



## **Woodfield Primary & Nursery School: Writing 2023-24**

### **Intent**

At Woodfield Primary, we place a huge emphasis on the power that words hold: orally, in print or communicated through writing. Empowering our children to be able to articulate their thoughts and feelings when they put pen to paper is what underpins much of our curriculum. Sitting at the core of many of our lessons is the opportunity for children to write and express themselves: being able to communicate ideas and emotions with pleasure and increasing ease, fluency and sophistication prepares the children for a life-long relationship with the subject that underpins not only education but our society too. In essence, the writing curriculum enables children's learning journey, arming them with a skill to take them through life. Our learners find their 'voice' in writing from a rich diet of inspiring, high-quality and diverse texts and extensive opportunities to share their ideas and orally rehearse before crafting their piece for a genuine audience, with a genuine purpose with genuine passion. Our teachers expertly support the children to select and structure material in a way that simplifies the intricate and interconnected discipline that is writing through clear and accessible methods. By writing for different purposes and audiences, pupils will gain the 'cultural capital' that is necessary to become educated citizens and to succeed in all areas of the curriculum and in life beyond school. Learning the skills of writing and then being able to translate thought into written form will support pupils in formulating their own ideas, their own values and their own beliefs. Developing and using a broad vocabulary will ensure that pupils are able to articulate and express themselves in a way that allows the reader to appreciate their viewpoints. At Woodfield Primary, our writing curriculum follows the objectives of the National Curriculum. The aims of teaching writing, as outlined in the National Curriculum, are to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

### **Implementation**

At Woodfield Primary, we believe that all children can be successful in writing. In order to achieve this, our expectation is that through quality first teaching, all our children will successfully access the learning. Pupils use their oracy skills to help them throughout a unit of writing. Pupils will discuss high quality models, orally rehearse sentences, discuss vocabulary and edit and improve their learning following discussion with their teachers and/or their peers. Writing @ Woodfield Primary Implementation: We expect the vast majority of pupils to move through the programmes of study at broadly the same pace. However, for children who lack fluency in writing or have a particular weakness that hinders their progress, we provide opportunities to consolidate their understanding through additional scaffolding (this could be through adult support, adapted work or using Colourful Semantics). At Woodfield Primary, we start by identifying the language features and grammatical constructions that are needed for a particular genre. Pupils are provided with a range of high quality

examples for each genre they are studying, so that they are exposed to high quality models and can begin to understand what the outcome of a unit of learning will look like. We explicitly teach grammar as part of the writing process, which leads into shared writing, whereby pupils are shown how to apply what they have learnt through creating their own piece of writing. Every writing unit culminates in an independent piece of writing, which is used to celebrate success and identify next steps in learning. Objectives are detailed in a medium-term plan to ensure that pupils are taught what they need to know to be successful in a progressive, logical way. Across a writing unit at Woodfield Primary, there are 4 clear stages: Immersion, Innovation – Planning Stage, Innovation – Shared Writing and Innovation – Independent Writing. Short term planning is completed on flipcharts using our standardised school proforma. In EYFS, pupils are provided with a wealth of resources to develop their writing skills. Emergent writers can use various writing resources (chalk, paint, pens, pencils, water, and brushes) to practise making meaningful marks. Pupils can access these materials during independent learning times and use this to extend their play and ultimately their learning. This is enhanced through the delivery of RWI Phonics sessions in which pupils learn individual letter formation and how to hold and build sentences. Fine motor control activities are also provided in EYFS to ensure that pupils are ready for writing. In the Autumn Term of Year 1 pupils are predominantly taught writing through the delivery of focused writing sessions following their daily reading session; it has a variety of engaging writing activities linked to focus book. Through its consistent and systematic approach, children become confident in applying their phonics to writing. The programme includes many structured activities that enable children to write accurately and coherently, these activities include how to hold a sentence, build a sentence of their own, and how to edit sentences using their writing toolkits. Children also have lots of time to develop and share ideas through partner work, thinking out loud and orally rehearsing their sentences.

Children are also given opportunities to re-read their writing to check it makes sense and that it has the core components of a successful sentence/ piece of writing, i.e., capital letters, finger spaces, and full stops. Furthermore, the informed work of Tower Hamlets' Voice 21 is embedded across the school to encourage discussion about content and intent of writing in a progressive manner that develops a range of sentence stems alongside reasoned responses. Children are given opportunities to share their writing aloud with peers, who then have opportunity to critique and praise in a respectful and constructive manner.

The programme ensures that the core writing skills for Year 1, as outlined in the National Curriculum, are explicitly taught in a consistent, clear, and highly structured way, which supports the children in their early writing journey to write with confidence, accuracy, and coherency. As pupils progress through Year 1, pupils move away from learning how to write by completing focused tasks, to completing writing units as detailed in the LAT English Genre Matrix. The matrix recognises the importance of learning how to write fiction, non-fiction and poetry. As pupils progress through their time at Woodfield Primary, they will repeat genres which will allow for spaced learning and provide pupils with the opportunity to refine previously learnt skills and show an improved level of sophistication with their writing. Across a term, teachers will plan to deliver a minimum of one fiction unit, one non-fiction unit and one poetry unit. Units are no longer than 3 weeks, which means that there is time to include additional units. These additional units are often based around high-quality, inspiring books (often from the school's Reading Spine) are used to address any gaps or misconceptions in learning. To ensure that pupils are supported, challenged and ready to write extended pieces, pupils are provided with a range of challenges across a writing unit. Depending on

the stage of writing, challenges will be planned accordingly. All challenges will be planned at an appropriate level, along with any necessary scaffolds. Scaffolds may be in the form of 'Warm Up Challenges' in SPAG lessons, an adapted writing toolkit in shared/independent writing, sentences stems, word banks or phonics sound mats. At Woodfield Primary, we know that for children to be successful at spelling, a clear structure that consolidates and extends is needed. The RWI Spelling Programme is used in Years 2 to 6. This programme will ensure that pupils are taught all the required objectives from the National Curriculum. RWI Spelling is taught in addition to writing lessons. Content from these lessons will then be applied in their writing lessons. In writing lessons, pupils are supported in addressing misspelling in a way that is appropriate to their age or stage. This progressive process of correcting spelling at Woodfield Primary aims to develop pupils' independence. Writing @ Woodfield Primary Implementation: At Woodfield Primary, we aim for pupils to be fluent, neat writers. In order for pupils to focus on the content of what they write, over time, pupils are taught how to write legibly and fluently so that the outcomes of their writing can be the focus. In EYFS, pupils are taught how to form individual letter shapes as part of their RWI phonics lessons. Pupils are taught rhymes that support them in forming letters correctly. In Year 1, pupils are taught to lead into letters by learning pre-cursive handwriting, following the progressive 'Letter Join' handwriting programme. Following on from this in Year 2, pupils are taught how to join correctly to ensure that writing is neatly presented and easy to read, continuing to follow 'Letter Join'. At the beginning of every long term, every pupil has access to the 'Expected Presentation for Writing' document that stays on desks and display boards. This is used as a benchmark for upcoming handwriting presentation and acts as a reminder of what can be achieved; alongside this, we also celebrate excellent presentation across the school during our celebration assembly on a Friday.

### **Impact**

Teachers will use a range of formative and summative assessment in writing to assess the children's understanding and what they need to do next. The design and delivery, along with assessment of pupils' learning ensures that pupils will always know more, understand more and therefore do more. During the lesson, through live marking, questioning and tasks, teachers will check that the children have understood the focus of the learning. The teachers and teaching assistants will assess the pupils' achievements against the learning objective. Feedback will be provided to support pupils in making progress. In EYFS, feedback is given at the point of learning. In KS1, pupils will have good examples shared to the whole class and then address misconceptions through either discussion with their class teacher or by answering next steps. From Year 2 onwards, Whole Class Feedback will be provided regularly. This celebrates successful learning but importantly supports pupils in addressing any errors or misconceptions. Pupils across the school are given time to respond to any feedback they have been given. At the end of each writing unit, pupils complete an independent piece of writing which is marked against the LAT English Writing Assessment Tool (linked to year group National Curriculum expectations). Teachers use this tool to inform future planning and provide next steps to pupils. Cross-class, cross-year group and cross-school moderation aims to ensure accuracy and consistency in teacher assessments and take place termly. Children are able to show that their writing knowledge and skills are developing as they apply them to a wide range of genres in a confident and successful way regardless of their starting point. This sense of achievement ensures the love of writing.