

Subject on a Page:

English: Writing

Waddesdon Village Primary School- Pathway to Excellence

At Waddesdon Village Primary School, we aim to provide a creative, vocabulary rich curriculum that challenges and inspires our children, in preparation for life in a culturally diverse and ever-changing world.



Whole School Curriculum Drivers:

Excellence

Community


Growth




Intent- we aim to...





Provide an engaging and exciting curriculum that helps develop a love of writing and inspires children to want to write.



Provide opportunities to explore writing within a wide range of genres across the wider curriculum, for a range of purposes.




Support children to express their thoughts and ideas clearly and creatively through the written word, using high level vocabulary.



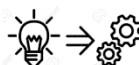

Provide challenge for all and develop children into writers with an understanding of the writing process, including proof-reading and editing to enhance their work.



Share work, successes and enthusiasm for writing with the school and village community.



Develop children's essential skills in handwriting, grammar, spelling, punctuation and composition that will be life-long.



Implementation- How do we achieve our aims?

Curriculum: Discrete writing lessons are taught at least 3 times per week through 'The Write Stuff' approach by Jane Considine and other teacher planned creative writing opportunities. In KS1 aspects of talk for writing are also used to maximise learning. These approaches allow children to develop oracy skills and widen their vocabulary choices. Through the Write Stuff approach, sentence stacking (scaffolded writing) forms parts of lessons prior to independent writing. When modelling writing, the FANTASTICS (senses) and BOOMTASTICS (figurative language) are used. High quality texts and modelling forms part of writing lessons. All writing opportunities in English lessons are linked to either the classes core text or one of their foundation topics. In EYFS helicopter stories, real-life experiences and children's core texts/topics inform their writing. Focus is initially on telling stories orally and through play. When children demonstrate they are ready for writing they will start to record stories initially through pictures and mark-making, progressing to words, phrases and eventually sentences. High quality writing is encouraged across all curriculum areas.

A clear writing process: Lessons are clearly structured to allow children to develop essential knowledge and skills. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. This requires clarity; awareness of the audience, purpose and context and increasingly wide knowledge of vocabulary, spelling and grammar. In EYFS, we follow Greg Bottrill's approach to early writing, including the 'Drawing Club' which engages children in stories whilst at the same time enriching their language skills and developing their fine motor skills. During continuous provision pupils are encouraged the use the 'Message Centre' which is aimed at engaging reluctant writers. Lessons in KS1 are structured to allow our children to discuss ideas for writing before forming written pieces. In KS2, teachers support children through a clear writing process and children have the opportunity to generate ideas, plan, draft, edit and publish writing.



Implementation continued...

Grammar and Spellings: Grammar is taught in context, with 'The Write Stuff' GRAMMARISTICS used to demonstrate different grammar techniques. Stand-alone grammar lessons are taught as necessary in order to cover the curriculum. Teachers are aware of previous year groups grammar objectives and recap these little and often through morning work, morning starters or English lessons. By KS2 children are expected to use a wide range of punctuation, however children should still be encouraged to use the basics accurately and consistently e.g capital letters and full stops. In EYFS and KS1, Essential Letters and Sounds phonics scheme is used to teach segmenting which is built upon in Year 2's ELS Spelling lessons. In KS2 Jane Considine's 'Spelling Book' has been implemented. The spelling curriculum includes opportunities to revise common KS1/KS2 patterns to reinforce this skill. Phonic interventions run throughout EYFS, KS1 and if necessary in Year 3. Other spelling interventions which involve regularly practicing words is used throughout the rest of KS2. All KS1 and KS2 classrooms have spelling mats which children should be encouraged to use. All KS2 classrooms have dictionaries- teachers will lead frequent lessons on how to use these efficiently.

Community: Children share work within and across classes. They celebrate their achievements with parents and carers through open afternoons, school displays and parents' evenings. They also have opportunities to share their work with the local community through the 'Wednesday Club'.

High quality texts and vocabulary development: Children have access to high quality texts and visual stimuli which spark imagination and inspire ideas for writing. Vocabulary is explored in texts and collected for writing. Children are encouraged to draw upon what they read when writing and use vocabulary from shared texts. All classes in KS2 have word walls and vocabulary books to use for collecting and exploring vocabulary. Children make use of these in lessons.

Handwriting: Legible Handwriting is an important skill which is developed throughout the primary phase. In EYFS pupils develop their fine motor skills through activities such as dough disco, sorting objects using tweezers, threading pasta etc... The writing process starts with making marks on a page, which is followed by writing symbols. When pupils are ready they progress to print letters. In KS1, handwriting is taught daily (this can be as part of phonics). Once Year 1 are confident with printing letters, they are introduced to pre-cursive handwriting. This is developed further in year 2, with the introduction of cursive joins. In KS2, handwriting is taught at least 3 times per-week. Years 3 & 4 consolidate their letter formation and cursive handwriting. By the time pupils are in Years 5 & 6, children should be building up their writing stamina and writing cursively at speed. Throughout the primary phase, pupils who require extra support with their handwriting will receive extra interventions.



Impact- How we know we achieved our aims?

Children are engaged and thoughtful in lessons. They progress through WVPS milestones.

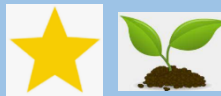
Children are writing across the curriculum and beyond.



Writing is high-quality and well presented in a range of ways.



Children's understanding of the writing process helps them make good progress.



Children are proud of their work and are keen to share this with the school and wider community.



Children have strong writing skills that allow them to access the whole curriculum and transition to secondary schools with confidence.

