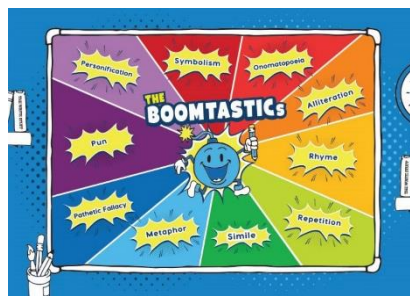




English - Writing

Vision (intent)

At Sonning, we aim to produce writers who can express ideas and emotions for a wide range of purposes and audiences. Through high quality class texts and engaging experiences, children are inspired to write imaginative, informative or persuasive texts of varying lengths. They have a rich vocabulary and an appreciation of the nuances of language which they can apply in subjects across the curriculum. They are able to employ effective grammatical choices with which to communicate their intent in a range styles from the informal to the most formal. Children have the basic phonic and spelling skills to write with confidence words which are increasingly complex and their handwriting is fluent, joined and legible. They are able to use the full range of punctuation accurately and appropriately based on the style of writing and are able to use a range of layout features to navigate the reader.



The basis for sentence construction as advocated by 'The Write Stuff'



Curriculum (implementation)

Following the 'Write Stuff' model, writing is taught through the modelling of precise sentences with the aim of producing coherent and cohesive texts with a clear purpose. Rich vocabulary is explicitly taught and children are expected to be able to justify their choices. Children are taught how to plan a piece by considering the 'plot points' or 'paragraph points'. They build up texts over time and are then given the opportunity to write independently, after which time they are taught how to rewrite and reimagine their work.

Synthetic Phonics is taught systematically throughout EYFS and KS1 based on 'Read, Write Inc' principles. This is delivered in ability groups. In KS2, children are taught spelling in class groups which is further reinforced in English lessons.

Curriculum structure

Across each year group, children are given the opportunity to experience different types of writing: narrative, playscripts, poetry, non-fiction writing. Children will reinforce the skills learned in English lessons by writing in other curriculum areas. In KS1 and KS2, English is taught daily with additional sessions for Guided Reading, spelling/Phonics and handwriting.

Although key grammar concepts are taught in the designated year groups (as per National Curriculum), teachers within each Key Stage will, in the course of modelling writing, constantly reinforce what has gone before and talk about objectives exemplified in their sentences that have not yet been covered in detail.

Lesson delivery (Pedagogy)

The teaching of writing follows the principles of 'The Write Stuff'. The focus is on the importance of the sentence and the precision of vocabulary chosen. Each sentence can be modelled under one of the three 'Zones of Writing':

The **FANTASTICS** system uses a child-friendly acronym to represent the 9 ideas lenses e.g. touch, feelings; The **GRAMMARISTICS** – the tools of writing. It is an accessible way to target key weaknesses in pupil's grammatical and linguistic structures.;

The **BOOMTASTICS** – the techniques of writing. These are the magic ingredients that children need to begin developing their own writing voice.

Each writing lesson is taught in 'learning chunks' with each section of the lesson encompassing an separate chunk for each sentence (usually 3):

An 'initiate phase' – where an idea is introduced and examples are generated. This part of the lesson utilises learner-centred pedagogical practices e.g. pair or group work, pupils drawing on their prior knowledge or being offered new experiences to learn for themselves;

A 'modelling phase' – where the teacher explicitly models the sentence type in question.

An 'enabling phase' - where children use their own ideas in the framework of the model provided for them.

At the end of the teaching sequence, children are able to use self and peer assessment to evaluate their independent work before it is formally assessed by the teacher.

To enable children to construct effective sentences, they must have a broad and rich vocabulary upon which to draw. To this end, vocabulary is taught explicitly in all subjects and is pre-taught to children who may have more difficulty accessing more adventurous words. The expectations for the use of high level vocab are maintained through the rejection of 'not quite right' words, modelled in teacher speech and through praise when children use words correctly.

Curriculum enhancement

There are a variety of ways in which writing is enhanced and enriched to ensure that it maintains a focus in school: World Book Day Events or other special workshops which stimulate pieces of writing e.g. Shakespeare workshops (Feb 2019); writing displays in every classroom showcasing excellent writing; a whole school Wow Writing board displaying the very best examples; Spelling Bee competition to raise the profile of spelling and challenge spellers at each level. Writing also features heavily in staff training. Experiences which the children have enjoyed, such as visitors or excursions, are used to stimulate writing as is the use of pictures, videos, artefacts or current affairs. Writing for a real purpose is also important to the children's levels of engagement.

Outcomes (Impact-How do we measure and evaluate)

Writing is assessed through a variety of methods of verbal feedback and written feedback with clear targets or next steps set. Success criteria, usually generated by the children, are used to support children's writing, self-assessment and peer assessment. More general and progressively more challenging checklists are used by each year group half termly, to more formally assess pieces. We as a school use whole-school pieces to moderate our judgements and regular moderation events with cluster schools are used to ensure judgements are sound. In Year R, 2 and 6, government assessment frameworks are used to assess writing.

Standards in writing are monitored in variety of ways in addition to the above. PITA (Prediction in time assessment) data is used to look at standards in each year group and PAT grids are used to assess the attainment and progress of whole classes and key groups such as girls and boys, children in receipt of PPG, SEND and Prior Attainment groups. Work and planning scrutinies and pupil conferencing also allow us to gauge attainment and progress in each class and for individual children.

Partnerships

Partnerships with parents are vital. Sessions are held to inform parents of key writing skills and pedagogy e.g. how they can support their child to learn spellings. All support materials are shared on the website. Work with Trust and other schools to share best practice occurs regularly throughout the year including moderation activities. Annually, Year 6 pupils work with Wokingham Library's Igniting Writing club to improve their creative writing.