

## Padbury Statement of Intent for Writing

### **Vision:**

At Padbury CE School our vision is to foster a love of learning where all children can shine. We want children to enjoy the process of creating texts that entertain, inform or persuade. Being able to communicate effectively in the written form allows children to share the thoughts with the world. Through our rich and varied English curriculum, we aim to inspire and excite our children and foster a thirst for writing to enable them to express themselves with ease and enjoyment as they prepare for their lives beyond the Primary school.

### **Aims and Purposes of Writing:**

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.'

Aims (writing aims in bold):

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- **appreciate our rich and varied literary heritage**
- **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Curriculum Intent for Writing across Foundation Stage, Key Stage 1 and Key Stage 2**

### Intent

At Padbury C.E. Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children develop



an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Our intentions in writing are for children to:

- Children to have fluency in writing to reduce cognitive load
- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the skills to organise and plan their written work

### **Implementation**

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to shine and become the very best they can be.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear, and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling.

Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both classes, groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text that will engage, inspire and motivate. As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing to entertain, inform or persuade.

Through the different units taught, children write both fiction and non-fiction pieces half termly applying the skills taught in context. Children are also given the opportunity for greater ownership of the writing at key points through each term so that they write as writers, make decisions about what to include, who the intended audience is and what the purpose is for the piece. Feedback from adults, peers and self-review is a key part of the developing ourselves as writers.

While children learn the skills of writing and develop as writers within English lessons, their skills are applied in all aspects of the curriculum and they have the opportunities to write for a variety of purposes, particularly in science, history and geography but also in more practical subjects such as design and technology within the design and evaluate sections of the lessons for example.



Children are taught discrete punctuation and grammar skills, appropriate to their year group, within our text-based approach to planning, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing.

#### Spelling:

At Padbury, spelling is taught regularly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Some of the high frequency words are referred to as 'tricky words', as the children are unable to use their phonic knowledge to decode every part of the word. Once children are confident in reading and spelling high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing. Class teachers use the spelling rules as set out in the National Curriculum by phase to support with the teaching of the different spelling rules and spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests. Non-negotiable spellings are evident in each classroom along with the use of word mats and lists to support accurate spelling while in the composition stage of writing.

#### **Impact**

The successful approach to writing at Padbury CE School results in an engaging, high-quality writing education, that provides children with the skills to succeed in all curriculum areas. By the time our children leave our school they will:

- Make good or better progress throughout the school from their starting points
- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes

**By the end of Reception** most children will attain the Development Matters outcomes for 5 yr olds

#### **Writing:**

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly, and others are phonetically plausible.

**By the end of Key Stage 1**, most pupils will attain the expected standard from the national curriculum outcomes for 7 yr olds and will be able to:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
  - write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required



- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

**Some children may have attained above the expected standard and will be able to:**

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)\* •
- use the diagonal and horizontal strokes needed to join some letters

**By the end of Key Stage 2** most children will attain the age-related expectations for 11-year olds and will be able to:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed. 2

**Some children may have attained above the expected standard and will be able to:**



- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

### **Progression in Writing**

Progression is ensured through the use of the National Curriculum which guides teachers in planning and setting appropriate and challenging expectations. The progression documents on the website illustrate how these objectives are set out in a sequential manner so that all abilities across the age ranges needs can be met effectively. With disruptions to teaching as a result of the Covid pandemic, the progression document supports in identifying the gaps and how to build those skills from the child's starting points so that all can achieve age related expectations before they leave us in yr6.

### **Safeguarding**

Safety is paramount and all forms of technology should be checked by adults before being used with children. We have ensured our child protection policies cover the use of technology by adults and children within the school. The school complies with

- Inspecting Safeguarding in early years, education and skills settings

Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

### **Special Educational Needs and Equality**

Specialised computing equipment for children with SEN will be purchased from the SEN Budget to support children with writing and will be maintained by TIO.

Lesson plans are to be differentiated to ensure equality of access to all children. For children with special needs, tasks may have to be broken down into small steps, giving them achievable goals, and activities should reinforce the pupil's understanding of content covered previously. In this way all children will be enabled to achieve their full potential.

Padbury CE School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching writing, staff will make reasonable adjustments to promote equality of opportunity for disabled and nondisabled pupils. This could include;

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards)
- providing alternative resources e.g. switch technology which is easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties.



- modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder)
  - see also 'SEN Policy'.

## **Wider impact of Writing and Books studied in the English Curriculum**

### Language and communication

Children develop language skills by:

- talking and listening to each other as they share ideas for writing;
- developing a wider vocabulary bank through texts and talk so that writing can be improved overtime;
- asking and answering questions about texts through character, plot and themes to support the writing;
- commenting on texts and appreciating different views of the same text;

### Values and attitudes

Children have opportunities in reading to:

- consider their own attitudes and values in relation to different texts studies; challenge assumptions, stereotypes and prejudice sometimes evident in text or discussion of situations presented;
- develop respect for their own and others' writing abilities and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different opinions within the class;
- develop a respect for the texts/resources that they use in their lessons.

## **Spiritual, Moral, Social & Cultural (SMSC) Development in English-writing**

### **Spiritual**

In responding to a poem, story or text; pupils can be asked 'I wonder what you wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' e.g., when responding to text through drama or Real Reading thinking stems. By appreciating the beauty of language, e.g., poetic language within stories and poems.

### **Moral**

By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. E.g., The Iron Man, Stig of the Dump, The Tempest. By considering different perspectives and showing empathy.



## **Social**

By supporting conceptual and language development through an understanding of and debates about social issues, e.g., refugees, bullying, stereotyping, conformity, homelessness. Work collaboratively, e.g., as part of a dramatized response; to prepare a verbal response to an argument; to evaluate each other's work. By providing opportunities for learning to continue at home e.g., through homework projects; through Reading Together events; through spelling games. By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g., assemblies, performances and structured discussion.

## **Cultural**

By providing opportunities for pupils to engage with texts from or representing different cultures, e.g., Black History, The Great Kapok Tree, the Rain Player. Through events such as 'Share a Story' pupils share stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'. By providing opportunities for pupils to engage with texts that represent our strong literary heritage, e.g. Homer's Iliad and the Odyssey, the Tempest, The Iron Man, The Listeners, The Indian in the Cupboard. By providing opportunities for children to visit the theatre and experience theatrical productions.



## Appendix 1 - Implementation of handwriting approach

Fluent and legible handwriting is crucial for children to learn in the primary phase. At Padbury, the expectations set out below ensure everyone is aware of the handwriting progression throughout the school and can maintain the standards expected. Handwriting is taught explicitly throughout the school in short, little and often sessions.

<b>EYFS</b>	<p>In EYFS children will be exposed to a range of activities to promote fine motor skills development such as funky fingers, threading, etc. prior to formal handwriting lessons taking place. Once children are deemed ready for handwriting, explicit teaching of letters in letter families will be take place. Handwriting will be taught explicitly and separately from the phonics lesson. The teacher will teach printed letter formation in small groups initially ensuring grip, posture and letter formation is correct. When the teacher moves to whole class handwriting lessons later in the year, the TA, if present will oversee and support those in the room with incorrect formation, reversals etc.</p> <p>Handwriting is taught sat at tables with books and pencils, copying teacher modelling. It is then practised in different media such as sand, water, blackboards, whiteboards outside to support gross motor skills and direction of letters.</p>
<b>Yr1</b>	<p>Autumn first half – revision of print letter formation to ensure all forming letters correctly and have remembered after summer break. Parents support at home with specific practice sheets to help individuals. Outdoor area and indoor activities to help secure formation if adults overseeing.</p> <p>Once secure letter formation revised, children move to learning pre-cursive writing (instrokes and outstrokes) in letter formation families (eg: a/c/d/g/o/q). Once all letters taught with pre cursive strokes, revise, revise, revise.</p> <p>See order of teaching letter formation at end of appendix 1.</p>
<b>Yr2</b>	<p>Year 2's should revise pre-cursive in the Autumn term, moving to join letters to make words (spelling words), practising regularly (3x weekly minimum) to support spellings of key words, phonic patterns and handwriting. Sessions need to continue to be taught.</p>
<b>Yr3/4</b>	<p>10 mins 3x weekly, rehearsal of words from spellings (yr3/4 spelling lists). Only 3/4 words in one session to focus on looking at joins and rehearsing skills of joining.</p> <p>Pupils struggling with handwriting may need support sheets to go home/time in lessons to rehearse. (Bubble writing sheets may support those struggling with size.)</p>
<b>Yr5/6</b>	<p>10 mins 3x weekly, rehearsal of words from spellings (yr5/6 spelling lists). Only 3/4 words in one session as focus on looking at joins and rehearsing skills of joining. Pupils struggling with handwriting may need support sheets to go home/time in lessons to rehearse.</p>

### Letter formation families



Teachers will teach the formation families in the order suggested by Griffin occupational Therapy as the strokes are simpler and build in complexity. Once handwriting families have been discreetly taught, the children will revise with individual letters in EYFS and KS1, building to joining letters in year two.

Letter Formation Families

Letter Formation Groups

l t i j u y

r n m h b p

c o a d g q s f e

v w z x k



Appendix 2 -Handwriting cursive style.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



### Appendix 3 - Implementation of spelling approach

<b>EYFS</b>	Spellings learned through LWLS phonics. Phonics homework sent home to revise/recap learning. Include tricky words.
<b>Yr1/2</b>	LWLS – spellings sent home to learn for weekly test based on sounds taught that week. 8 spellings. 5 words related to phonics sounds, 3 key words. Year 2 – LWLS spelling programme once revision of phase 5 words and sounds complete in Autumn term.
<b>Yr3/4</b>	LWLS KS2 – spelling lessons from no nonsense spellings programme feed into writing plan 3x per unit minimum. 8 spellings sent home relating to spelling rule or Yr3/4 word list.
<b>Yr5/6</b>	Key words/spelling lessons feed into writing plans 3x per unit minimum 10 spellings sent home relating to spelling rule and/or Yr5/6 word list.

