

THE FLITCH GREEN

ACADEMY

Learning for Life

Writing Subject Statement

Writing/English Lead: Emma Hodgkinson (Acting)

'Reading is like breathing in and writing is like breathing out, and storytelling is what links both: it is the soul of literacy. The most powerful tool that we have to strengthen literacy is often the most underused and overlooked, and that is a child's own stories.'

Pam Allyn, American author

Intent:

At the Flitch Green Academy, it is our intent to promote high standards of language and literacy by equipping pupils with a strong command of the written word and to develop their love of literature. The children are exposed to a range of high-quality texts and authors, which aim to celebrate and promote the diversity within our rich literary heritage.

We aim for all pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe it is essential that children feel a sense of purpose for their writing and we create this through our creative patchwork approach to our curriculum.

Through our bespoke planned teaching sequences of writing, all pupils will acquire an understanding of grammar and knowledge of linguistic conventions for written language. They will also learn the importance of accurate transcription through consistent, high-quality spelling and handwriting teaching.

Implementation

Writing is taught through bespoke units linked to curriculum patchworks. The curriculum has been carefully sequenced: to deepen/broaden prior understanding of English conventions and genres; to ensure balance between the teaching of poetry, fiction and non-fiction and to expose children to a wide range of diverse English figures.

EYFS

To support the early development of the necessary motor skills required to write, pupils in reception are baseline assessed on entry to establish their starting point. In our EYFS setting, there are fine motor areas targeting specific needs within the classroom as part of our continuous provision. In addition to this, opportunities to embed fine motor skills are woven throughout the curriculum. Children, who have been identified as making

insufficient progress, will then become a focus, receiving additional support both in school and at home.

Building on this foundation, children start to form letters and words within their phonics sessions. Letter formation is taught daily using formation phrases, inline with our phonics scheme, and these are communicated with parents on a weekly basis to support learning at home.

Following our phonics scheme, children are introduced formally to segmenting for written words by the end of the first half term. This is scaffolded by the use of modelling, mantras and visuals. In addition to this, children in Reception will participate in a daily 10 minute writing workshop. This is followed by an adult led group mark making session. Within these, children are encouraged to make marks and write at the cusp of their confidence. This enables children to progress from writing initial sounds and words to captions and sentences at the earliest opportunity. Children also have opportunities to practise these skills at the phonics and mark-making areas within continuous provision, where resources are carefully planned to facilitate independent mark-making and writing.

Year 1 Upwards

Here at the Academy, writing is broken up into three strands: transcription, composition and vocabulary, grammar and punctuation. Each of these strands will be continually revisited within a block of writing.

To support transcription, children receive regular handwriting lessons, these are usually short 20 minute sessions and completed in separate books to their writing. If motor skills are particularly weak, these children will receive extra, more personalised support, from the classroom adults. In addition to this, every child receives weekly spellings that they are expected to practise for at home, these are then tested in school. Each term, teachers will use spelling assessments to monitor progress and assess gaps in learning to inform their planning.

At the beginning of a writing unit, pupils will complete a 'Cold Task', which acts as a baseline to inform the teaching. The children will then learn about the relevant genre conventions for this unit and have the opportunity to apply some of these skills to their own writing. Next, the pupils will focus on specific grammar skills, which have been identified as weaknesses from their 'Cold Task'. These skills are tightly focused on the class' needs and the children will have the opportunity to practise applying these grammar skills to different contexts. The final stage of a writing unit is the planning, drafting and editing process. Once the children have finished drafting and editing their writing, they will write their work out in best as a 'Hot Task' with a focus on transcription skills, ready for assessment so progress can be monitored.

Children are given whole-class feedback to address development points, recognise strengths and to celebrate individual successes. This feedback is delivered at the start of the next session, where children are then given the opportunity to edit their work based on the development points given.

Pupils with Special Educational Needs are supported by the use of additional adults in the classroom, being provided with alternative ways of recording their work. In addition to this, children with specific literacy difficulties are supported through visual coding, handwriting interventions and precision teaching. Pupil Premium children, who have been identified as requiring additional support within these lessons are supported through personalised group or one-to-one sessions with our pupil premium lead.

Impact

By the time our children leave The Fitch Green Academy they will:

- demonstrate stamina in writing.
- show a positive attitude towards writing.
- be able to make additions, revisions and corrections to their own work.
- be able to write legibly and fluently.
- be able to write for a range of purposes and audiences, by selecting the appropriate grammar and vocabulary
- Use and understand grammatical terminology when discussing their writing

The impact of our writing curriculum will be monitored through the following ways:

- Evidence gathered from books and moderations (internal and external)
- Discussions with both pupils and staff
- Evidence gathered from lesson observations and learning walks
- Summative assessments through the use of 'Hot tasks'
- Termly teacher assessments, recorded on INSIGHT