

Subject on a page:

Writing

At Ibstone CE Primary School, we believe that the teaching of writing is integral to the whole curriculum. It is a subject that not only stands alone but plays a key part in all learning.



Intent - We aim to...

Enable pupils to be confident, courageous and resilient writers

Deliver a curriculum which is engaging and exciting, encouraging all pupils to develop a love of writing.

Provide pupils with life long skills in spelling, punctuation and grammar.

Follow T4W approach, providing children with the skills to tell and write a range of text types.

Create a culture where pupils take pride in their writing across the curriculum.



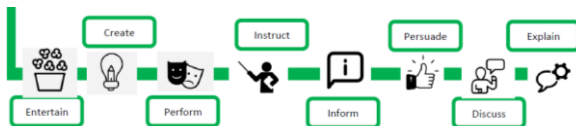
Implementation — How we achieve this...

Information about our curriculum

Our long term overview carefully sets out which genres and text types are taught in each class as part of our two year rolling cycle, to ensure all are covered. As a school we follow the 'Talk 4 Writing' approach and Early Years use this alongside 'Drawing Club'. Talk for Writing is an approach to teaching writing that encompasses a three stage pedagogy: *imitation* (where pupils learn and internalise texts), *innovation* (where pupils use these ideas and structures to construct new versions) and *invention* (where pupils create original texts independently).

Writing for a range of purposes

In EYFS, pupils are given daily opportunities to write both in play and linked to their learning. Pupils in KS1 write for a range of purposes, which is developed and strengthened in KS2, with pupils furthering their understanding an author's craft. An author's craft refers to various techniques and literary devices authors use to create a story. In KS2, writing purposes are developed from KS1 new purposes are introduced and developed across the key stage to consolidate understanding of the different text types and enhance grammatical skills.



Vocabulary

Developing pupil's vocabulary is crucial and something that starts from EYFS. Each unit, teachers 2 introduce tier 2 vocabulary to the pupils from their whole class text, which are explored and displayed, for the duration of the unit, to support their writing. We use a Word Aware approach across the school. All classes have word walls linked to Word Aware

Regular grammar teaching

Pupils are taught to use precise grammatical terminology, in context, through our Talk 4 Writing lessons. The grammar being taught in each unit of work will link to the focus text. Spelling Shed is also used from Year 2 to Year 6 to ensure children are taught all the spelling patterns and rules, to support their writing.

High quality texts

Quality texts are used as a stimulus for writing, as part of the Talk 4 Writing process, this applies to both fiction and non-fiction texts. In upper KS2, these texts will sometimes be extracts from their class book. After internalising the text as part of the imitation phase, children innovate this text including all the relevant layout and language features of the specific genres.

Handwriting

The teaching of correct letter formation begins in EYFS & is practised daily thorough phonics sessions in EYFS & KS1. KS1 pupils have weekly handwriting sessions as well as daily practise in phonics sessions. Lower KS2 have weekly handwriting sessions. Once pupils are forming letters correctly they are taught how to join their writing. Some pupils receive small group intervention where needed. Correct letter formation is closely monitored and modelled by staff across school.

Implementation – continued

Poetry

Pupils explore a range of poetry in EYFS and KS1. In KS1 and KS2 there is a poetry unit so that pupils can solidify their understanding of poetry techniques, enhance their skills at creating effective poems and practise performing poetry, often to an audience.

Focus poetry types include: acrostic, spine, free verse, shape, kenning, haiku, cinquain & nonsense

Cross curricular

The focus texts will sometimes have links to our topic unit, but we emphasise the importance of using high quality texts as a priority.

We incorporate role play, improvisation, rehearsing and performing within the imitation phase. These activities help them internalise the text, understand the character's and develop their story ideas.

Spellings

In Year 1, Little Wandle phonics scheme is used to teach spelling. From Year 2 onwards, the Spelling Shed spelling scheme is implemented, once the synthetic phonics programme is completed. Pupils investigate spelling patterns and rules, practise examples, explore anomalies and apply their learning to a test, with great success. Spellings are repeated throughout the year as part of retrieval practice.

High Quality CPD

Staff have received various levels of Talk 4 Writing training but we regularly share good practise and ideas to ensure the teaching of writing is consistent across the school. More recently we have had a Talk 4 Writing trainer work closely with the KS2 team to develop our teaching of non-fiction texts.

Speaking and listening

In order for pupils to become fluent, creative writers, they are encouraged to express their ideas through speaking and listening opportunities, including partner talk, role play and hot-seating. These activities provide pupils with the tools to become a successful writer in a lively, engaging and fun way. In KS2, a variety of drama techniques are explored and repeated to enhance pupils' spoken language, presentation skills and as a stimulus for writing, such as freeze framing, conscience alley & debates. Speaking and listening is a key element across the curriculum, playing a vital role in almost all subjects, especially in our daily act of Worship, and PSHE sessions, where we have lively discussion & debates, music, where we listen to & appraise pieces of music, plus many more.

Assessment

As part of the T4W approach, children complete a 'cold task' at the start of each unit, to see what they already know and then influence the content of the unit of work. Then at the end of each unit, children will complete a 'hot task' to assess their progress.

KS2 SATS	2022	2023	2024
School	Too small to report	69.2% <small>(each child is 7.14%)</small>	79% <small>(each child is 7.14%)</small>
National	69%	71%	72%

Impact

Pupils show an enjoyment for writing across the school

Pupils are engaged and productive in lessons

Pupils use ambitious and thoughtful vocabulary to express their ideas

Pupils know more and remember more and have skills to allow them to make progress from their starting point.

Pupils take pride in their work by presenting their work creatively and engagingly, considering the reader

Attainment is broadly in line with National averages.