

THE FLITCH GREEN

ACADEMY

Learning for Life

Writing Subject Statement

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'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 approach to our curriculum.

Through our bespoke 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

Mark-Making & Early Writing

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.

Writing

Writing is taught through bespoke units linked to curriculum experiences. 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.

Here at the Academy, writing is broken up into four strands: transcription, purpose and style, grammar and drafting and composition. These strands are taught in sequence during a writing unit.

Writing lessons are structured using a 5 step pedagogical approach to teach writing. Firstly, teachers will explore grammatical features of a text and explicitly demonstrate these key skills. The modelling of writing is taught you a I do, we do, you do approach where teachers explicitly teach the metacognitive skills of writing. It is important that pupils see the writing process in action, this will include a mixture of the teacher modelling a piece of text and including the key focus of grammar taught that lesson (alongside other grammatical features previously taught). Next, children are included in the modelled writing process, including their ideas for writing and developing a co created text. Finally, the pupils are provided with an independent task, based upon the guided modelled write. This provides them with scaffolded ideas for writing and a bank of tools from which they can refer to within the lesson. Either throughout the lesson or at the end, pupils are provided feedback on their writing either by their class teacher or through peer feedback.

Following the lesson, pupils are provided feedback through our marking policy through a range of marking prompts. Pupils are encouraged to act on this feedback in the next lesson to provide timely feedback to pupils.

Pupils with additional needs are supported in a variety of ways including differentiated tasks to meet the needs of the pupil, alternative ways of recording their work, colourful semantics, word banks and spelling aids.

Spelling

At Flitch Green, we follow the Spelling Shed curriculum. Spelling Shed supports differentiated learning, allowing students to progress at their own pace and receive activities tailored to their individual needs.

Our teaching of spelling equips the pupils at Flitch Green to become confident spellers by acquiring linguistic knowledge such as:

- Phonological knowledge - recognising phonemes and graphemes
- Orthographic knowledge - recognising patterns in languages
- Morphological knowledge - understanding prefixes, suffixes and root words
- Etymological knowledge - history and origin of words

Each Spelling Shed lesson is chunked into small sections to make this more achievable for pupils to retain. These are delivered at the beginning of writing lessons to ensure that content is revised throughout the week.

Pupils with additional needs are identified quickly through regular assessments and receive additional support such as extra catch-up sessions or precision teaching.

Handwriting

Our school uses the Letter-join handwriting scheme to develop fluent, legible and confident handwriting from Reception to Year 6. The programme provides a clear progression of skills, beginning with early mark-making and letter formation before moving towards joined cursive handwriting and writing fluency.

Reception

Children develop fine motor control, pencil grip and correct letter formation through practical activities and early writing opportunities.

Outcomes: Correct letter formation, secure pencil grip and posture and increasing confidence in early writing.

Key Stage 1

Year 1

Children practise accurate letter formation, spacing and presentation to build consistency and control.

Year 2

Children begin learning cursive handwriting and simple joins through the Letter-join scheme.

Outcomes: Accurate and legible handwriting, beginning joined cursive style and

improved fluency and confidence in writing.

Key Stage 2

Years 3 and 4

Children develop a fluent joined handwriting style and increase writing speed while maintaining neat presentation.

Outcomes: Consistent joined handwriting, improved fluency and stamina and clear presentation across the curriculum

Years 5 and 6

Children refine their handwriting style, developing greater fluency, speed and independence in preparation for secondary school.

Outcomes: Fluent, automatic joined handwriting, consistently neat and legible presentation and an ability to adapt handwriting for different purposes

Through Letter-join, we aim for all children to develop a clear, confident and efficient handwriting style that supports learning across the curriculum.

Impact

By the time our children leave The Flitch 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 final writing pieces
- Termly teacher assessments, recorded on INSIGHT