



# Swallowfield English: Writing

## Three I Statement

**English** sits at the heart of our curriculum.

It is through language, story and text that children learn to form concepts, connect ideas and express themselves. Through literacy, in all its forms, children learn to both make sense of the world and shape their place within it.

### Intent

(What we want to achieve)

It is our intention to provide a rich and broad writing curriculum that encompasses both the mechanics of writing and opportunities to develop skills to enable children to become great composers of writing. At Swallowfield we believe that writing is an integral part of both the English curriculum and the wider curriculum. It makes a significant contribution to the development of children as thinkers and learners. It is essential that children become both competent and confident writers to enable them to succeed across the curriculum and throughout life.

The aims of our Writing Curriculum are:

- To nurture the children's sense of themselves as writers
- To encourage children to become enthusiastic, confident and reflective writers
- To provide purposeful writing opportunities where children write for a variety of audiences
- To enable children to independently produce high quality writing across all curriculum areas
- To encourage children to play with language and write for pleasure
- To ensure children can write using a legible, joined script

### Implementation

(How we are going to do it)

The Writing Curriculum at Swallowfield is based upon the Statutory Framework for the Early Years Foundation Stage and the 2014 Primary National Curriculum in England. These documents provide a broad framework and outline the knowledge and skills taught in each Key Stage.

The teaching of writing is made up of two dimensions: Transcription and Composition. At Swallowfield, writing is taught in a variety of ways. These include:

### **Transcription (spelling and handwriting)**

- Daily phonics lessons for Reception and KS1 support the teaching of spelling using phonics.
- Years 2-6 follow a whole school spelling scheme which follows the statutory requirements set out in the National Curriculum.
- We have a whole school approach to the teaching of handwriting. We follow the Nelson scheme and handwriting is taught at least weekly in every year group.
- Skills based English lessons are taught daily throughout the school.
- Separate SPaG (spelling, punctuation and grammar) lessons are taught in years 1 - 6.

### **Composition (articulating ideas and structuring them into speech and writing)**

- English is embedded in all curriculum areas and high standards in writing are modelled and expected in all subject areas.
- Opportunities for the children to explore language through speaking, listening and drama activities are given.
- Whole school writing, using the Herts for Learning format, are used to encourage creative writing across the school.
- Reception and KS1 use the Mighty Writer resources to plan, orally rehearse and then write a range of texts.
- High quality example texts are used in English lessons to model expectations.
- Talk and oral rehearsal are used as fundamental tools to share ideas and prepare for writing.
- Writing lessons provide opportunities to write for real purposes and draw on the children's real-life experiences.

## **Impact** (Evaluation of success)

We measure the impact of our Writing Curriculum using the Early Years Framework and National Curriculum objectives. Children are assessed through formal and informal teacher assessment against year group objectives and progress made is recorded and tracked half termly. Next steps are identified and shared with the children. These are also shared with parents at consultations and in end of year reports. Statutory assessments and moderations are also used as additional assessment tools.

### **Monitoring and Evaluation**

The English provision is monitored by the subject leaders and SLT through learning walks, observations and book monitoring. Feedback and good practice is then shared with staff.

### **More Able**

More able children will be provided with opportunities to extend their writing both through editing and writing at length. Differentiation will enable more able learners to be challenged within the context of a lesson to ensure their full potential is reached. High quality exemplifications will be used and writing that exceeds expectations will be modelled throughout the school.

**SEND**

Children who are making less than expected progress with writing are quickly identified so that appropriate support can be put into place. Progress will be monitored carefully to measure the impact of the support or intervention program used. Where progress continues to be a concern, the SENDCO is consulted to plan further support (see also Special Educational Needs Policy).