

Curriculum Leadership – Subject Vision

Subject / Curriculum Area: Writing

Vision

At Dovers Green School we believe that being literate is a fundamental life skill and therefore an emphasis is placed on ensuring that children are taught the skills necessary to become proficient writers. It is our ambition to encourage them to adopt a love and appreciation of writing and consequently use their knowledge, skills and understanding in writing across a range of different situations, using highly developed vocabulary, grammar and spelling. We want children to express themselves creatively and imaginatively as they become enthusiastic and critical writers of both fiction and non-fiction texts, as well as gaining an understanding of how language works by looking at its patterns and structures.

What does this subject area offer the Dovers children?

The opportunity to communicate in written form throughout all areas of the curriculum. The opportunity to work as independent writers, using resources and references in the classroom to aid their writing. The opportunity to be reflective writers, through the use of verbal targets in Early Years and written targets in KS1. The opportunity to be expressive, both creatively and imaginatively, and become enthusiastic and critical writers of both fiction and non-fiction texts. The opportunity to gain an understanding of how language works by looking at its patterns and structures through oracy, spelling and grammar lessons. The opportunity to work on spelling and sentence structure during daily phonics lessons. The opportunity to take part in 'whole school writes' where all children write together and for a purpose. The opportunity for written work to be enjoyed celebrated on a regular basis.

How does this subject enhance the curriculum?

Writing is an essential communication tool which is used every day in school. Teaching children to write clearly and accurately means they can communicate their thoughts, ideas and the learning they have acquired across all areas of the curriculum. Exposing children to a wide range of high quality vocabulary and encouraging them to use this in their writing means they can express thoughts more deeply, whatever subject they are learning.

What use is it to children later in life?

Writing is a vital part of communicating and children will require this form of communication in all aspects of their lives – personal and professional.

What are the main skills and knowledge (overarching objectives) you want teachers to focus on?

Children need to be able to:

- Understand why writing is such an important tool
- Communicate clearly through the written word
- Speak in full sentences and therefore write in full sentences
- Spell words correctly so as to be understood by others
- Write grammatically correct sentences so as to be understood by others
- Use a wide range of vocabulary both in their spoken and written English

- Discuss their written work and edit it where necessary
- Foster an enjoyment for writing and have a recognition of its value through writing for a variety of purposes both fiction and non-fiction.
- Write using a cursive script in KS1 when ready to do so

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Intent

At Dovers it is our intent that when children leave our school at the end of year 2 they move forward with the skills to be confident, accurate, expressive and critical writers. We want them to be able to communicate their thoughts, feelings and ideas in written form that is easily interpreted by others.

- Overview documents written by the English Subject Leaders for writing, spelling and grammar detail what is being taught for each term in each year group and these are easily accessible for all teaching staff to refer to.
- In EYFS and in Year 1 children are given opportunities to write through continuous provision which is carefully planned for a set up by the teachers. They are also taught how to write in groups by the class teacher.
- Three out of the six half terms are used to teach Talk 4 Writing in each year group. This means the children write at least 3 quality stories a year where they get the opportunity to learn a story verbally, imitate then innovate it.
- English working walls in the KS1 classrooms support the skills being taught in writing each week and are split into 3 sections- writing/topic, grammar and spelling.
- Key vocabulary is displayed to help the children with their composition of sentences and spelling.
- In KS1 the No Nonsense Grammar programme is used inform planning and supports teaching grammar. This ensures progression across the terms and learning is put into context when the children do a 'big write' either later in the week or the following week.
- Our chosen phonics programme is Read Write Inc and the children start this in Early Years. During each phonics session the children work on their spelling of words and as the children move through the programme they also start working on their sentence writing.
- Children take home a set of words to learn to read and spell, this starts in Early Years and the children carry on learning these sets of words moving into KS1 until they have completed all sets. The words start with red words from RWI and then move into high frequency words and common exception words from year 1 and 2. These words are tested in school.
- Discrete spelling lessons are taught in year 1 3 times a week from the spring term and in year 2 the children have a daily RWI spelling lesson (when they have completed the RWI phonics programme) for 20 minutes per session.
- Interventions are in place for children who struggle with writing such as fine motor skills groups, ELS, Shape Coding and handwriting groups. Children who have a special educational need in writing will have targets on their ISP linked with this. In our COIN unit the teachers use Colourful Semantics and Shape Coding to help teach the children how to write. In classrooms we use Clicker, LED boards, task boards, pencil grips and writing slopes to support children who find writing a challenge.
- PP children are carefully monitored when data is collected each term. A member of SLT oversees their progress and the support provided for them. They all attend a weekly reading group with the aim to expose them to a wide range of vocab they may not access at home. Pre-teaching is available for those PP children who need it.
- Higher attainers are planned for carefully and at times children in KS1 are streamed to ensure the most able children are challenge as much as possible. High quality written work is displayed around school to set an example for others.

Implementation

The National Curriculum and EYFS Framework are both followed carefully and are regularly referred to when planning for writing. This is also reinforced by the progression grids which map out what is taught for each term in each year group for writing, spelling and grammar purely looking at objectives and skills. The progression grids also have whole school agreed objectives for the end of each year, these are the fundamental skills we want the children to move onto the next year with. The grids show how we allow for re-visiting and consolidation over the three years at Dovers. Teachers then implement the objectives into the long and medium term plans so they fit into the chosen topics. The RWI programme is structured so that the children revisit previous sounds taught all the time which has an impact when it comes to writing. When spelling and grammar is taught in KS1 this is often returned to using writing lessons to embed the new rules or concepts. T4W is used 3 times a year in each year group so the children become confident writing stories using this structure. Children have targets in writing which encourage personalised learning and reflection. Phonics is taught daily in EYFS and Year 1 which includes time for writing. Writing is taught discretely throughout the week but is also incorporated into all other curriculum areas. Children have the opportunity to write every day through formal lessons but also through continuous provision and child initiated activities. Strategies such as T4W and Boxing Clever are used to help children scaffold their writing and working walls help the children with their independence. The content for writing, grammar and spelling lessons are taken from the National Curriculum and teachers also refer to Target Tracker, our assessment tool. Writing is being continually being reviewed as a subject, especially as it features in the SDP. The SLT and the English Subject Leaders review the approaches we are using to teach writing regularly and use feedback from observations, work scrutinies and pupil voice to create action plans. Subject leaders attend network meetings to ensure they are consistent with local schools in their delivery of writing. A report on writing across the school is written termly by the Subject Leader to monitor children's progression in this area and review how the subject is being delivered. Teachers use formative assessment daily to inform planning and next steps for the children's writing. Teachers and often TAs are provided with training when new approaches are brought into school, e.g. all staff have been trained in RWI and T4W. Writing is moderated within year groups, across the school and with other local schools to ensure consistency of levelling. All staff have high expectations of all children, despite their individually needs and this is why when we analyse data progress it is discussed as much, if not more than attainment. The learning environment is considered carefully and supports the children's writing through the use of working walls, vocabulary being displayed and examples of high quality writing.