two key areas of learning: composition and transcription. While these skills are taught with some distinctiveness, pupils are often challenged to combine their vocabulary, grammar and punctuation, composition, spelling and handwriting in regular, short writing opportunities and in formal assessed pieces of longer writing. All year group specific skills are defined in our 'Key Learning' end points document. Speaking skills are used and developed to support writing. Differentiation and focused support are put in place to help pupils not meeting National Curriculum expectations in writing with their writing.

Composition:

- Discrete vocabulary, grammar and punctuation lessons make up an important phase of each writing unit of work. They also taught as lesson 'warm-ups', plenaries and additional challenges.
- Composition skills are taught by analysing quality texts, through teacher modelling and through differentiated and scaffolded tasks. These skills include: Planning; Drafting and Writing; Evaluating and Editing; Performing.



Transcription:

- In Year R and 1, spelling is taught initially within the Little Wandle scheme for phonics, focusing on segmenting and blending of decodable words and rote learning of 'tricky words' (common but not phonetically spelt words).
- Beyond this, the No Nonsense Spelling scheme is used by Years 2-6 which draws on previous phonic and spelling rules to teach the spelling of new words and sounds.
- Spelling sessions are taught in short bursts (15-20 mins) throughout the week and include recommended, engaging strategies to maximise progress.
- Spellings are often given as homework, to reinforce pupils' weekly learning and are assessed regularly.
- Handwriting is taught from Year R-4 and catch-up support is given to those in Y5-6 who are not meeting their age-related expectations. This may take the form of differentiated register-time work, supplementary homework or a more typical intervention.
- Pupils are taught gradually to join in a neat, cursive script. YR teaches simple letter formation. Y1 teaches pre-cursive leads in and out of letters. Y2 onwards teach pupils to join.
- Incentives such as Pen Licenses are used to encourage and promote neat and clear presentation of work across all subjects. The termly 'Golden Pen Award' is a school-wide competition aimed at championing creative writing.

Writing Outcomes

Due to writing for purpose being such a fundamental part of unit planning and teaching, writing outcomes are carefully considered and constructed by teaching staff. A range of outcomes are planned for at the end of each teaching cycle that offers pupils that chance to share and 'publish' their work.

Whole school writing outcomes, such as our school magazine and blog 'Trinity Times', offer opportunities for pupils to share their work with a wider audience. (*see appendices for examples).

Assessment

As well as ongoing classroom level assessment of pupils' writing skills, conducted regularly by classroom teachers, whole school assessment points are used to track pupil progress and attainment.

These termly tasks challenge pupils to demonstrate their understanding of taught skills and are assessed using our writing assessment grids (*see appendices), which are cross-referenced with our Key Learning end points documents. A judgement is made about whether the pupil is on track with their age-related expectations based on the evidence within a pupil's Writing Portfolio book.

Teaching staff, the English subject leader and senior leaders then meet to moderate writing and ensure consistency of approach. This is seen as best practice.

End of Key Stage assessment frameworks are used to support judgements in Years 2 and 6, with cluster moderation to ensure Year R end points are assessed accurately. We engage positively with End of key Stage statutory moderation processes.

These assessments give a greater weighting to composition objectives and teachers use supplementary evidence of spelling and handwriting when assessing pupil writing. There is also a strong weighting given to vocabulary and word choices, reflecting its importance within the National Curriculum.



Resources

- Books and print-outs of texts are used to support writing.
- Planning grids and 'story mountains' are used to support pupils in the composition of their pieces.
- Online resources and apps, such as Nearpod, are used regularly to engage pupils and allow reactionary teaching to specific writing errors.
- No Nonsense Spelling is used for spelling from Y2-6.
- Little Wandle is used to support reading and writing in Years R-1.
- TAs, volunteers and other support staff are used to help differentiate learning and support individuals.
- Pens and 'pen licenses' are used to incentivise handwriting and presentation.

3 - Impact

The quality of pupil writing has for long been a real strength of Trinity and St Michaels. Our pupils are actively encouraged to use imaginative, creative ideas and write with personality and flair. Underpinning this is a rigorous system of teaching and assessing writing skills.

Our end of key stage writing data is consistently above national levels, often greatly exceeding it. We also support many pupils to achieve the greater depth standard by the end of Key Stage Two.

*Please see how our data compares to the National picture in the appendices.

The English subject lead holds annual pupil voice interviews to ensure high levels of satisfaction and engagement from our students.

4 – Core End Points

Teachers plan from our 'Key Learning' end points document that define age-expected skills, as outlined within the National Curriculum. These are primarily the goals by which pupils are assessed. (*see appendices)

Our Writing Assessment Grids and end of key stage frameworks provide additional focuses to these end points. (*see appendices)

5 – Teaching and Learning

- English is taught daily, with regular writing opportunities.
- Writing topics are planned using 'Purposes planning document'.
- Regular monitoring, from Senior Leaders, ensures the standards of Teaching and Learning in English remain at the highest levels.
- Where required, support is given to teaching teams by Subject Leader.
- Subject Leader delivers regular training to ensure the latest approaches are shared and used – also ensuring consistency of approach.



- Pupils are consulted on their English Learning regularly.
- Standards of Teaching and Learning in English are extremely high at TSM.
- Lessons balance focused skills acquisition with engaging, entertaining experiences.
- A variety of resources are deployed, including a very talented team of Teaching Assistants, to support learners.
- Those who are not meeting National Curriculum Age Related Requirements are given further support to help them progress in their learning.
- A wide range of outcomes are offered to give learning purpose and real-life application.

6 – Writing Curriculum

- At Trinity and St.Michael's, writing is given the highest priority and is meticulously planned in response to the needs of individual cohorts and groups. We work to the age expected objectives, as defined by the Primary National Curriculum, but ensure learning focuses on removing barriers to writing.
- The Key Learning in writing document outlines year group expected objectives.
- Wider writing outcomes and incidental writes are planned for by teachers across the wider curriculum.

7 – Foundation Stage

- The EYFS curriculum puts huge emphasis on language and communication, defined by the Early Learning Goals.
- Pupils are given support with their writing, whatever their level of understanding when starting school. The EYFS curriculum is used to track and monitor their progress in this area.
- Phonics makes up a large part of their directed writing learning, however initiatives such as 'The Message Centre' are used to encourage pupils to seek independent writing opportunities. This also offers purpose to their writing – mirroring the model from Year 1-6.

8 – Writing Curriculum Links

Writing is ever-present throughout our entire curriculum. It therefore is interwoven throughout our wider curriculum, with teachers using skill to establish links between curriculum areas to create engaging writing outcomes.

Subject Leader encourages cross-curricular planning and using other subject areas as 'vehicles' for writing.

A planning system for writing ensures pupils cover a wide range of texts and styles through their wider learning.

Subject Leader collects evidence of reading links across the curriculum.



9 – Monitoring, Evaluation and Review

The coordination and planning of the English, and in this case the Writing Curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching and monitors and keeps informed about current developments within the English Curriculum.

The English subject leader will monitor its effectiveness by:

- Reviewing English curriculum to ensure progression, coverage and consistency.
- Reviewing provision and deployment of staff.
- Regularly monitoring a sample of English work via Nearpod / Blippit and books.
- Making formal and informal lesson observations.
- Initiating Pupil Voice interviews.
- Delivering training and support to staff.
- Identifying and providing resources.
- Gathering evidence and providing regular updates to relevant parties (governors) on standards and targets within the subject area.

This policy will be **reviewed annually**.

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Date: November 2022