



Kirk Langley Church of England Primary School

Writing

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Daniel 12:3

'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

Within a Christian ethos we aim to:

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.

- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

Writing Statement: Intent, Implementation and Impact

- Intent (the What) and Implementation (the How):

At Kirk Langley Church of England Primary School we prioritise the teaching of Writing.

Intent

We understand how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life. We want to prepare children with the essential writing skills they will need for later life by providing an enriched and engaging English curriculum, where they write with a clear purpose across all subjects.

We intend:

- To create confident writers who develop stamina for writing throughout school and are able to write at length.
- For all of our children to be independent writers, building on a range of skills as they work through each journey of writing.
- That all of our children are exposed to high quality texts that model excellent writing practises across a broad range of genres.
- For our children to have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with focus on the desired effect on the readers' thoughts and feelings so that the impact of their writing is positive.
- Ensure that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improvement process using feedback from the teacher.
- That our children are challenged and encouraged to take risks and view mistakes as a positive part of the learning process.
- To celebrate writing at each stage through the learning process to encourage children to take pride in their work.
- To provide a balanced and broad curriculum, which encompasses writing practice and equips children with the skills and knowledge of writing processes including handwriting, spelling, grammar, widening vocabulary and writing for different styles.

- To be inclusive of all children, including SEND by providing the appropriate scaffolding, support and writing tools those children need in their writing process to experience success.
- That our children have high expectations of themselves where they take pride in all aspects of learning and in everything they produce.

Implementation

Handwriting

Cursive handwriting teaches pupils to join letters in words as a series of continuous flowing movements or patterns and children are taught pre cursive handwriting from Reception into cursive script. Words can be written without taking the pencil off the page. Continuous style provides a directional left, right movement. This flowing, rhythmical movement aids speed and fluency particularly when practised from Foundation level with the final product have Readership. Accuracy of pencil grip is crucial to prevent muscle stress as children move through KS1 into the demands of Key Stage 2.

a b c d e f g h i j k l m n o p q r s t u v w x y z

This cursive style also lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer. Pupils with specific learning disabilities find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement. Children with motor problems learn a series of easy, rhythmical movements, which help to improve fine motor co-ordination.

Spelling

At Kirk Langley Church of England Primary School we believe that spelling has a direct effect upon progress in all other areas of the curriculum and is crucial to developing a child's confidence, motivation and self-esteem.

We provide children with a range of spelling strategies throughout school which cater for different learning style. Early spelling is taught through phonic work in Reception and Key Stage 1 using Rising Stars Rockets built around Letters and Sounds. As children move from Key Stage 1 to Key Stage 2, the emphasis shifts from the teaching of phonics to more focussed teaching of spelling strategies, conventions and rules to build upon the children's established phonic knowledge.

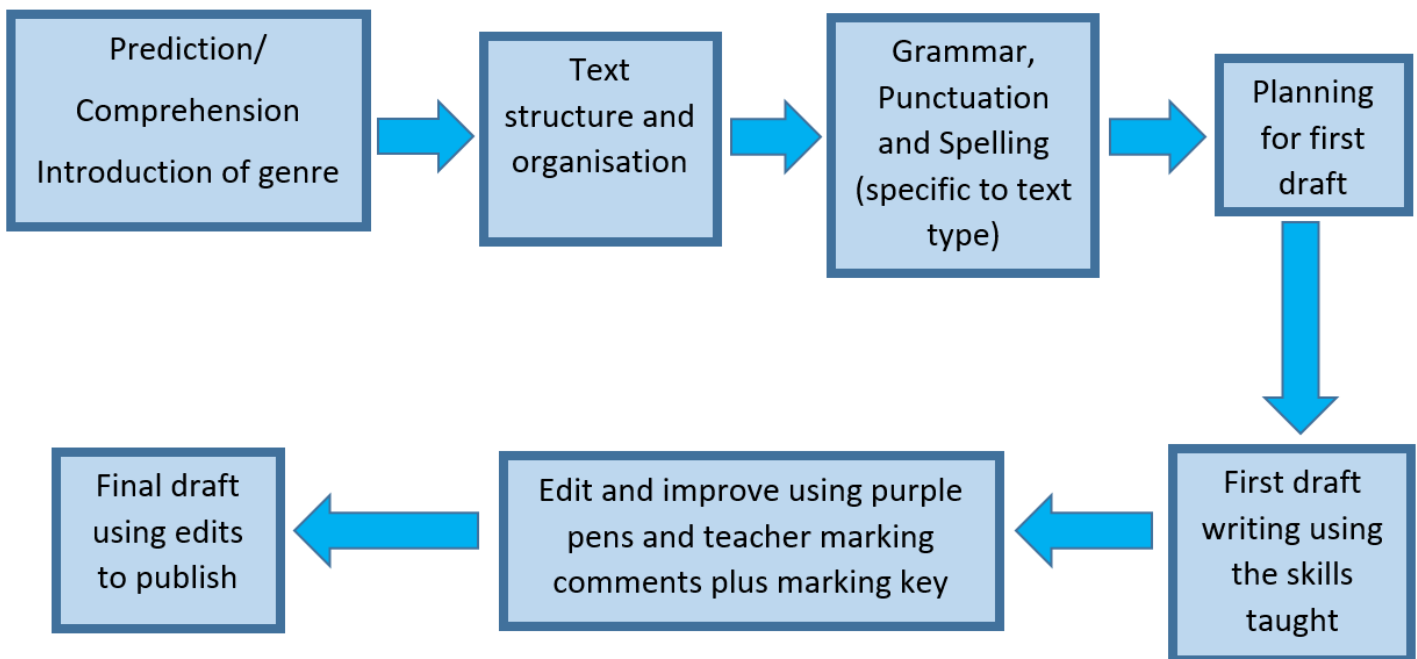
However, phonic support and intervention is still provided in Key Stage 2 to those children who need it. Appendix 1 of the National Curriculum 2014, sets out the teaching and learning for rules and conventions.

Writing Process

Each unit of writing will consist of a sequence of learning built around Take One Book which focuses on high quality text through Shared Reading. This is in order to ensure that the build-up of knowledge and skills is progressive and clear. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. Each stage of the learning process is evident through books, learning environment, planning and pupil voice discussions. Learning journeys are usually based on high quality texts but we also use videos, real life events, images or lyrics from a song (anything that might get the children excited about writing)

Progression in Writing Genres is used across the school in order to build on previous skills and knowledge.

The writing sequence –



Prediction/Comprehension– The purpose of this is to introduce the children to the genre of the text you want to teach them. These lessons may involve looking at a VIPERS (vocabulary, inference, prediction, explanation, retrieval and summarising/sequencing). Comprehension based on the genre being taught plays a key role in illustrating how teaching reading and writing links play an active role in critical thinking.

New vocabulary of the learning journey – Children are to be introduced to the words of the learning journey here. These are explained to the children with examples given and the use of these words are modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. These key words are written on the working walls for children to use throughout the learning journey.

Text Structure and Organisation – Looking at features within the genre including which writing tools are best suited and why with focus on purpose – this shows the children the expectation of what they themselves are aiming for by the end of their unit of work. This should include:

- Features of the genre you are covering (e.g. if you are writing an autobiography it should have key dates, be written in chronological order, first person pronouns etc.)
- Children identifying evidence of the skill(s) that are required.

Grammar, Punctuation and Spelling – Here, the children focus on the skills they will be applying in this unit of work which are related to the National Curriculum. It is vital (in this part of the process) that children understand the purpose of the tool they are using and its desired impact on the reader. E.g. I will use contrasting conjunctions as this will help add detail for the reader in relation to an opposite point.

This is an opportunity for the children to fully understand the writing tool/s they will be using. A guide is placed on the working walls for children to refer to throughout the unit of work.

Based on the skill taught, the children will complete sentence level work in the context of the stimulus they are using to form their own writing. E.g. if you were focussing on the skill of using relative clauses, the children would produce sentences that apply this skill.

Planning stage – Children plan their piece of writing based on the stimulus. Here, children are given a planning frame where they are guided into using the skills taught as part of the learning sequence. The planning process is modelled by the teacher to ensure that children are planning concise, cohesive writing. Text Innovation whereby children mimic real writers style supports and scaffolds writing in order that all children feel a sense of audience and purpose.

First draft preparation with focus on skills taught – Before a first draft is complete, the class teacher leads a modelled write with the children so that they will have an idea of where to lead their own writing. During this session, the teacher ‘thinks out loud’, purposefully referring to the skills/writing tools and spelling rules that they have been focusing on. Then the teacher performs a shared write, whereby the children and the teacher work together to draft a paragraph or piece of writing using the skills taught. When children move on to independently writing their first draft, they are reminded to refer to their plans and refer to the working wall to help them in their writing.

Edit and Improve using green pen – Children will independently and/or collaboratively read back through their own writing and they are taught use the marking key to identify the symbols used by their teacher. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in green pen using agreed codes. Once they have done this, they will then use their pencil/pen to correct sentences, paragraphs or the entire text if needed. This can be done by re-writing on the left page. Proof reading is seen as improving punctuation, demarcation, spelling, structure. Editing is based on improvements through vocabulary, sentence types, figurative and descriptive language. Children use a number system to make such improvements.

Children are taught to understand that during this process, they should think about all aspects of writing they can improve, not just skills within that learning journey.

Final draft with continuous improvements – Must be completed at the end of each unit and must include all the edits and improvements that have been made during these sessions and children understand that this is not just an exercise in writing up the first draft with improvements in their best handwriting. The teacher models to the children how they should continue to improve their work as they write mentally. This is so that self-improving and on-going editing becomes second nature to children. When modelling how to make continuous improvements, it is important to think out loud so children can ‘see’ and understand why you are making these changes.

Working Walls

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. These should be written clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form as of continuous provision and these should remain on the walls for as long as the children need.