

# Writing at Eversley

"You can make anything by writing." C.S.Lewis.



'There can be no more important subject than English in the school curriculum. English is a pre-eminent world language, it is at the heart of our culture and it is the language medium in which most of our pupils think and communicate. Literacy skills are also crucial to pupils' learning in other subjects across the curriculum.' Ofsted 2012 'Moving English Forward'

## During Foundation Stage at Eversley

Children begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided. They will move from gross to finer motor skills using a variety of tactile methods. They need opportunities to make marks in their own way and to gradually refine these into recognisable patterns and eventually individual letters. A range of pre-writing opportunities are provided in the learning environment to encourage and support children develop gross and fine motor skills, develop co-ordination and to promote pencil control and awareness of letter shapes and orientation. From Reception upwards, we encourage children the development of the gross and fine motor skills that allow for a tripod pencil grip and control of writing and mark making tools. We provide children with a vocabulary-rich environment so that they recognise that text has meaning and encourage them to understand that they can use mark-making to communicate with others. Reception children have daily English-focussed sessions and access to a range of resources to encourage accessing and making text – especially where those texts are meaningful to themselves as well as others. Hand-in-hand with the RWIc phonics programme we use the Penpals Handwriting scheme to consolidate the links between phonemes and graphemes and develop word-building skills in both reading and writing. Children are given opportunities to orally rehearse the things they want to write before committing them to paper.

## During Key Stage 1 at Eversley

Children in KS1 are taught how to write using different structures for a range of purposes and audiences. We teach the rudiments of grammar through the teaching and learning cycle for writing. Children are provided with a wide range of stimuli for writing: inspired by reading; thematic writing; personal and shared experiences such as trips; film, video and music; practical activities etc. The children initially continue to form their letters following the RWI programme. They then progress through the Penpals Handwriting scheme alongside the daily phonics lessons. We encourage children to understand correct letter and numeral formation and orientation, word-spacing and sentence building and in Year 2 move the children on to using joined writing. We aim that all children leave Year 2 with neat, joined, cursive handwriting. The teaching of handwriting is both in whole class and smaller group setting so that adults can model correct letter formation and orientation effectively and monitor the execution of the letters and joins for each individual child. Children are encouraged to transfer their writing skills from their handwriting practice to all w across the curriculum. We recognise the invaluable relationship between reading & writing. The language and structural features of texts are explored through reading in the first instance and then used as a model to develop writing. There is clear progression in the teaching of writing (see explanation in KS2). Independent extended written pieces are kept as evidence of their writing skills for moderation and statutory assessment at the end of the key stage. We also intend that writing skills are securely embedded to provide a solid foundation for competence and fluency.

## During Key Stage 2 at Eversley

We continue the Penpals Handwriting Scheme-taught in classes and smaller groups for the teaching of handwriting in Key Stage 2. There is an emphasis on children developing consistent, mature, handwriting using a neat, joined, cursive style which is practised and evident in their books across the curriculum. The aim is that all children should be writing in ink by the end of year 4 (or earlier if they are ready). We recognise the instrumental relationship between reading and writing. The language and structural features of texts are explored through reading in the first instance and then used as a model to develop writing. There is clear progression in the teaching of writing: *Modelled writing* The teacher verbalises the thought processes as a writer and makes explicit the structure, language features, spelling and punctuation of the text type as appropriate. *Shared writing* This is a collaborative process, which involves the children sharing their thoughts and ideas with the rest of the class. The teacher selects the most appropriate response(s) ensuring they give reasons for why they have made that choice as well as using teaching opportunities to refine and edit the piece of writing. *Guided writing* The teacher or teaching assistant works with a group of children during a focused writing activity with a clear objective-aiming to provide an appropriate level of challenge and will focus on a particular aspect of the writing process e.g. planning, composition, editing, that will both support and move the children forward in their writing skills. *Independent writing* Children are given the opportunity to apply their understanding of the text type in their own writing. This will take place as an independent task-planned for during every unit of work. This extended writing may, at times, form a cross-curricular link with another subject, for example, a recount of an historical event. Extended writing may extend the skills taught in shared writing or create an independent writing time to assess the children's progress and understanding. There is a not only a focus on children building evidence of their writing skills for moderation and statutory assessment at the end of the key stage but also an intention that they become confident and competent communicators in writing for life.

<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Eversley's Writing Essential Learning opportunities (taken from the National Curriculum) show the scope and our Writing Milestones show the sequence of writing skills to be covered each term- from the acquisition of early writing skills through to provision for our most able writers.</li> <li>Teachers create a medium term plan for each unit of work and use the National Curriculum requirements for their year groups to guide and build upon the progression of SPaG, genre features and writing skills through all key stages. <ul style="list-style-type: none"> <li>Plans for writing sessions and interventions are annotated and adapted to show how learning is scaffolded for the less able, children with SEND needs and how those new to English will access the content.</li> </ul> </li> </ul>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Teachers follow a teaching and learning cycle that includes; deconstruction of text; grammar focussed teaching; modelled writing, shared and paired writing; guided writing leading to independent writing, editing and redrafting.</li> <li>Teaching follows the order and progression of natural language acquisition- Immersion, Imitation, Innovation.</li> <li>Flexible groupings are used during lessons with adults support carefully planned and targeted to develop children's confidence and fluency in writing.</li> <li>Teachers are expected to demonstrate the correct handwriting style appropriate to their year group and to model having their own mature, neat, joined handwriting</li> <li>Teachers are expected to provide a model of Standard English for their pupils</li> <li>Teaching encourages a love of writing and an appreciation of its educational, cultural and entertainment values</li> </ul>
<p><b>Marking and feedback</b></p> <p>Work should be marked according to the school marking policy by using:</p> <ul style="list-style-type: none"> <li>Peer- and self-assessment</li> <li>Oral feedback</li> <li>Written feedback</li> </ul>	
<p><b>Assessment</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>AFL is used within each lesson to establish next steps for pupils.</li> <li>Writing is marked and children are conferenced with during the writing process to provide effective feedback for editing and improving</li> <li>Children are encouraged to use success criteria to self- and peer- assess elements of their writing.</li> <li>Spelling and SPaG is monitored and assessed in writing tasks.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>All children in EYFS undergo baseline assessment for Writing skills.</li> <li>In Year 1 children undergo statutory SPaG testing (which is repeated in Year 2 for those not meeting expected standards).</li> <li>In Years 2 children's writing is both internally and externally moderated using the statutory assessment framework and National Exemplification resources.</li> <li>Children in Years 1 to 6 complete half-termly 'Big Write' pieces. These are independent pieces of work which, alongside other independent pieces, are assessed by the class teachers and used to inform termly writing judgements. We have collated a bank of school exemplification pieces which are used to support teachers' judgements.</li> <li>All children's writing is 'finally' moderated and assessed using both National and School exemplification as an assessment framework in the Summer term. They also have an end-of-year SPaG test.</li> <li>In Year 6 children's writing is both internally and externally moderated using the statutory assessment framework. Children also sit the statutory end-of-key-stage SPaG tests.</li> </ul> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>Teachers and key workers make observations regarding the pupils' development in this subject.</li> </ul>	<p><b>Resourcing and display</b></p> <p>Because literacy skills are such a fundamental part of learning, the school has invested in a very wide variety and amount of books and supporting materials to develop writing skills and provide stimuli for writing on a wide range of themes.</p> <p><b>Working wall:</b></p> <p>The working walls are intended to 'make the learning visible' and to track and celebrate the children's progress through the process of writing as well as to provide a resource to encourage children to apply their SPaG skills, use specific sentence structures and registers in their writing. The working walls complement the use of modelled and guided writing in the sessions and provide a 'reminder' to children of the purpose and audience for their writing as well as the genre 'ingredients' and features they need to use.</p> <p>WAGOLL (What A Good One Looks Like) elements of displays provide examples of excellence in children's writing to showcase expectations for handwriting and presentation as well as for outcomes in terms of genre features, vocabulary, structure and organisation.</p> <p><b>Stimuli</b></p> <p>Teachers makes full use of books, film, music, art and 'real-experiences' as stimuli for writing often providing opportunities for drama, speaking and listening, Talk for Writing etc to provide vocabulary and content-foci for the children.</p> <p><b>Tools for Writing</b></p> <p>The school provides pencils and handwriting pens for children as well as opportunities to use word-processing technology on computers and i-pads. Handwriting books with guidelines, interactive whiteboard resources and a range of practical material-resources are provided for children to support the development of handwriting. The exercise books used in all subjects have appropriate line spacing to facilitate the development of the correct size, formation and orientation of letters and organisation of written work.</p>
<p><b>Monitoring</b></p> <p>Monitoring is undertaken by the subject leaders and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> <li>learning walks during English, writing-specific lessons.</li> <li>scrutiny of English books.</li> <li>scrutiny of writing across the curriculum in all subject books</li> <li>conferencing with pupils and discussions about what they have written.</li> <li>regular moderation events within school across phases, key stages and with external bodies such as other schools, moderating teams from the STA and Local Authorities.</li> </ul>	