



Writing at Powerstock School

Intent:

We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.

We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in their writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

IMPLEMENTATION:

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Our long term plans are closely linked with our termly topics to fully engage children. Within lessons, teachers and teaching assistants target support for all learners to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks or a greater level of modelling. More able writers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features. Spellings: Spellings are taught according to the rules and words

contained in Appendix 1 of the English National Curriculum. Teachers use the Read Write Inc. Spelling Scheme to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week. Various approaches are used eg. Word of the day and Spelling Zappers where independent, child led activities are key.

Grammar and Punctuation: Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome.

Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

All marking and feedback is given in line with our marking and feedback policy. Summative Assessment Summative assessments will be entered into SIMS each term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the extended write that pupils produce at the end of each half term in a Big Write, and determine to what extent pupils have met the agreed success criteria for that genre of writing. Moderations are held in school termly and also externally within the WDSC. Standardised writing trackers are used for Years 2,4 and 6 across the collaboration.

INTENDED IMPACT :

Pupils will enjoy writing across a range of genres

- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- The % of pupils working at ARE within each year group will be broadly in line with national averages for progress where possible.

- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs nondisadvantaged)