



# Writing Subject Statement

*This document supports the school vision  
Caring For Others And Courageously Striving  
For Excellence*

## Intent

At Long Wittenham Primary School we believe that writing is a key skill for life both inside and out of education and that is why it features across all the subjects taught across our school. Our aim is to provide children with key transferrable writing skills to build on year on year, that can be used throughout each phase of their education. We aim to provide the children with varied reasons for writing and believe that this not only produces higher quality writing, but allows our learners to apply their skills to a range of different contexts. We aim to ensure that all pupils appreciate our rich and varied literary heritage and learn to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Oracy is prioritised in our writing curriculum in order to build vocabulary for all learners and increase understanding of more the difficult texts used across our curriculum. Discussion, questioning and learning texts with actions all increase understanding and prepare our children with the tools they need in order to be successful in their writing. Our aim is for all learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this.

## Implementation

Exposure to high quality models of writing is integral to our writing curriculum and we use a 'text driver' approach to enable this. Each writing journey begins with reading, or hearing, a high quality text. These texts have been carefully selected to provide children a range of text types and authors. We take a 'mirror, window and door' approach to our text selection ensuring that children are exposed to characters and settings that are familiar to them and reflect their own reality as well as those that open doors to the past, imagined worlds or show them people and cultures that are unfamiliar to them. Our text drivers are mapped in a progressive manner so they increase in challenge and complexity as children move through each class in our school. The final writing outcomes for each writing journey are also mapped out in an annual overview for each class to ensure children have the opportunity to practise a range of writing styles. The objectives for each writing journey are planned as part of this writing overview to ensure curriculum coverage.

All classes have daily English lessons and these will usually include a writing activity (shorter in the earlier phases of a writing learning journey). There are regular opportunities for talk for writing and discussion, drama activities, handwriting practice and spelling investigations. All writing learning journeys are based on whole class texts; they are planned using the HIAS three-phase planning framework:

1. A rich text stimulus is used to *stimulate and generate*; pupils respond to the text by completing a range of written tasks
2. Skills needed for the extended writing outcome are taught and practised in shorter writing tasks during the *capture, sift and sort* phase. Specific grammar and punctuation skills needed for the final piece of writing are taught during this phase.
3. In the final phase, *create, refine, evaluate*, children write their main, extended writing outcome for the writing journey. They will perfect their writing in preparation for publishing developing proof reading and editing skills as they refine the final piece.

In addition to the Grammar and punctuation taught as part English lessons to support the writing outcome, discrete grammar lessons are taught to introduce new concepts or to close gaps identified in assessment. Grammar and punctuation is modelled in whole-class and adult- led group writing.

Editing forms an integral part of each writing journey and children are taught to edit independently in the first instance before their work has been seen by an adult. They will then further refine and make corrections when responding to feedback they have been given. Revisions made by the children will be made in purple pen.

### **Spelling**

Systematic synthetic phonics is our first and foremost strategy for teaching spelling in the EYFS and KS1. Learning phonics is embedded within a language rich environment which gives pupils the best chance of becoming confident writers. From Year 2, classes follow a progressive spelling scheme, which follows the National Curriculum Programme of Study for Spelling. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by a firm foundation in phonics. In regular, discrete spelling sessions children are taught to:

- Spell accurately and identify reasons for mis-spellings.
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses.

The teaching of spelling is also embedded within our annual writing overview and therefore forms part each writing journey.

### **Handwriting**

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the EYFS, children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style. In KS1, we use a handwriting scheme which takes a holistic view of teaching handwriting, developing both a child's Key Strengths (Gross & Fine Motor Skills) and Key Abilities (Knowledge). It is a systematic, differentiated and progressive approach which supports children of all ability levels. Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school.

### **Learning Environment**

All classrooms include an English display board with examples of pupils' writing, modelled writing written with children as part of lessons and key vocabulary or concepts relevant to the writing journey they are working on. Pupils in Year R – Year 2 may use classroom phonics displays to support their spelling. Pupils in Year 1 – Year 6 are provided with dictionaries and thesauruses, common exception word lists, grapheme/phoneme correspondence mats, resources to support punctuation and other tools to support their independent writing.

### **Writing beyond the classroom and across the curriculum**

Most geography, history, science and R.E. lessons include a writing activity and in KS2 there are regular opportunities for sustained writing across the curriculum. To support and promote high quality writing, all children take part in an annual whole school writing week planned as an 'Everybody Writes' project. The four key principles of which are:

- Taking writing beyond the classroom: into the playground, community and world of work
- Giving children hands-on experiences to write about
- Finding real audiences for children's writing
- Exploring writing across the curriculum

### **Impact**

Teachers use assessment as an integral part of the teaching and learning process and, as such, assessment in writing is ongoing. At the end of each writing journey, Teachers carry out in-depth assessment of children's writing and decide upon next steps, which are shared with each individual child. Children are assessed termly on spelling, grammar and punctuation knowledge and this data is used to inform next steps for writing. Target Tracker is used to analyse gaps in children's knowledge and gain an overview of specific groups of children across school. The impact of our writing curriculum is rigorously monitored through these formative and summative assessment approaches and this leads to positive outcomes for our pupils at the end of KS1 and KS2 statutory assessments points.

In addition to outcomes in statutory assessment, the impact of our writing curriculum on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.