



Towcester Church of England Primary School
Writing Intent, Implementation and Impact Statement

Our Christian Vision

We will send the children out, as Noah did the dove (Genesis 8:8-12), having nurtured and prepared them for life. Knowing that they are valued, they can fly and take the values of the school out into the world.

'If we live by the spirit, let us also walk in the spirit.' (Galatians 5:25)

Intent:

At Towcester C of E Primary School, we recognise that English skills underpin all elements of the curriculum and are essential life-skills. Considering the fundamental importance of speaking, listening, reading and writing in everyday life, we are dedicated to enabling our children to become successful, accomplished writers.

We aim to foster an enjoyment of writing amongst our children, and a recognition of its value, through the provision of a sequenced, ambitious curriculum. We place the development of writing, directly linked to reading, at the very heart of the curriculum, and provide meaningful contexts and quality texts as the inspiration for writing. We want children to acquire a wide vocabulary, a secure understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn.

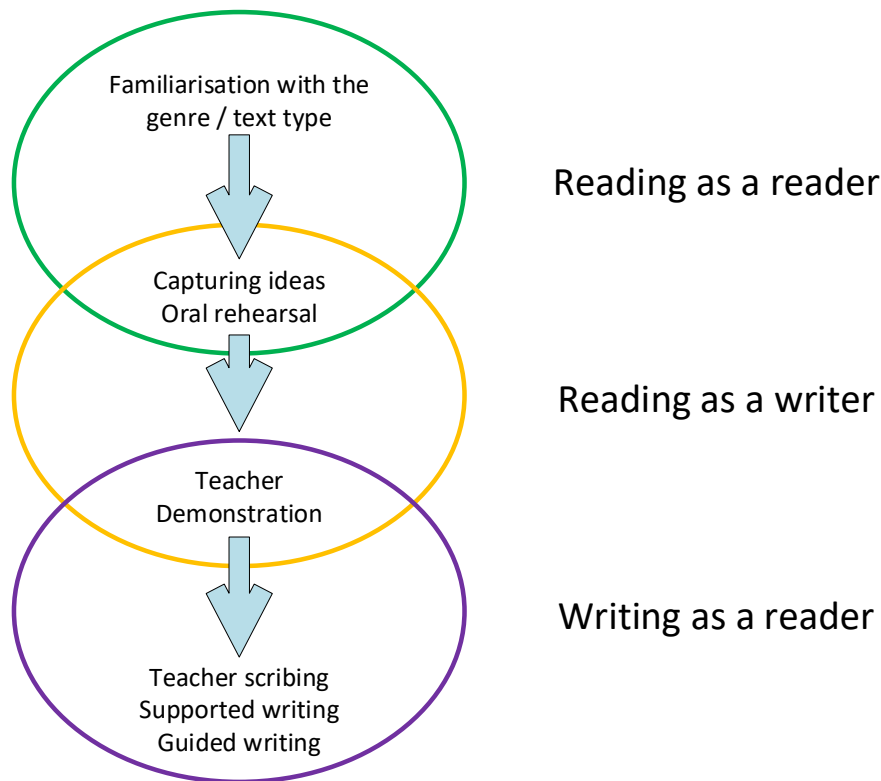
The Trust's Writing Progression documents are referred to by teachers to ensure learning is sequenced and that they know what has been taught in previous years (enabling reviews) and what is to be taught in following years. The Trust's and Liz Mynott's (Teaching and Learning Coach) Writing Small Steps documents break down the NC 2014 statements for each year group to facilitate the planning of small, sequenced steps.

Throughout their time at Towcester C of E Primary School, children develop their writing by exploring a whole range of different genres and text types, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. Genres and text types are mapped in medium term plans across the year groups to ensure progression within and across year groups.

We not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Implementation:

To ensure we have an agreed whole-school approach to the teaching of writing based on a range of research, we use the teaching sequence as outlined in the diagram below. This is outlined in detail in the Trust's Overview of the Literacy Teaching Sequence and in supporting guidance documents. This provides a coherent model for linking and combining literacy knowledge and text-types into effective teaching and learning opportunities. This leads to meaningful and high-quality written outcomes, with each phase informing and leading into the next.



We ensure the teaching of writing is effectively planned, responsive to learners' needs and incorporates all the key elements needed to be a successful writer.

To ensure every child in our school will learn to write we follow a specific writing unit structure.

<p>Day 1 Book Launch – Introduce the stimulus</p> <p>Reading as a reader</p>	<p>Day 2 Reading Lesson to explore the book linked to VIPERS</p> <p>Reading as a reader</p>	<p>Day 3 Reading Lesson - Explore the content in the book that will form the content for the modelled text.</p> <p>Reading as a reader</p>	<p>Day 4 Deep dive the model text. Introduce grammar/punctuation focus</p> <p>Reading as a writer</p>	<p>Day 5 Teach grammar/punctuation focus Children apply using the model text as the context</p> <p>Reading as a writer</p>
<p>Day 6 Teach grammar/punctuation focus Children apply using the model text as the context</p> <p>Reading as a writer</p>	<p>Day 7 Model Text Box Up – Explore the structure of the model</p> <p>Reading as a writer</p>	<p>Day 8 New Context from the book – Explore through drama, discussion, reading ... Gather vocabulary and generate ideas</p> <p>Reading as a writer</p>	<p>Day 9 New Context from the book – Explore through drama, discussion, reading ... Gather vocabulary and generate ideas</p> <p>Reading as a writer</p>	<p>Day 10 Reverse Planning Use underlying features of the modelled text to plan using new context</p> <p>Writing as a reader</p>
<p>Day 11 – Write Teacher models how to get from the plan to the writing.</p> <p>Writing as a reader</p>	<p>Day 12 – Write</p> <p>Writing as a reader</p>	<p>Day 13 – Write</p> <p>Writing as a reader</p>	<p>Day 14 – Edit Model editing against the grammar/punctuation skills taught in the unit.</p> <p>Writing as a reader</p>	<p>Day 15 – Edit/Publish Editing to support identified gap for the class</p> <p>Writing as a reader</p>

The unit structure encourages 'Writer-talk' throughout all phases. This articulation of thinking also encapsulates the creative processes involved in all stages of the act of writing. It is talk that helps children to think and behave like a writer (and indeed consider themselves to be one). 'Writer-talk' involves externalising these thoughts and making them explicit, through 'reading as a writer' and 'writing as a reader'.



Phase 1:

During the first phase of the teaching sequence a range of reading comprehension strategies such as: summarising, imagining, predicting and making connections are taught explicitly (further information can be found in the reading statement). Children are immersed and hooked in to the text which will provide the stimulus for writing.

Phase 2:

The explicit stages of the writing process are modelled by the teacher and shared in the model text. This has the same structure, audience and purpose as the independent write but in a different context. Phase 2 encourages children to **'read as a writer'** which involves identifying the underlying patterns of both the overall organisation, as well as how the writer creates different effects. Teachers model narrating the **'writer-talk'** for children. **'Reading as a writer'** is most helpful when focused on the purpose and audience of a piece of writing; understanding what response the writer wishes to elicit in the reader and how they achieve this. It often correctly considers choices made at word and sentence level, although these are always seen in their text-level context. Through **'boxing up'** the model, children are taught the underlying features of the text type to support their own planning and writing. During this stage, children are immersed in the new contexts for their writing to ensure they develop, rehearse and learn language patterns needed to write powerfully. As part of our teaching we place emphasis on the importance of talk and assessment for learning and ensure that we develop dynamic and supportive writing environments. We use a range of drama strategies preceding writing in order to engage and inspire the children and help develop skills such as visualisation and empathy.

Within this phase, the development of punctuation and grammar is planned in conjunction with the National Curriculum objectives as appropriate for the age/attainment of the children. Throughout the process, children work on vocabulary building and sentence work in relation to the ongoing assessment of their writing, as well as the demands of the text type.

Phase 3:

In this phase children are given the opportunity to apply the writing skills they have developed in Phase 2 as they build up to the writing outcome of the unit. This phase encourages children to **'write as a reader'**. **'Writing as a reader'** involves children applying the understanding gained in Phase 2 when making choices about planning, creating and improving their own writing; understanding what response, as a writer, they wish to elicit in the reader and how they can achieve this. This is particularly important for greater depth writers. Writing from the plan and writing composition is **explicitly modelled** by the teacher.

Modelled Writing

Teachers model the planning, writing and editing process following the school's approach to modelling, using **'My Turn, Our Turn, Your Turn.'**

During 'My Turn' teachers narrate the process and model writer talk. They model the process of planning/writing or editing for children ensuring all children are listening and watching. They talk through each step at a time.

'Our Turn' follows the 'My Turn'. Pupils articulate the thought process they have watched – what to think, what to do ... The teacher assesses the understanding of pupils and refers to the model to support each step.



After this, pupils attempt the model independently. The teacher scans and assesses children to guide the pitch of learning for different children within the lesson.

After Modelling using the 'My Turn, Our Turn and Your Turn' approach, teachers and TAs will use various strategies to support or challenge learners:

Guided Writing:

In guided writing both the class teacher and TA conduct a learning objective-focused guided group. In this session, a common learning need is targeted with a small group of children. Ideas are shared and discussed and then recorded by the teacher, modelling the skills needed to write successfully. This modelling process is repeated as necessary. Children then evidence their progress independently, using the guidance to inform their own writing. Children are given time to reflect and respond to marking.

Independent Writing:

In independent writing sessions the children create their own piece of writing, sharing their writing with a partner and exploring suggestions for improvements. As the children write, they continue to orally rehearse, making changes where necessary. During this time, children are expected to use their editing pens to edit their work carefully, considering their teacher's feedback.

Spelling:

In addition to the focus on the development of high-quality synthetic phonics, a whole-school approach to the teaching of spelling has been developed. Spelling is taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use Silcock spelling scheme to support their teaching and to provide activities that link to the weekly spellings. Children are given a spelling rule and spellings to learn each week and are given a spelling test the following week. When marking work, teachers identify up to five words that children have spelt incorrectly from within the child's known attainment and they write these in the child's book for the child. Children are then encouraged to identify these incorrect spellings in their own writing and correct them.

Grammar and Punctuation:

Grammar and punctuation knowledge are taught primarily through English lessons. These skills are mapped on MTPs and assessed using the writing TAFs at the end of each even term. Teachers plan to teach the required knowledge through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. In addition to this, Teachers focus on particular grammar and punctuation knowledge as stand-alone lessons, particularly when focussing on identification of specific elements or gaps in understanding from previous year groups.

Evidence in English books demonstrates that children are developing grammar and punctuation knowledge on an ongoing basis. In order to emphasise the specific knowledge that is being taught, writing tasks are underpinned by clear success criteria. These are used for assessment purposes. The expectations for extended writing will vary across year groups but will always involve children being expected to apply the knowledge that was modelled to them, and thereby meet the given success criteria.

Vocabulary Development:

The teaching of vocabulary is fundamental to the teaching of reading and writing and takes place throughout the entire teaching sequence. Throughout the teaching sequence all children encounter core books and model



texts with a challenging level of vocabulary. New words that the children encounter are explored and children are encouraged to share any new vocabulary with their peers and discuss their meaning. Vocabulary from the text is carefully planned and is taught both explicitly (pre-taught) and implicitly (at the point of reading). The words selected to be explicitly taught include tier 2 words (words which have more than one meaning depending of the context of the text) and tier 3 words (more 'academic' words with specific definitions e.g. scientific/technical words.) All classrooms are vocabulary rich and reflect/exemplify the words and phrases which have been taught and explored over a sequence of learning/within a topic area. The pupils are encouraged to use and apply this ambitious vocabulary in their own writing.

Feedback:

Where possible, feedback is completed within the lesson, unless children have completed a key writing piece when a 'deep mark' is completed. All feedback is given in line with our marking and feedback policy. Children should be clear on what they can do well and what they need to improve within their writing.

Assessment:

We use a range of strategies to assess the children's writing and employ effective formative and summative assessment procedures at the beginning, during and at the end of a unit of work.

Teachers and leaders work together to jointly standardise and moderate the children's writing every term. Summative assessments for writing are then submitted at the end of each term. Teacher Assessment Frameworks (TAFs) and exemplification materials have been developed by the Trust for the following year groups: Y1, 3, 4 and 5. Teachers refer to these alongside the standard TAFs for Year 2 and 6 as a support for making judgements and to inform planning. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They base their judgements on the quality of the extended write that children produce at the end of each unit and determine to what extent children have met the agreed success criteria for that genre of writing.

Leadership of Writing

All Leaders in our academy prioritise the teaching of writing and it is identified as a key priority on our Academy Improvement Plan. Leaders monitor the provision of writing through learning walks in Literacy, work scrutinies and pupil voice. They evaluate the impact of this provision through the analysis of (i) end of year cohort data and (ii) individual pupil progress throughout the year (on going assessments).

Impact

We are ambitious for all our children and strive to ensure that we provide all children with the skills needed for them to become successful writers, no matter what their starting point, background or additional needs.

By the end of KS2 we expect our children to:

- Enjoy writing and view themselves as effective, competent writers;
- Have a good understanding of the purpose of writing and can write effectively for a range of purposes and audiences.
- Have a wide vocabulary that they use within their writing.
- Leave primary school being able to effectively apply spelling rules and patterns they have been taught.



We aim to meet the expectations of the Early Learning Goals and the National Curriculum and when possible, exceed these and ensure that children make good progress in Writing during their time at Towcester C of E Primary School

Therefore, we aim to achieve:

- Outcomes at the end of KS1 in writing that are at least in line with or above national averages for attainment at both standards.
- Outcomes at the end of KS2 in writing that are at least in line with national or above averages for attainment at both standards and progress.
- The % of pupils working at Age Related Expectations in writing within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth in writing within each year group will be at least in line with national averages.