



Writing at Clifton Primary School

“There is something delicious about writing the first few words of a story. You never quite know where they’ll take you!”

Beatrix Potter

Intent

English has a prominent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them

This is a key driver of our whole school curriculum, allowing children to unlock the power of language both spoken and written.

Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Clifton Primary School.

We strive to promote and instil a love for reading, writing and high-quality literature into pupils at all ages.

Writing permeates through the curriculum. At Clifton Primary School, we have planned our curriculum carefully to ensure every child's writing ability is progressively developed. We firmly believe that children learn to write by talking and writing. Children are therefore given very regular opportunities to write.

Writing Implementation

In order to ensure we develop efficient and capable writers, we equip our children with the necessary tools. Our children are exposed to high quality literature throughout their time at Clifton. We focus on widening children's vocabulary through the high quality literature, enrichment experiences and the topics the children study. . We aim to develop grammar and punctuation knowledge, and understanding so children can use and apply a greater range of skills across the wider curriculum; explore the writing structure and features of different genres and identify the purpose and audience.

Our writing curriculum is taught using CUSP (Curriculum by Unity Schools Partnership) planning and resources. We believe that all children should be taught the key skills and techniques to be able to communicate effectively and confidently in their writing. Our ambitious writing curriculum ensures

children build upon prior knowledge and re-visit key skills to master writing and develop their ideas. Our ambitious writing Curriculum enables children to:

- develop and express a rich and deep understanding of the wider world
- explore and respond to moral, ethical and social questions
- make important links between subjects, to deepen and explore their understanding of other curriculum areas

Our writing curriculum is designed to be a cohesive and well-sequenced curriculum that ensures:

- breadth and depth is achieved through well-sequenced, cumulative units which incorporate revisiting of learning
- children understand the purpose for writing and develop conceptual fluency: an ability to write to a high standard across the curriculum
- children are explicitly taught the conventions and grammatical structures of writing and develop confidence in using these independently in extended pieces
- teaching is firmly based upon current research relating to cognitive science:
 - direct explicit teaching of skills and isolated writing encounters to hone particular skills;
 - extended writing sequences to embed and practice;
 - prior learning is revisited;
 - opportunity for direct and explicit teaching of tier 2 and tier 3 vocabulary;
 - high quality and ambitious texts to model and exemplify conventions and grammatical structures.

As stated in the National Curriculum 2014; the writing process, which the children will be taught is;

- plan
- draft
- evaluate/ edit
- proof-read
- present

Spelling

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils can concentrate on the content of their writing and the making of meaning. We have an effective approach to the teaching of phonics in the EYFS and KS1. This is further built on throughout KS2, where the children continue to develop their spelling ability through the Spelling Shed programme. We also use the cursive handwriting style from the offset. We understand there is research both for and against teaching children cursive writing from the very beginning, however our action in-school research suggests our children benefit from learning from the beginning as it frees up working memory and cognitive load – they more quickly develop automaticity in both their spelling and writing.

We aim to use explicit, interactive teaching, which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. From Year 2 and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. We teach children to use their growing understanding of the morphology (word structure) and orthography (spelling structure) of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Spelling skills are taught daily in both KS1 and KS2.

When writing, children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling. Where words are spelt incorrectly, they are highlighted in their books. Children are then given the correct spelling, copying it correctly at least 5 times. Staff also recognise common errors in class and these are added to weekly spellings.

Handwriting

On entry, our Foundation Stage children are involved in varied activities to develop essential pre-writing skills in line with the Early Learning Goals; there is much focus on developing gross and fine motor skills and strengthening muscles in the arms and fingers. We use 'Dough Gym, Dough Disco' and many playdough activities to increase muscle strength. Children are also introduced to the individual letters and rigorously taught correct formation, from the very beginning of their time in school. From the time that children

are ready, they are taught to sit with a good posture and are taught to hold a pencil with the correct grip.

At Clifton Primary School, we teach handwriting regularly from Year 1 to Year 6. Class teachers follow the 'Letter Join' scheme. As children progress through school, there is an increasing focus on fluency, consistency and speed.

Impact

We strive to ensure that our children's attainment is in line, or exceeds, their potential when we consider the varied starting points of all our children. We measure the impact in a variety of ways:

- We use our school's criterion scale for writing assessment, ensuring children are recognised for what they CAN do, and teachers are able to quickly see small next steps in writing development and learning;
- We use the statutory assessment frameworks for writing at Key Stages 1 and 2 and the End of Early Years statements for Reception children;
- We monitor writing in children's books and have writing folders of progression for each child;
- We talk to children to discuss their: success; next steps, and attitudes towards writing.

We intend the impact of our writing curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey as well as promoting a love of writing.