



# Subject on a Page - Writing

## **Why you teach it - your purpose of study**

Writing is fundamental to the implementation of the broad and balanced curriculum we provide at Colerne Church of England Primary School. Our Writing curriculum values:

- familiarising children with a wide range of writing genres
- encouragement of children to make links between writing genres and across different areas of the curriculum
- embedding learning and deepening writing skills
- building up children's writing stamina

The aims of the Writing curriculum are:

- To enable all children to write clearly, accurately and coherently
- To encourage all children to write for a range of content, purposes and audiences
- To use VIPERS skills and knowledge in their writing
- To develop all children's skills in planning, revising and evaluating their writing
- To develop all children's spelling, punctuation and grammar skills

## **INTENT**

### **What you teach - your programme(s) of study**

The National Curriculum objectives for writing are taught through our thematically linked Reading Curriculum. In EYFS and KS1, the majority of children's writing outcomes are based on their core texts and link texts are used for short burst writing or to enhance VIPERS skills. In KS2, the core text is the whole class reader and where children explore VIPERS skills and the link texts provide writing outcomes. SPaG objectives are included within the writing outcomes as appropriate to the text type; any remaining objectives for each year group are taught discretely.

## **IMPLEMENTATION**

### **How you teach it - your delivery of the above**

#### Phonics and Spelling

EYFS and KS1 Children have daily Letters and Sounds phonics sessions which are tailored to support the progress of individual children. Children learn through synthetic phonics, the teaching of writing in which particular graphemes (letters) and their associated phonemes (sounds) are decoded through segmentation to spell words. Children have daily sessions progressing through the phases within the Letters and Sound handbook. In Foundation Stage children cover Phase 2-4, Year 1 covers Phase 3-5a and Year 2 covers Phase 5a-6. Recapping the final phase from the previous year group embeds children's knowledge of learnt phoneme-grapheme correspondences.

In KS2, children move onto 'Spelling Shed' spelling and progress through the spelling patterns set out in the National Curriculum. The 'Spelling Shed' programme supports the teaching of spelling, embracing knowledge of spelling conventions, etymology, morphology, phonics and definitions of words. The programme is split into weekly spelling patterns, which are organised by year group; it also includes sessions on the common exception words and challenging spellings.

Both KS1 and KS2 children have weekly spelling tests. Specific spelling interventions such as Precision Spelling are used to practice and embed personal spelling lists.

#### Handwriting

Progression in teaching handwriting follows the statutory guidance as set out in the National Curriculum.

#### Vocabulary, Grammar and Punctuation

In KS1 and KS2, Grammar and Punctuation sessions are incorporated within the writing curriculum outcomes as appropriate to the text type to support the compositional aspects of cohesive writing. Any remaining objectives for each year group are taught discretely.

#### Writing

The high quality texts which form our Reading Curriculum are used to engage all children in practising and developing their transcription and composition skills which progress through the year according to the National Curriculum requirements. Throughout the school, all writing outcomes are based around our thematically linked texts so children can experience a wide variety of writing opportunities across a range of genres. Our Writing Curriculum has been

structured to ensure that the same text types include the grammatical features appropriate to each year group in order to demonstrate clear progression in writing across the school.

The use of different Oracy activities further engages the children, leading to a greater understanding of text types, characters, events and overall structure. This allows children to experiment confidently within their own writing.


### **IMPACT**

#### **So what - your evaluations of the above**

In KS1 Phonics assessments are carried out at regular intervals throughout the year and data is analysed and used to tailor provision. Every KS1 child receives daily personalised phonics or spelling sessions, either with a teacher or TA.

- EYFS Writing results 81% achieved GLD
- KS1 Writing results 71% achieved ARE of which 6% achieved GDS
- KS2 Writing results 82% achieved ARE of which 16% achieved GDS

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:

		
<b>Developing</b>	<b>Secure</b>	<b>Embedded</b>

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
<ul style="list-style-type: none"> <li>• Introduction of core and linked texts and associated writing outcomes</li> <li>• Discuss areas of strength and development with Nicki Shrewring (Wiltshire LA)</li> <li>• Developing whole school Writing outcomes overview for Year A</li> <li>• Updating Writing Progression statements</li> <li>• Develop SPaG progression linked where possible to writing outcomes</li> <li>• Summer Term CPD on Writing Curriculum</li> <li>• Continuing Research on SSP and selecting a validating scheme in Summer 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Research whole school poetry progression map</li> <li>• Rationale for writing curriculum structure and assessment</li> <li>• Develop writing outcomes overview for Year B</li> <li>• Moderate writing genres for progression across the school</li> <li>• Whole school Unlocking Letters and Sounds training</li> <li>• Implement Unlocking Letters and Sounds in Term 4</li> <li>• Monitor implementation of SDD training</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor implementation and assessment of Unlocking Letters and Sounds</li> <li>• Term 6 – evaluate impact of SSP based on phonics screener results</li> <li>• Implement and monitor whole school poetry progression through moderation</li> </ul>