



# Writing

<b>Intent:</b>	<p><b>What we expect children to learn at Acklam Whin</b></p> <p>At Acklam Whin, it is of paramount importance that children receive the highest quality writing education that provides them with the skills and techniques required to write confidently for a range of different purposes, both in school and within the wider world. We intend for them to become authors, writing with stamina, and able to express their own thoughts, opinions and ideas within the written form and demonstrating their own unique flair.</p> <p><b>In line with the national curriculum 2014, Acklam Whin's Writing curriculum aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"><li>• Are fully immersed in their writing and confident in their abilities.</li><li>• Write independently and coherently, adapting language and style for a range of contexts, purposes and audiences.</li><li>• Use ambitious and precise vocabulary that they have been taught but also acquired from their reading</li><li>• Understand the rules relating to grammar and punctuation and apply these to their written compositions as a matter of course.</li><li>• Apply spelling rules and use joined, legible handwriting with automaticity.</li><li>• Edit their writing to improve the effect on the reader and offer purposeful feedback to their peers to support them in their own improvements.</li></ul>
<b>Implementation</b>	<p><b>How we realise our intent in terms of a working framework</b></p> <ul style="list-style-type: none"><li>• In EYFS, children practise their writing skills daily during their Sounds Write lessons (Reception only), but are also given meaningful opportunities to regularly write within small, adult-led groups and to mark-make within different areas of the continuous provision, which is enhanced by themes and children's interests to ensure engagement and inspiration. Language skills are developed through a wealth of opportunities and the importance of the prime areas is recognised as underpinning the skills needed to write and thus is planned for throughout the EYFS environment. Adult directed activities focus on important aspects of writing such as sharing stories; exploring vocabulary; fine and gross motor skills; speaking and listening; roleplay; and mark-making.</li><li>• The school's English writing curriculum has been designed in collaboration with the Middlesbrough English Hub. A consistent approach to the writing process is embedded throughout school with children in years 1 through to 6 using the same six stages when producing a piece of writing: read and respond; prepare; plan; draft; edit (and evaluate); and produce and publish.</li><li>• Teachers carefully plan writing sequences to ensure progression and provide children with opportunities to write for a range of contexts, purposes and audiences. In Key Stage 1, children learn to write to entertain and inform. In years 3 and 4, children are introduced to writing to persuade before learning how to also write to discuss in Years 5 and 6.</li><li>• Children have discrete writing sessions as well as opportunities to regularly apply their writing skills across other subjects in the curriculum: writing up experiments in science, recounting events in history and describing processes in geography, for example.</li><li>• When planning, drafting and editing their work, children learn to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose of their writing.</li><li>• A range of stimuli is used to suit the needs and interests of the children and can include video clips, images, class texts or a link to another area of the curriculum.</li><li>• Teaching of grammar and punctuation is embedded within the writing process, linking directly to the purpose and context of children's compositions. In Key Stage 2, children also have additional weekly grammar session.</li></ul>

	<ul style="list-style-type: none"> <li>• Spelling is taught in Key Stage 1 using the Sounds Write programme, where children learn to apply their conceptual and code knowledge through the initial code in Reception and the extended code in Years 1 and 2. When children are ready in Year 1, they will also begin to analyse the spelling of polysyllabic words, which is then built upon in Year 2.</li> <li>• In Key Stage 2, spelling is also taught using 'The Spelling Shed' scheme. Children are introduced to a spelling rule at the beginning of the week and are tested on the spellings on a Friday. Tests also include dictation. Two further midweek sessions provide short bursts of practice, focusing on spellings that the children find most challenging. Any spellings that are not embedded by the Friday can be further practised and tested the following week. Children have access to 'The Spelling Shed' at home to practise their weekly spellings.</li> <li>• In Reception and Key Stage 1, discrete handwriting is taught weekly using the formation families Twinkl resources. Children are taught to print in Reception and Year 1 and, when children are ready, they are then taught how to begin to join letters in Year 2. Joined handwriting is further taught and embedded within Key Stage 2 to ensure automaticity and legibility when writing at speed.</li> </ul>
<b>Impact</b>	<p><b>Impact: the effect of teaching Writing for our children and how we measure their learning in English at Acklam Whin.</b></p> <p>By Year 6, all genres of writing are familiar to the children and teaching can focus on creativity, writer's craft, stamina and manipulation of grammar and punctuation skills. When children leave Acklam Whin, they consider themselves to be skilled writers, confident in their ability to express themselves through language.</p> <p>Children's writing and the impact of the curriculum is assessed in Years 1 to 6 using the Acklam Whin teacher assessment frameworks which are aligned with the 2014 National Curriculum. Teachers refer to such assessments to inform planning on a daily basis and to support their professional judgements when determining whether a child is working within age-related expectations, at risk, below or significantly above. Writing data is entered into Sonar Tracker at three specific assessment points throughout the year using Point in Time Assessments (PITA) and then analysed by teachers and senior leaders.</p> <p>Throughout school, we expect the following to be achieved following the implementation of the school's writing strategy:</p> <ul style="list-style-type: none"> <li>• The percentage of pupils working at age-related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.</li> <li>• The gaps in the progress of different groups of pupils will be minimal (e.g. disadvantaged vs non-disadvantaged).</li> <li>• All pupils make good progress from their starting points across school.</li> </ul> <p>The impact of the reading curriculum is further evaluated by senior leaders through:</p> <ul style="list-style-type: none"> <li>• Writing learning walks</li> <li>• Half-termly planning and assessment reviews</li> <li>• Discussions with children</li> <li>• In-school and external moderations</li> <li>• Peer reviews</li> </ul>