

INTENT

It is our intent at Valewood to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. We believe that by building a love of English through both reading and writing, we can enable pupils to develop culturally, emotionally and socially.

In Reception, children are taught correct letter formation from the outset. Workshops are delivered by the class teacher for parents and carers to demonstrate teaching of Phonics to support reading, writing and letter formation. Children will develop the skills to write recognisable letters, most of which are correctly formed. They will be able to spell words by identifying sounds in them and representing the sounds with a letter or letters. By the end of Reception, children will be able to write simple phrases and sentences that can be read by others.

Our Reception children will begin by mark making, writing their name and adding labels and captions to their drawings. As they become more proficient they will learn to write lists and short sentences before moving on to write short stories.

In Key Stage 1, our children build on their skills and write simple, coherent narratives about personal experiences and those of others. In line with National Curriculum expectations; they demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly. They work hard to use present and past tense mostly correctly and consistently and they become more confident using coordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. Specific spelling lessons and daily English lessons ensure children segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. Class novels and beautiful picture books are used to stimulate discussion and motivate our young writers.

In Key Stage 2, the children are familiar with the format of lessons and they are taught to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. In narratives, they describe settings, characters and atmosphere in more detail as they progress through the Key Stage. They learn to integrate dialogue to convey character and advance the action and to select vocabulary and grammatical structures that reflect what the writing requires. Building on their use of conjunctions in the previous Key Stage, they use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms.) Their use of verb tenses becomes consistent and they use the range of punctuation taught in Key Stage 2 mostly correctly. Specific spelling lessons and the teaching of vocabulary and spelling across the curriculum ensures that children can spell most words from the Year 5 and 6 spelling list by the end of the Key Stage. Children regularly have the opportunity to write at length and can maintain legibility in their handwriting. Class teachers will choose challenging, engaging texts to capture the imagination and inspire excellent writing.

IMPLEMENTATION

1. Writing is taught through the use of quality texts, which expose the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high-quality writing from each child.
2. Children's rights also underpin our writing curriculum. This includes providing children with resources and writing opportunities linked to the wider world, topical issues and cultural differences. By making connections between the UNCRC and different cultures and societies it enables the children to reflect on how their life experiences might differ from other children and then they can use their skills in both written and spoken language to demonstrate the need for change.
3. Our pupils are taught how to plan, revise and evaluate their writing through interesting and purposeful units of work, many of which make direct links to other subjects. Writing is rich and varied at Valewood and we strive to achieve the highest outcomes for all our learners.
4. Children use checklists to focus learning so that writing includes all the relevant year group expectations. As we believe consistency and well-taught English is the bedrock of a valuable education, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children.
5. Our whole school approach to the teaching of Writing follows the set principles of our Valewood WRITING PALS. All writing has the following elements which the children are taught to consider; plan for and write for - **PURPOSE-AUDIENCE -LANGUAGE – STYLE**

6. The children are specifically taught writing in blocks which share a purpose. In EYFS and KS1 the purposes are to entertain and to inform. In LKS2 the purposes are to entertain, to inform and to persuade. In UKS2 the purposes are to entertain, to inform, to persuade and to discuss.
7. In line with the National Curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age group. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at greater depth.
8. At Valewood we believe spoken language to be fundamental to the achievement of our pupils. We ensure we are teaching oracy skills across the curriculum and providing our children with a range of opportunities to speak and perform in front of a variety of audiences.
9. The subject leader will have the responsibility to lead, manage, monitor, evaluate and review the curriculum.

IMPACT

The impact on our children is clear: progress, sustained learning and transferable skills. A Valewood writer will have the skills needed to approach any task with confidence. They will use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Our children will develop competence in the arts of speaking and listening, making presentations, demonstrating to others and participating in discussions. Our children will have the skills to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Their lessons will be motivating and well-planned, and they will have access to a wide range of high-quality resources which will support their learning. Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.

Their work and achievement within the curriculum will be celebrated with Dojos and within termly celebration assemblies in the form of a writing award.

Teachers will assess work throughout lessons and address any misconceptions in the moment. Following lessons will then be adapted to ensure progress for all. Teachers will formally assess termly using final written pieces to help form a judgement. Assessments of writing are completed using Target Tracker on a termly basis and assessments are made based on a range of pupils' work. Teachers will use NFER SPaG assessments or end of Key Stage past SATs papers as a method of finding out where children are in terms of spelling and grammar and which knowledge has been successfully transferred to long-term memory. Data drops will be completed 3 times a year.

Revised September 2022